



MSc Programmes Module Catalogue

MSc Incomings

Intakes FT 2020 - ST 2021
(tentative)

Incomings MSc Fall TERM 2020 (tentative)

Module Course Nr	MSc Progr	Module with all Courses/ Page No.	Courses	Section	ECTS
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(page numbers refer to this pdf module catalogue)

M-MET4-021	CORE	Research Methods	Research Methods	A2/ C2	3
L-MET4-030	CORE	Research Methods p. 27	Advanced Market Research: Experimentation		3
L-MET4-028	CORE	Research Methods p. 64	Data Analysis & Statistics for Managers- Level I		3
L-MET4-025	CORE	Research Methods p. 25	Econometrics of Financial Markets		3
M-PHI4-015	CORE	Studium Fundamentale Fall Term	Studium Fundamentale	A1/ C1	3
L-PHI4-024	CORE	Studium Fundamentale p. 29	Philosophy of Science		3
M-AUT4-013	AUT	Automotive Field Study	Automotive Field Study	C	6
L-AUT4-012	AUT	Automotive Field Study p. 28	Automotive Field Study		6
M-AUT4-005	AUT	Business Process & Information Mgt. in the Global Automotive Value Chain	Business Process & Information Mgt. in the Global Automotive Value Chain	B	6
L-AUT4-005	AUT	Business Process & Information Management in the Global Automotive Value Chain p. 10	Business Process Management		3
L-AUT4-006	AUT	Business Process & Information Management in the Global Automotive Value Chain p. 13	Information Management in the Global Automotive Value Chain		3
M-AUT4-012	AUT	Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector	Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector	D	6
L-STR4-015	AUT	Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector p. 17	Strategic Management and Corporate Foresight in the Automotive Industry		3
L-AUT4-011	AUT	Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector p. 18	Business Model Innovation in the Mobility Sector		3
M-FIN4-034	FIN	Asset Pricing & Derivatives	Asset Pricing & Derivatives	C	6
L-FIN4-059	FIN	Asset Pricing & Derivatives p. 36	Asset Pricing		3
L-FIN4-060	FIN	Asset Pricing & Derivatives p. 37	Derivatives		3
M-FIN4-009	FIN	Corporate Finance	Corporate Finance	B	6
L-FIN4-012	FIN	Corporate Finance p. 45	Empirical Corporate Finance		3
L-FIN4-106	FIN	Corporate Finance p. 46	Fundamentals of Corporate Valuation		3
M-FIN4-011	FIN	Financial Modeling	Financial Modeling	A	6
L-FIN4-018	FIN	Financial Modeling p. 40	Financial Modeling - Introduction and Application		3
L-FIN4-019	FIN	Financial Modeling p. 41	Seminar - Doing your own Research		3
M-ACT4-040	FIN	Management Analytics for Finance Professionals (Adv. Mgt. Acct.)	Management Analytics for Finance Professionals (Adv. Mgt. Acct.)	E	6
L-ACT4-014	FIN	Management Analytics for Finance Professionals (Adv. Mgt. Acct.) p. 49	Financial Statement Analysis		3
L-ACT4-039	FIN	Management Analytics for Finance Professionals (Adv. Mgt. Acct.) p. 49	Corporate Valuation		3
M-ACT4-041	FIN	Regulation, Risk & Resilience (Adv. Acct.)	Regulation, Risk & Resilience (Adv. Acct.)	D	6
L-ACT4-064	FIN	Regulation, Risk & Resilience (Adv. Acct.) p. 53	Knowledge, Resilience & Risk Management		3
L-ACT4-065	FIN	Regulation, Risk & Resilience (Adv. Acct.) p. 54	Technology, Regulation & the Principles of Auditing		3
M-SCM4-023	SCM	Operations Management	Operations Management	E	6
L-SCM4-038	SCM	Operations Management p. 144	Operations Management		6
M-ESH4-005	MGT	Innovation & Entrepreneurship	Innovation & Entrepreneurship	B	6
L-ESH4-004	MGT	Innovation & Entrepreneurship p. 84	Tools of Technology and Innovation Management		3
L-ESH4-005	MGT	Innovation & Entrepreneurship p. 85	Founder's skillset		3
M-ECO4-023	MGT	International Business	International Business	C	6
L-ECO4-040	MGT	International Business p. 90	International Business		6
M-STR4-050	MGT	International Strategic Management	International Strategic Management	E	6

L-STR4-089	MGT	International Strategic Management p. 94	International Strategic Management I		3
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M-STR4-089	MGT	Management Methods for a Digital Age	Management Methods for a Digital Age	D	3
L-STR4-160	MGT	Management Methods for a Digital Age p. 80	Management Methods for a Digital World		3
M-HRM4-005	MGT	Managerial Decision Making	Managerial Decision Making	E	6
L-HRM4-023	MGT	Managerial Decision Making p. 72	Managerial Decision Making		6
M-ECO4-003	MGT	Managerial Economics	Managerial Economics	A2/ C2	6
L-ECO4-005	MGT	Managerial Economics p. 99	Managerial Economics		6
M-STR4-055	MGT	MOOC Social Innovation	MOOC Social Innovation	E	6
L-STR4-095	MGT	MOOC Social Innovation p. 76	Social Innovation		6
M-PDV4-026	MGT	Project Week	Project Week	PW	3
L-PDV4-107	MGT	Project Week p. 108	Field Project		3
L-PDV4-108	MGT	Project Week p. 109	Field Trip		3
M-STR4-059	MGT	Start-Up & New Business Model Development	Start-Up & New Business Model Development	E	
L-STR4-102	MGT	Start-Up & New Business Model Development p. 113	Start-Up & New Business Model Development		6
M-STR4-016	MGT	Strategic Information Management	Strategic Information Management	B	6
L-STR4-150	MGT	Strategic Information Management p. 117	Strategic Information Management		6
M-STR4-009	MGT	Strategic Management	Strategic Management	A1/ C1	6
L-STR4-082	MGT	Strategic Management p. 121	Strategic Management		6
M-AUT4-009	MKT	Brand Management & Consumer Behavior	Brand Management & Consumer Behavior	D	6
L-MKT4-038	MKT	Brand Management & Consumer Behavior p. 58	Brand Management		3
L-MKT4-21	MKT	Brand Management & Consumer Behavior p. 59	Consumer Behaviour		3
M-MKT4-032	MKT	Marketing Consulting Field Study (closed)	Marketing Consulting Field Study	E	6
M-MKT4-028	MKT	Product Management & Services Marketing	Product Management & Services Marketing	F	6
L-MKT4-013	MKT	Product Management & Services Marketing p. 67	Product Management		3
L-MKT4-049	MKT	Product Management & Services Marketing p. 68	Services Marketing		3
M-REM4-010	RE	Real Estate Economics	Real Estate Economics	B	6
L-REM4-081	RE	Real Estate Economics p. 125	Urban and Real Estate Economics		3
L-REM4-080	RE	Real Estate Economics p. 126	Megatrends in Real Estate		3
M-REM4-042	RE	Real Estate Finance	Real Estate Finance	E	6
L-REM4-057	RE	Real Estate Finance p. 130	Methods of Real Estate Finance		3
L-REM4-013	RE	Real Estate Finance p. 131	Real Estate Cash Flow Modelling		3
M-REM4-070	RE	Real Estate Fundamentals	Real Estate Fundamentals	D	6
L-REM4-070	RE	Real Estate Fundamentals p. 132	Real Estate Investment		3
L-REM4-082	RE	Real Estate Fundamentals p. 135	Real Estate Investment		3
M-REM4-003	RE	Real Estate Valuation	Real Estate Valuation	F	6
L-REM4-084	RE	Real Estate Valuation p. 140	Methods of Real Estate Valuation		3
L-REM4-052	RE	Real Estate Valuation p. 141	Applied Real Estate Valuation		3
M-LAN0-030		Language Center p. 222 ff.	German		
L-LAN0-121			German A1		
L-LAN0-122			German A2		
L-LAN0-123			German B1		
L-LAN0-124			German B2		
L-LAN0-125			German C1.1		
L-LAN0-125			German C1.1		
L-LAN0-138			German C2		
L-LAN0-138			German C2		

Incomings MSc Spring TERM 2021 (tentative)					
Module Course Nr	MSc Progr	Module with all Courses	Courses	Section	ECTS
M-MET4-021	CORE	Research Methods	Research Methods	A2	3
L-MET4-030	CORE	Research Methods p. 178	Advanced Market Research: Experimentation		3
L-MET4-007	CORE	Research Methods p. 180	Qualitative Research Methods		3
L-MET4-056	CORE	Research Methods p. 183	The Economics of Motivation: Traditional and Behavioural Modelling Approaches		3
L-MET4-057	CORE	Research Methods p. 182	Scientific Surveys for Social Measurement		3
L-MET4-025	CORE	Research Methods p. 176	Econometrics of Financial Markets		3
M-PHI4-016	CORE	Studium fundamentale Spring Term	Studium fundamentale Spring Term	A1/C1	3
L-PHI4-030	CORE	Studium fundamentale p. 188	Introduction to Ethics		3
L-PHI4-031	CORE	Studium fundamentale p. 189	Thinking Ethically on ordinary Matters		3
M-PDV4-027	CORE	Leadership & Personal Development	Leadership & Personal Development	A1	6
L-PDV4-100	CORE	Leadership & Personal Development p. 165	Leadership Development		3
L-STR4-135	CORE	Leadership & Personal Development p. 166	Effective Communication in Leadership		3
L-LDS4-003	CORE	Leadership Development p. 168	Leadership & People Management		3
M-PDV4-027	CORE	Personal Mastery p. 162	Personal Mastery	A1	3
L-PDV4-100	CORE		Leadership Development p. 165		3
M-AUT4-015	AUT	Digital Transformation in the Automotive Industry	Digital Transformation in the Automotive Industry	C	6
L-AUT4-014	AUT	Digital Transformation in the Autom. Industry p. 153	Digital Transformation in the Automotive Industry		6
M-Aut4-017	AUT	Developments and Regulations in Contemporary Mobility	Developments in Contemporary Mobility	F	6
L-AUT4-017	AUT	Developments and Regulations in Contemporary Mobility p. 149	Fundamentals in Automotive Management		3
L-AUT4-016	AUT	Developments and Regulations in Contemporary Mobility p. 150	Challenges in Contemporary Mobility		
M-AUT4-006	AUT	Distribution Channels & Dealership Management	Distribution Channels & Dealership Management	E	6
L-AUT4-007	AUT	Distribution Channels & Dealership Mgt p. 157	Distribution Channels		3
L-AUT4-008	AUT	Distribution Channels & Dealership Mgt p. 158	Dealership Management		3
M-FIN4-055	FIN	Advanced Finance: Capital Markets	Advanced Finance: Capital Markets	C	6
L-FIN4-023	FIN	Advanced Finance: Capital Markets p. 193	Empirical Finance		6
M-FIN4-051	FIN	Alternative Investments & Asset Management	Alternative Investments & Asset Management	F	6
L-FIN4-075	FIN	Alternative Investments & Asset Management p. 197	Alternative Investments & Asset Management		6
M-FIN4-056	FIN	Economics of Financial Markets and Crises	Economics of Financial Markets and Crises	B	6
L-FIN4-086	FIN	Economics of Financial Markets and Crises p. 201	Economics of Financial Markets		3
L-FIN4-077	FIN	Economics of Financial Markets and Crises p. 202	Economics of Financial Crises		3
M-FIN4-093	FIN	FinTech Innovation	FinTech Innovation	D/F	6
L-FIN4-138	FIN	FinTech Innovation p. 207	Finance, Technology, Regulation		3
L-FIN4-145	FIN	FinTech Innovation p. 208	Machine Learning & Blockchain		3
M-FIN4-062	FIN	Mergers and Acquisitions	Mergers and Acquisitions	E	6
L-FIN4-100	FIN	Mergers and Acquisitions p. 211	Legal basis in M&A for non-lawyers		3
L-FIN4-101	FIN	Mergers and Acquisitions p. 212	Finance and Economics of M&As		3
M-FIN4-061	FIN	Risk Management in Financial Institutions	Risk Management in Financial Institutions	D	6
L-FIN4-098	FIN	Risk Management in Financial Institutions p. 218	Risk Assessment and Management		3
L-FIN4-099	FIN	Risk Management in Financial Institutions p. 220	Risk Modelling		3
M-STR4-092	MGT	Business Process & Value Based Management	Business Process & Value Based Management	C*	6
L-STR4-163	MGT	Business Process & Value Based Management p. 260	Transactional Excellence & Management		3
L-STR4-164	MGT	Business Process & Value Based Management p. 261	Power-Steering Activist Shareholders by VBM		3
M-STR4-095	MGT	Digital Strategy and Technologies	Digital Strategy and Technologies	B	6

L-STR4-167	MGT	Digital Strategy and Technologies p. 265	Multisided Platforms & Ecosystems		3
L-STR4-149	MGT	Digital Strategy and Technologies p. 266	Digital Technologies		3
M-ECO4-029	MGT	Economic Aspects of Law & Innovation	Economic Aspects of Law & Innovation	C*	6
L-ECO4-044	MGT	Risk Assessment and Management p. 270	Business Law & Economics		3
L-ECO4-053	MGT		Economic Aspects of Innovation p. 271		3
M-FIN4-069	MGT	Entrepreneurial Finance	Entrepreneurial Finance	F	6
L-FIN4-112	MGT	Entrepreneurial Finance p. 276	Venture Financing		3
L-FIN4-113	MGT	Entrepreneurial Finance p. 277	Venture Valuation		3
					6
M-STR4-040	MGT	Social Entrepreneurship and Social Business	Social Entrepreneurship and Social Business	E	6
L-STR4-068		Understanding Social Entrepreneurship and Social Business p. 256	Understanding Social Entrepreneurship and Social Business		6
M-STR4-094	MGT	Managing Strategic Alliances and Mergers & Acquisitions	Managing Strategic Alliances and Mergers & Acquisitions	D	6
L-STR4-165		Managing Strategic Alliances and Mergers & Acquisitions p. 280	Managing Strategic Alliances		3
L-STR4-166		Managing Strategic Alliances and Mergers & Acquisitions p. 281	Managing Mergers & Acquisitions		3
M-STR4-078	MGT	Strategic Foresight	Strategic Foresight	F	
L-STR4-115			Strategic Foresight p. 282		6
M-MKT4-023	MKT	Communication Management	Communication Management	D	6
L-MKT4-040	MKT	Communication Management p. 249	Strategies and Social Techniques of Communication Management		3
L-MKT4-041	MKT	Communication Management p. 250	Applied Communication Management		3
L-REM4-071	RE	Advanced Real Estate Management	Real Estate Management	E	6
L-REM4-007	RE	Advanced Real Estate Management p. 298	Real Estate Portfolio Management		3
L-REM4-085	RE	Advanced Real Estate Management p. 299	Real Estate Asset Mgt.		3
M-REM4-039	RE	Real Estate Development	Real Estate Development	B	6
L-REM4-085			Methods of RE Development p. 288		3
L-REM4-010	RE	Real Estate Development p. 289	Applied RE Development		3
M-REM4-005	RE	Real Estate Investment	Real Estate Investment Structuring	F	6
L-REM4-008	RE	Real Estate Investment p. 292	Real Estate Investment Vehicles		6
L-REM4-086	RE	Real Estate Investment p. 294	Data Analysis for Real Estate		6
M-LAN0-030		Language Center p. 222 ff.	German		
L-LAN0-121			German A1		
L-LAN0-122			German A2		
L-LAN0-123			German B1		
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L-LAN0-125			German C1.1		
L-LAN0-138			German C2		
L-LAN0-138			German C2		

Name of Module:	Automotive Field Study	Module No:
Module Owner:	Prof. Dr. Sven Henkel	M-AUT4-013
Contact:	sebastian.timmer@ebs.edu	
Programme of Study:	Master in Automotive Management	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Through introducing the underlying academic frameworks and enabling a practical application of the gained knowledge this module ensures successful future utilisation of theories, principles and methods in a business context. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Within the scope of this module, the students focus on solving a case study given to them by a real company. Within the scope of the project, the company partners provide continuous feedback and a real-life consulting experience. Consequently, students will be capable of transferring their knowledge to practice due to the similar experience. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English.(LO 4):</p> <ul style="list-style-type: none"> Within the case study, students prove their English communication to prepare the assignments, present their knowledge and demonstrate their gained skills. All communication and feedback from the company will be provided in English as well. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> As students will be randomly allocated to teams, the multicultural nature of the EBS student body results in multicultural teams. As these team members have to collaborate in order to fulfil the client's task and overcome potential conflicts, students will be capable of working in multicultural teams in the future. 	

	<p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">Students will face uncertain conditions and challenging contents, particularly in their case study project due to its real-life setting. Due to the independent completion of their project work, students will be required to direct their own progress and solve the upcoming challenges.																
Relation to other Modules/Programmes:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module provides basic insights into different tools and methodologies of strategy consultants with a strong focus on automotive topics, mobility services and marketing strategies. Students will not only learn state-of-the art analytical tools in the area of strategy assessment and development, but also apply them in an interactive, real-life project and present their results to the management committee of the client organisation. Therefore, this module is applicable to all consulting related modules, i. e. “Consulting Field Study”</p>																
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes (20 x 90)</td><td>30 h</td></tr><tr><td>Preparation & project work</td><td>150 h</td></tr></table>	Classes (20 x 90)	30 h	Preparation & project work	150 h												
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>90</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>60</td><td>IG</td></tr><tr><td>Peer group evaluation</td><td>Complete module</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	90	TG	Essay	Complete module	60	IG	Peer group evaluation	Complete module	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Presentation	Complete module	90	TG														
Essay	Complete module	60	IG														
Peer group evaluation	Complete module	30	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>This module implies working within teams and with very frequent contact with faculty members and client representatives involved in the project. The student teams have to work towards frequent and tight deadlines, making this a demanding module</p>																

1. Course	Automotive Field Study	Course No.:
Instructor/-s:	Prof. Dr. Sven Henkel Sebastian Timmer	L-AUT4-012

Guest Speakers:	None
Contact:	sebastian.timmer@ebs.edu
ECTS:	6
Number of Sessions:	20 (Around 30h of mentoring sessions in classroom, including kick-off, interim presentation, final presentation, one session on “Managing Consulting Projects” and one session on “Managing Relationship with Clients”.)
Language:	English
Course Description:	<p>This course provides both practical and advanced conceptual perspectives on business development and marketing strategies in the automotive industry. Through a consulting field study, participants learn to apply core strategy and innovation concepts in an interactive, real-life project in cooperation with a dedicated company. This experience will be combined with lectures and several in-depth mentoring sessions, where participants become familiar with advanced analytical tools in the areas outlined above.</p> <p>In this course the students become acquainted with the roles of consultants and other professionals who aim at initiating, implementing, managing, and/or accompanying strategic change or innovation processes in firms. The course provides the participants with both conceptual foundations and practical experience in the management of consulting projects.</p> <p>The course will be held in close interaction with experienced practitioners (consultants and/or managers in non-consulting firms). Parts of the course may even take place as an off-site event. The students will be able to apply many of the concepts, ideas and approaches discussed in other courses within this module in practice. In previous years, partners such as AUDI or Schaeffler allowed us to provide insights into consulting projects for OEMs and suppliers.</p>
Required Readings:	<p>Turner, A. N.: Consulting is More than Giving Advice. In: Harvard Business Review, Sept./Oct. 1982, pp. 120-128.</p> <p>Schein, E.: Process Consultation. Vol. I; Its Role in Organization Development. Reading et al., 2nd edition, 1998, pages 1-20.</p> <p>Tufte, Edward R.: The Visual Display of Quantitative Information. 2nd edition. Cheshire, CT: Graphics Press 2009.</p>
Further Recommended Readings:	<p>Brown, T.: Design Thinking. Harvard Business Review, June 2008, pp. 1-10.</p> <p>Maister, D. H.: Managing the Professional Service Firm. New York et al.: Free Press, 1995, Chapters 5-8.</p> <p>Katzenbach, J. R. / Smith, D. K.: The Wisdom of Teams. Boston: HBS Press, 1993.</p> <p>Minto, B.: The Pyramid Principle: Logic in Writing and Thinking. 3rd edition. Financial Times: Pitman Publishing, 2002.</p> <p>Zelazny, G.: Say It With Charts: The Executive's Guide to Visual Communication. 4th edition. McGraw-Hill 2001. Or:</p> <p>Zelazny, G.: Say It With Presentations: How to Design and Deliver Successful Business Presentations. McGraw-Hill, 1999.</p>

	Hungenberg, H.: Problemlösung und Kommunikation. Vorgehensweisen und Techniken. 2. Auflage. München, Wien, Oldenbourg.
Pedagogy:	Lecture, workshop, real life project, group work.

Name of Module:	Business Process & Information Management in the Global Automotive Value Chain	Module No:
Module Owner:	Prof. Dr. Sven Henkel	M-AUT4-005

Contact:	christopher.grossmann@ebs.edu
Programme/-s of Study:	Master in Automotive Management Master in Management
Specialisation/Major:	None
Mandatory/Elective:	Master in Automotive Management: mandatory Master in Management: elective
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> The module covers all relevant business processes of the automotive value chain from an OEM's perspective. The module builds upon defining theoretical organisational concepts such as complexity and emergence first, then introducing core concepts of modern process organisation (value creation and business processes; organisational governance; core business processes). As a third step, the application of these concepts is demonstrated using examples of the global automotive industry. Further, a focus is set on defining and evaluating IT-related processes in the automotive industry. Again, core technological concepts build a common knowledge basis for class participants. Then, theoretical and practical information on applied IT frameworks is introduced incl. theory on data management, business IT alignment, IT strategy, IT governance, IT management, enterprise architecture management, IT organization, BSC and systemic transformation management. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The theoretical concepts taught are the basis for a successful implementation of the frameworks in a modern organisation. The use of those frameworks is shown by using different industry examples of exiting implementations. Teaching this overarching package of core concepts and frameworks enables graduates to directly apply their knowledge especially in the automotive sector.

	<p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none">The module introduces a lot of technical concepts which are relevant for business managers, including “hyped” technologies such as Blockchain. However, graduates will also be able to identify technological innovations in the future using innovation frameworks and other innovation-related frameworks. Further, parts of the examination put a focus on current and future technologies of the automotive industry, ensuring that students have to asses and apply new technological trends to existing problems.																
Relation to other Modules:	<p>Programme: This module is not applicable to other programmes.</p> <p>Modules: This module relates to the modules “Developments and Regulations in Contemporary Mobility” and “Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector” within the Master in Automotive Management programme.</p>																
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-reading & wrap up</td><td>40 h</td></tr><tr><td>Field trip</td><td>18 h</td></tr><tr><td>Preparation essay</td><td>50 h</td></tr><tr><td>Exam and exam preparation</td><td>45 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-reading & wrap up	40 h	Field trip	18 h	Preparation essay	50 h	Exam and exam preparation	45 h						
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Individual <u>Essay</u></td><td>Complete Module</td><td>40</td><td>IG</td></tr><tr><td>Group <u>Essay</u></td><td>Complete Module</td><td>80</td><td>TG</td></tr><tr><td>Written Exam</td><td>Complete Module</td><td>60</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Individual <u>Essay</u>	Complete Module	40	IG	Group <u>Essay</u>	Complete Module	80	TG	Written Exam	Complete Module	60	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Individual <u>Essay</u>	Complete Module	40	IG														
Group <u>Essay</u>	Complete Module	80	TG														
Written Exam	Complete Module	60	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Field Trip planned!</p> <p>The project work (essay) will be conducted in groups of 3 - 4 students. Each group will select an interesting topic – out of their own perception – of the field trip.</p>																

1. Course	Business Process Management	Course No.:
Instructor/-s:	Dr. Dieter Schacher	L-AUT4-005

Guest Speaker:	None
Contact:	christopher.grossmann@ebs.edu
ECTS:	3
Number of Sessions:	9
Language:	English
Course Description:	The first lecture "Business Process Management" will introduce students to the principles of process organisation and process models in the automotive industry. Students will get to know a top-down methodology to structure, manage and enhance the organisation in globally acting automotive companies. The holistic approach is based on the automotive core business processes, IT/business alignment and the fundamental role of employees in the transformation process. Case material will be taken from own experiences and examples out of the global automotive industry, with a particular focus on Volkswagen and new ventures in emerging markets.
Required Readings:	Becker, J.; Kugeler, M.; Rosemann, M.: Process Management. Springer-Verlag: Berlin, 2003.
Further Recommended Readings:	Schacher, D. (2007): Informationssystemische Prozessorganisation mit sozioorientierter Transformation. Berlin, Fraunhofer IRB Verlag: Stuttgart. (Selected chapters / English translation will be provided). Ross, J. W., Weill, P., Robertson, D. C. (2006): Enterprise Architecture as Strategy. Harvard Business School Press: Boston, Massachusetts. Vollmann, T. E. (1996): The transformation imperative – achieving market dominance through radical change. Harvard Business School Press: Boston. Ismail, S., Malone, M.S., Van Geest, Y.: Exponential Organizations, Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it), Diversion Books, New York, NY, 2014.
Pedagogy:	Lecture, case discussions, field trip.

2. Course	Information Management in the Global Automotive Value Chain	Course No.:
Instructor/-s:	Dr. Dieter Schacher	L-AUT4-006

Guest Speaker:	None
Contact:	christopher.grossmann@ebs.edu
ECTS:	3
Number of Sessions:	9
Language:	English
Course Description:	In the "Information Management" course students will familiarise with fundamental questions of information management in the automotive industry and innovative use of information technology. Students will get to know the core functionality and architecture of information systems supporting the automotive core business processes. They will be introduced to the key concepts of Enterprise Architecture Management, Quality Gate Systems and Project Data Management, further IT modules in the supply chain and Build to Order Process landscape. The students will get a basic understanding of car IT innovations and the resulting business opportunities for online service provisioning in the areas of telematics, diagnostics, and navigation. Lastly the course will introduce the basic elements of the IT strategy and the transformation management.
Required Readings:	Betz, Charles T.: Architecture and Patterns for IT Service Management, Resource Planning, and Governance: Making Shoes for the Cobbler's Children. Morgan Kaufmann Publishers, San Francisco, CA 2007.
Further Recommended Readings	Lutchen, Mark D.: Managing IT as a business, A survival Guide for CEOs John Wiley & Sons, Inc. Hoboken, New Jersey, 2004.
Pedagogy:	Lecture, case discussion.

Name of Module:	Strategy, Corporate Foresight & Business Model Innovation in the Mobility Sector	Module No:
Module Owner:	Prof. Dr. Sven Henkel	M-AUT4-012

Contact:	christopher.grossmann@ebs.edu
Programme of Study:	Master in Automotive Management
Specialisation/Major:	None
Mandatory/Elective:	Mandatory
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Through introducing the underlying academic frameworks and enabling a practical application of the gained knowledge this module ensures successful future utilisation of theories, principles and methods in a business context. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Within the scope of this module, the students have a theoretical lecture and practical case studies. In one part, they focus on solving a case study given to them by a real company. Within the scope of the project, the company partners provide continuous feedback and a real-life consulting experience. Consequently, students will be capable of transferring their knowledge to practice due to the similar experience. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Students are confronted with contents closely related to automotive technology and its practical relevance. Consequently, students will be capable to relate back to these experiences and utilise gained knowledge in the future. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> As students will be randomly allocated to teams, the multicultural nature of the EBS student body results in multicultural teams. As these team members have to collaborate in order to fulfil the client's task as well as

	<p>the project work and overcome potential conflicts, students have to be capable of working in multicultural teams to complete their assignments.</p> <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> Students will face uncertain conditions and challenging contents, particularly in their case study project due to its real-life setting. Due to the independent completion of their project work, students will be required to direct their own progress and solve the upcoming challenges. <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> Both courses are held in close collaboration with corporate partners. In Strategic Management and Corporate Foresight students analyse real life data provided by PWC Powerfacts and elaborate on strategic growth options based on analyses results. In Business Model Innovation they learn to apply a Business Model Canvas to elaborate on new business opportunities for a corporate partner. 								
Relation to other Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The course Strategic Management and Corporate Foresight in the Automotive Industry sets the stage for the Automotive Management Master. Strongly based on Case Study Teaching, the students get familiar with managerial problems, decisions, and learnings in the automotive industry from the past. The course enables the students to reflect the knowledge gained in the other specialisation modules of the Automotive Master on past and current issues. Innovation and R&D are central drivers of the automotive industry. Thus, this module relates to all specialisation modules of the Master in Automotive Management by covering cross-sectional issues.</p>								
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (19 x 90)</td><td>28,5 h</td></tr> <tr> <td>Pre-reading & wrap up</td><td>26,5 h</td></tr> <tr> <td>Essay</td><td>55,0 h</td></tr> <tr> <td>Project</td><td>70,0 h</td></tr> </table>	Classes (19 x 90)	28,5 h	Pre-reading & wrap up	26,5 h	Essay	55,0 h	Project	70,0 h
Classes (19 x 90)	28,5 h								
Pre-reading & wrap up	26,5 h								
Essay	55,0 h								
Project	70,0 h								

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Essay	Strategic Management and Corporate Foresight in the Automotive Industry	60	TG
	Class Participation	Strategic Management and Corporate Foresight in the Automotive Industry	30	IG
	Project	Business Model Innovation in the Mobility Sector	60	TG
	Peer Group Evaluation	Business Model Innovation in the Mobility Sector	30	IG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Strategic Management and Corporate Foresight in the Automotive Industry: The students receive a couple of case studies prior to lectures, which they are required to read. The class participation grade is based on their preparation and resulting discussion input.			

1. Course	Strategic Management and Corporate Foresight in the Automotive Industry	Course No.:
Instructor/-s:	Christoph Stürmer	L-STR4-015

Guest Speakers:	None
Contact:	christopher.grossmann@ebs.edu
ECTS:	3
Number of Sessions:	9
Language:	English
Course Description:	<p>The course is designed to analyse the making of strategies and their implementation in the automobile industry. Since 2002, the global Automotive Industry is caught in a dichotomy between serving new markets and developing advanced technologies for new customer demands. At the same time, global mega-trends drive secular change in global demand structures, which require the automotive industry to re-consider their most fundamental assumptions</p> <p>The worldwide automotive industry is one of the few cases where industry dynamics, cost pressure, design, brand, and political and environmental factors all play a major role in the competitive dynamics and ultimate success of a company. The reflection and operationalisation of these factors in corporate strategy-making will be a main focus of this course. Therefore, the course will focus on brand management issues, manufacturing philosophies, value chain management, non-marked issues like political regulation and other relevant topics for general management.</p> <p>In addition to the required reading material, the course will also discuss actual industry analysis as used by corporate functions to steer operational strategy implementation, and also give training in using the interactive information platform of a leading industry analysis firm.</p> <p>At the end of the course students should be able to understand complex international management issues. They should be familiar with the main issues how the automotive industry evolved over the last decades, how innovation can create competitive advantages, how a brand is created and managed and how political and environmental issues influence corporate decision making in the automotive industry. Students should also have gained appreciation of how the development and size of markets impacts the development of the industry. After completing the course students are expected to have a sound understanding of the constant interaction between market, competition and environment in the automotive industry.</p>
Required Readings:	<p>Conceptual Foundations of the Balanced Scorecard (http://www.hbs.edu/faculty/Publication%20Files/10-074.pdf)</p> <p>Using the Balanced Scorecard as a Strategic Management System (http://hbr.org/2007/07/using-the-balanced-scorecard-as-a-strategic-management-system/ar/1)</p> <p>Womack, J. P., Womack, J. P., Jones, D. T., & Roos, D. (1990). <i>Machine that changed the world</i>. Simon and Schuster.</p> <p>Premium Power: The Secret of Success of Mercedes-Benz, BMW, Porsche and Audi: The Secret of Success of Mercedes-Benz, BMW, Porsche and Audi (...)</p>
Further Recommended Readings:	In Search of Excellence: Lessons from America's Best-Run Companies.

Pedagogy:	Lecture, case discussions, interactive training.	
2. Course	Business Model Innovation in the Mobility Sector	Course No.:
Instructor/-s:	Prof. Dr. Sven Henkel	L-AUT4-011
Guest Speakers:	TBA	
Contact:	sebastian.timmer@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>Driven by current social and technological developments the market conditions in the mobility sector, especially in the automotive industry, have been dramatically changed. People are looking for flexible mobility solutions which can be used worldwide conveniently. To meet this needs the automotive industry has to collaborate with complementary solution providers from other branches such as information-communication-technology (ICT), billing, charging, and many more. This course aims to provide participants with a deeper understanding of customer insights, basic rules of business model development, and with success factors of business model innovation. Based on four lectures in class, participants are asked in a 1-2 day-workshop to actively elaborate on new business models for the automotive industry. Currently, we are in negotiations with Opel to provide us with a case again.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Identifying and analysing basic customer insights in the mobility sector. • Fundamentals of Business Modeling. • Business Model Innovation in the Automotive Industry: Elaborating on cross-industrial mobility solutions that truly address customer needs. 	
Required Readings:	Osterwalder/Pigneur (2010), Business Modell Generation: A Handbook for Visionaries, Game Changers, and Challengers, John Wiley & Sons.	
Further Recommended Readings	None	
Pedagogy:	Lecture, case discussion, workshops.	

Name of Module:	Research Methods	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-MET4-021
Contact:	niels.dechow@ebs.edu	
Programmes of Study:	Master in Automotive Management Master in Management Master in Real Estate Master in Finance	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Automotive Management: mandatory Master in Management: mandatory Master in Real Estate: mandatory Master in Finance: mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	3	
Prerequisites:	Please see at course level	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> In this module, students learn different quantitative research methods and apply them to real-world data. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> Real-world problems will be selected and the students must learn to select the right theoretical method and apply it. Students learn to identify those problems on their own and to independently develop problem solving methods to train analytical thinking. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> In a rapidly changing world, it is imminent that students need the ability to drill deep by means of quantitative analysis. By offering these quantitative skills students will quickly and comprehensively be able to spot problems, trends and/or opportunities for doing business. 	

Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: The contents of the courses build upon the methodical knowledge acquired in the qualifying Bachelor degree. Depending on the chosen course students are prepared for different research approaches. Together with the second course, that has to be chosen in the spring term module “Research Methods”, this module lays the foundation for writing academic papers. This knowledge is applied in many of the specialisation modules and prepares students to write seminar papers, project papers and the final Master Thesis.																							
Workload Allocation:	90 h total student’s workload, thereof: Please see below at course level.																							
Grading:	90 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Data Analysis & Statistics for Managers Level I</td><td>90</td><td>IG</td></tr><tr><td>Written Exam</td><td>Data Analysis & Statistics for Managers Level II</td><td>90</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Econometrics of Financial Markets</td><td>90</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Advanced Market Research: Experimentation</td><td>90</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Data Analysis & Statistics for Managers Level I	90	IG	Written Exam	Data Analysis & Statistics for Managers Level II	90	IG	Evaluated Exercise	Econometrics of Financial Markets	90	IG	Evaluated Exercise	Advanced Market Research: Experimentation	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																					
Written Exam	Data Analysis & Statistics for Managers Level I	90	IG																					
Written Exam	Data Analysis & Statistics for Managers Level II	90	IG																					
Evaluated Exercise	Econometrics of Financial Markets	90	IG																					
Evaluated Exercise	Advanced Market Research: Experimentation	90	IG																					
Information on Papers, Allocation of Subjects & Groups, Homework etc.	MSc Finance <u>Students enrolled at EBS Fall Term 2019 onwards:</u> <ul style="list-style-type: none">• Data Analysis & Statistics for Managers II: mandatory <u>Students enrolled at EBS earlier as Fall Term 2019:</u> <ul style="list-style-type: none">• Econometrics of Financial Markets: mandatory MSc Management, MSc Automotive Management, MSc Real Estate <u>Students enrolled at EBS Fall Term 2019 onwards:</u> <ul style="list-style-type: none">• Data Analysis & Statistics for Managers I: mandatory <u>Students enrolled at EBS earlier as Fall Term 2019:</u> choose one of the following: <ul style="list-style-type: none">• Data Analysis & Statistics for Managers I• Data Analysis & Statistics for Managers II• Advanced Market Research: Experimentation																							

1. Course	Data Analysis & Statistics for Managers – Level I	Course No.:
Instructor/-s:	Prof. Niels Dechow, PhD Philipp Roßmann	L-MET4-039
Guest Speaker/-s:	None	
Contact:	niels.dechow@ebs.edu philipp.rossmann@uni-tuebingen.de	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course prerequisites:	Statistics, econometrics and linear algebra.	
Course Description:	<p>This course follows a two step approach; first the students are introduced to the principles and process of business and management research. It will sensitise students to the following six focal points:</p> <ul style="list-style-type: none"> I/ Understanding the constitution of a research process. II/ Finding out how to generate and clarify the idea for a research project. III/ Working as scientist and/or ethnographer. IV/ Plagiarism vs Information Appropriation for Literature reviews and beyond. V/ Describing your research and writing up your report. VI/ Reflecting on 'your findings' and 'our learning' from your research output. <p>The second part of the course aims to provide the quantitative tools to support the decision-making processes of managers. Nowadays, the vast amount of data available to managers has pointed out the need of being capable of analysing them and extracting the relevant information. Statistical tools will be presented by discussing case studies and solutions that students will find by using Excel (and if time permits Tableau or other statistical software, such as STATA, SPSS) to perform practical analysis. To understand the theory behind the used methods, economic interpretations and the discussion of the results are an integral part of the lecture.</p> <ul style="list-style-type: none"> • Exploring Data/Visualisation techniques (bivariate) • Probability and Decision Making Under Uncertainty • ANOVA and Regression Analysis • Times Series Analysis <p>The course takes the form of interactive lectures with practical exercises. By the end of the course participants will both have a sound knowledge of important theoretical concepts and be able to engage in empirical analyses of their own.</p>	
Required Readings:	<p>Saunders, Mark N.K., Lewis, Phillip and Thornhill, Adrian (2003): <i>Research Methods for Business Students</i>. Financial Times / Prentice Hall</p> <p>David R. Anderson; Dennis J. Sweeney; Thomas A. Williams: <i>Modern Business Statistics with Microsoft® Excel®</i>, 5th Edition.</p>	
Further Recommended Reading	<p>Gill, John and Johnson, Phil (2010): <i>Research Methods for Managers</i>. 4e. London Sage</p> <p>Partington, David (2002): <i>Essential Skills for Management Research</i>. London. Sage</p>	

	<p>Albright, Winston and Zappe; Data Analysis and Decision Making, 4th edition, Cengage Learning, Selected Chapters.</p> <p>Aczel and Sounderpandian; Complete Business Statistics (McGraw-Hill/Irwin Series Operations and Decision Sciences), Mc Graw Hill.</p> <p>Siegel, A.F. (2012), Practical Business Statistics, Sixth Edition, AP.</p>										
Pedagogy:	Interactive lecture, tutorials, small group assignments, findings to be presented.										
Workload Allocation:	<p>90 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (9 x 90)</td><td>13,5 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>26,0 h</td></tr> <tr> <td>Exercises and homework</td><td>30,0 h</td></tr> <tr> <td>Preparation of presentation</td><td>5,0 h</td></tr> <tr> <td>Exam and exam preparation</td><td>15,5 h</td></tr> </table>	Classes (9 x 90)	13,5 h	Pre-readings & wrap up	26,0 h	Exercises and homework	30,0 h	Preparation of presentation	5,0 h	Exam and exam preparation	15,5 h
Classes (9 x 90)	13,5 h										
Pre-readings & wrap up	26,0 h										
Exercises and homework	30,0 h										
Preparation of presentation	5,0 h										
Exam and exam preparation	15,5 h										

2. Course	Data Analysis & Statistics for Managers – Level II	Course No.:
Instructor/-s:	Prof. Niels Dechow, PhD Philipp Roßmann	L-MET4-040
Guest Speaker/-s:	None	
Contact:	niels.dechow@ebs.edu philipp.rossmann@uni-tuebingen.de	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course prerequisites:	Solid background in statistics, econometric and linear algebra, proved by having attended more advanced classes during the BSc studies than Statistics I and Mathematics I. Capability of using Excel for statistical analysis in a proficient way and previous experience with other statistical packages, such as SPSS, STATA, SAS.	
Course Description:	<p>This course follows a two step approach; first the students are introduced to the principles and process of business and management research. It will sensitise students to the following six focal points:</p> <ul style="list-style-type: none"> I/ Understanding the constitution of a research process. II/ Finding out how to generate and clarify the idea for a research project. III/ Working as scientist and/or ethnographer. IV/ Plagiarism vs Information Appropriation for Literature reviews and beyond. V/ Describing your research and writing up your report. VI/ Reflecting on 'your findings' and 'our learning' from your research output. <p>The second part of the course aims to provide the quantitative tools to extract relevant information from multivariate data. Advanced statistical tools will be presented by discussing case studies and solutions that students will find by using statistical software to perform practical analysis. To understand the theory behind the used methods, economic interpretations and the discussion of the results are an integral part of the lecture.</p> <ul style="list-style-type: none"> • Data Visualisation in multivariate dimensions • Cluster Analysis • Principal Component Analysis • Network Analysis <p>The course takes the form of interactive lectures in the computer lab, where the theoretical models are implemented and tested on real-world data. By the end of the course participants will both have a sound knowledge of important theoretical concepts and be able to engage in empirical analyses of their own.</p>	
Required Readings:	<p>Saunders, Mark N.K., Lewis, Phillip and Thornhill, Adrian (2003): <i>Research Methods for Business Students</i>. Financial Times / Prentice Hall</p> <p>David R. Anderson; Dennis J. Sweeney; Thomas A. Williams: <i>Modern Business Statistics with Microsoft® Excel®</i>, 5th Edition.</p>	
Further Recommended Reading	Gill, John and Johnson, Phil (2010): <i>Research Methods for Managers</i> . 4e. London Sage	

	<p>Partington, David (2002): <i>Essential Skills for Management Research</i>. London. Sage</p> <p>Albright, Winston and Zappe: <i>Data Analysis and Decision Making</i>, 4th edition, Cengage Learning, Selected Chapters</p> <p>Aczel and Sounderpandian, <i>Complete Business Statistics</i> (McGraw-Hill/Irwin Series Operations and Decision Sciences), Mc Graw Hill.</p> <p>Siegel, A. F. (2012), <i>Practical Business Statistics</i>, 6th edition, AP.</p>										
Pedagogy:	Interactive lecture, tutorials, small group assignments, findings to be presented.										
Workload Allocation:	<p>90 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (9 x 90)</td><td>13,5 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>26,0 h</td></tr> <tr> <td>Exercises and homework</td><td>30,0 h</td></tr> <tr> <td>Preparation of presentation</td><td>5,0 h</td></tr> <tr> <td>Exam and exam preparation</td><td>15,5 h</td></tr> </table>	Classes (9 x 90)	13,5 h	Pre-readings & wrap up	26,0 h	Exercises and homework	30,0 h	Preparation of presentation	5,0 h	Exam and exam preparation	15,5 h
Classes (9 x 90)	13,5 h										
Pre-readings & wrap up	26,0 h										
Exercises and homework	30,0 h										
Preparation of presentation	5,0 h										
Exam and exam preparation	15,5 h										

3. Course	Econometrics of Financial Markets	Course No.:
Instructor/-s:	Prof. Dr. Christian Koziol Martin Kipp	L-MET4-025
Guest Speakers:	None	
Contact:	niels.dechow@ebs.edu christian.koziol@uni-tuebingen.de martin.kipp@uni-tuebingen.de	
ECTS:	3	
Number of Sessions:	12 + 3 Tutorials	
Language:	English	
Course prerequisites:	Undergraduate courses in Statistics and Introductory Econometrics. Students must be familiar with basic probability theory, continuous and discrete random variables, point estimates, confidence intervals, hypothesis test and the simple linear regression models.	
Course Description:	<p>This course introduces the main econometric tools used in the analysis of financial data. We begin by discussing basic concepts of asset returns and statistical tools for analysing financial time series. The lectures cover, e. g. distributional properties of returns, test for normality, autocorrelation, unit roots and random walk models. Subsequently, we focus on the multivariate regression model with the application of the CAPM and multi-factor models. Further, the procedure to construct event studies in economics and finance is introduced. Eventually, we discuss the Efficient Market Hypothesis (EMH) and use historical data to test its validity.</p> <p>The course takes the form of interactive lectures with exercises in the computer lab. Students will learn to empirically implement theoretical models and test them on real-world data using statistical-mathematical software.</p> <ul style="list-style-type: none"> - Stylised Facts for Asset Returns - CAPM and Multi-Factor Model - Random Walk and Test on Market Efficiency - Event Studies in Economics and Finance 	
Required Readings:	Brooks, C. (2008). Introductory Econometrics for Finance, Cambridge.	
Further Recommended Readings:	<p>Ruppert, D. (2011). Statistics and Data Analysis for Financial Engineering, Springer (selected chapters).</p> <p>Campbell, J. Y., Lo, A. W., MacKinlay, A. C. (1997). The Econometrics of Financial Markets, Princeton.</p> <p>Tsay, R.S. (2013). An introduction to analysis of financial data with R, Wiley.</p> <p>Stock, J.H. & Watson, M.W. (2007): "Introduction to Econometrics", 2nd edition, Pearson. wps.aw.com/aw_stock_ie_2/</p>	
Pedagogy:	Interactive lecture, exercises in computer lab.	

Workload Allocation:	90 h total student's workload, thereof:	
	Classes + tutorials (15 x 90)	22,5 h
	Pre-readings & wrap up	10,0 h
	Exercises & homework	37,5 h
	Evaluated exercise and preparation	20,0 h

4. Course	Advanced Market Research: Experimentation	Course No.: L-MET4-030
Instructor/-s:	Dr. Katrin Merfeld Dr. Mark-Philipp Wilhelms Anne-Sophie Riegger	
Guest Speakers:	tba	
Contact:	katrin.merfeld@ebs.edu mark-philipp.wilhelms@ebs.edu anne-sophie.riegger@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course prerequisites:	None	
Course Description:	<p>Experimentation is commonly used in social science to infer causal relationships. The course aims to provide students with a basic introduction to the use of experimental methods in the social sciences and to equip them with the foundations for designing, implementing, conducting and analysing experiments in the social sciences. The course will deal with methodological, theoretical, and practical aspects of experimentation. During this course, experiments will be introduced as the primary method employed in causal research. Students will learn what research questions can be addressed using experimental methods, how to formulate research questions, managerial problems, and hypotheses. This course will provide students with detailed insights into how to set-up, design, conduct and analyse an experiment in both an academic and managerial context. Students will obtain an understanding of the methodology behind experimental design. Parts of this course will be devoted to the application of experimental techniques, the interpretation and communication of results. In the course project, students will work on an innovative project to set-up an experiment to digitalise a service experience.</p> <p>Detailed information on the schedule, the examination, and the case will be provided prior to and discussed during the first session.</p>	
Required Readings:	Malhotra, N. K. (2010). <i>Marketing Research: An Applied Orientation</i> (6 ed.). Upper Saddle River, New Jersey: Pearson Education.	
Further Recommended Readings:	<p>Bearden, W. O., & Netemeyer, R. G. (1999). <i>Handbook of marketing scales: Multi-item measures for marketing and consumer behavior research</i>. Sage.</p> <p>Field, Andy and Graham Hole (2003), <i>How to Design and Report Experiments</i>. London, England: Sage Publications Ltd.</p> <p>Malhotra (2010). <i>Marketing Research: An Applied Orientation</i> (6th ed.). Upper Saddle River: Pearson</p> <p>Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). <i>Experimental and quasi-experimental designs for generalized causal inference</i>. Boston, MA: Houghton Mifflin.</p> <p>Williams, L.J., Krishnan, A. & Abdi, H. (2009). <i>Experimental Design and Analysis for Psychology</i>, Oxford University Press.</p>	
Pedagogy:	Lecture, case study, coaching.	

Workload Allocation:	90 h total student's workload, thereof:	
	Classes (12 x 90)	18,0 h
	Pre-readings & wrap up	20,0 h
	Exercises & homework	17,0 h
	Evaluated exercise and preparation	35,0 h

Name of Module:	Studium fundamentale Fall Term	Module No:
Module Owner:	Prof. Dr. Max Urchs	M-PHI4-015

Contact:	max.urchs@ebs.edu
Programme/-s of Study:	Master in Automotive Management Master in Finance Master in Management Master in Real Estate
Specialisation/Major:	None
Mandatory/Elective:	Mandatory
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	3
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • Students continuously contribute to in-class debates, they regularly present their well-founded opinion on topics currently treated (they receive short time of preparation for that) • Students prepare team presentations and in-depth elaborations in written form (they have sufficiently long time for that task) <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Teams are formed in a diversified manner, all of them are composed out of students from various nations and cultures • Work in international teams is intense and sufficiently long-lasting • By specific rules for team work there is a strong incentive for fair and solidary cooperation <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • Students learn to accept unexpected and unfamiliar opinions as argumentatively well-founded, they understand that there is often more than one position possible • Philosophical thought experiments will be used in class to train critical

	<p>evaluation of the stringency of arguments</p> <ul style="list-style-type: none">• These skills will next be transmitted to practical cases while preparing the team presentations <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">• Student-teams receive relative concise task descriptions for their work, they need to structure the whole process on their own – including the independent formulation of a modest research question• The essay requires basic skills of scientific writing, students need to work in libraries and shall use also traditional data media ("books"). <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">• We study practical as well as ethically relevant cases inherent in specific digitalisation processes• The focus on the future of human work and of man-machine-cooperation leads students to reflect on moral issues																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: "Studium fundamentale" lays the foundations of other disciplines included in the programme by addressing questions in the philosophy of science. In this respect, the module is connected with the courses on Economics, like "Managerial Economics", or "Strategic Management". Actually, it is our intention to broaden horizons of business students by offering the courses in studium fundamentale. So deliberately, they stand beyond the business curriculum to some extent.</p>																
Workload Allocation:	<p>90 h total student's workload, thereof:</p> <table><tr><td>Classes (9 x 90)</td><td>13,5 h</td></tr><tr><td>Pre-reading & wrap up</td><td>27,5 h</td></tr><tr><td>Presentation</td><td>9,0 h</td></tr><tr><td>Essay</td><td>40,0 h</td></tr></table>	Classes (9 x 90)	13,5 h	Pre-reading & wrap up	27,5 h	Presentation	9,0 h	Essay	40,0 h								
Classes (9 x 90)	13,5 h																
Pre-reading & wrap up	27,5 h																
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Essay	40,0 h																
Grading:	<p>90 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Essay</td><td>Complete module</td><td>40</td><td>TG</td></tr><tr><td>Peer Group Evaluation</td><td>Complete module</td><td>20</td><td>IG</td></tr><tr><td>Reflection Paper</td><td>Complete module</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Essay	Complete module	40	TG	Peer Group Evaluation	Complete module	20	IG	Reflection Paper	Complete module	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Essay	Complete module	40	TG														
Peer Group Evaluation	Complete module	20	IG														
Reflection Paper	Complete module	30	IG														

Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>In order to deepen the topic, there will be group presentations during the lectures. They should amount to approximately 15 minutes plus discussion. Though not being evaluated, teams get feedback after the presentation. The topic will be fully elaborated in a team-essay later. Individual contribution to team work will be peer evaluated by members. Teams and subjects are allocated in the first lecture. Every student continually reflects upon course content ("the red line") from the perspective of the specific subject in a one page paper (Reflection paper).</p>
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1. Course	Philosophy of Science	Course No.:
Instructor/-s:	Prof. Dr. Max Urchs	L-PHI4-024

Guest Speakers:	None
Contact:	max.urchs@ebs.edu
ECTS:	3
Number of Sessions:	9
Language:	English
Course Description:	<p>The module “studium fundamentale“ is designed as both a continuation and an extension of former introductory courses to philosophy, e. g. the EBS studium universale in the Bachelor curriculum and as a module for beginners in this field. Our aim is to introduce students to philosophical ways of thinking about matters which are relevant to business life and beyond. We will concentrate on philosophy of science, focussing on economics and economy, and of leadership and management contexts. We will strive to provide the participants with detailed knowledge of the main theories and views in the fields in question as well as with the abilities necessary to apply those theories and views.</p> <p>We analyse internal and external factors of contemporary science as well as processes of theory dynamics in order to understand both the limits and the possibilities of scientific conceptions. We discuss the balance between quantitative and qualitative methods in economic research. A modern image of the complexity, dynamics and contingency of scientific theories is provided together with considerations how to handle them adequately in the light of deep uncertainty.</p>
Required Readings:	Godfrey-Smith, Peter (2003): Theory and Reality. An Introduction to the Philosophy of Science, Chicago and London.
Further Recommended Readings:	Charles Wheelan (2010): Naked Economics. Undressing the dismal science, London.
Pedagogy:	Lecture, kick-off presentations by students.

Name of Module:	Asset Pricing and Derivatives	Module No:
Module Owner:	Prof. Rasa Karapandza, PhD	M-FIN4-034
Contact:	rasa.karapandza@ebs.edu	
Programme of Study:	Master in Finance	
Specialisation/Major:	None	
Mandatory/Elective:	Elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	This module requires core knowledge of finance. It also requires a solid background in algebra, calculus and statistics.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Bonds, stocks and derivatives markets have grown both in volume and in sophistication over the past four decades. In order to participate in this fast growing finance environment, the course provides both necessary theories and tools. The first course covers stocks and bonds while the second course covers financial derivatives. At the conclusion of the module, the students will be able to understand the theories of price formation of stocks, bonds and derivatives, and understand hedge risks that arise from participating in these markets. <p>Graduates are able to directly transfer their knowledge to practice. (LO2)</p> <ul style="list-style-type: none"> In their project students will have to test an investment strategy using the most sophisticated methods used in contemporary investment banking. They will have to apply theoretical knowledge to come up with a economically feasible idea of investing, but then they will also have to test this idea using state of the art empirical tests in practice. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> The first step in testing a real investment strategy is to understand the technology required to collect historical and real-time data from the markets using Bloomberg, or DataStream terminals. The second step in testing an investment strategy requires students to be able to use sophisticated methods and implement them using some programming language. All this together, puts students in the shoes that every quant in an investment fund needs to fill. 	

	<p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> In the presentation students will be presenting their own trading strategy that has to have economic foundation and reasoning behind it. In the class we will show how this process looks like in real life by covering examples of trading strategies based on D/P ratio or momentum. Students will have to develop similar strategies that will be economically sound and test their performance using state of the art scientific methods like Fama-French regressions, Fama and Macbeth type regressions as well as predictive regressions. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> By learning how leading scientists in the field have discovered and documented asset pricing anomalies in the class and followed by the independent work on the presentation, where students will demonstrate similar thinking patterns and use of scientific methods. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> The ultimate goal of this class is that every student will be able to come up with economically sound investment strategy that he/she will be able to test. Investment strategies by their nature are business opportunities. 						
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module builds on finance and mathematics knowledge like the one provided by the EBS BSc in General Management, MSc in Finance Prep Finance course or equivalent studies. This existing, basic, knowledge is complemented by specialised knowledge about bonds, stocks and financial derivatives that is necessary for anyone that intends to take an active role in the real-world financial markets or would like to pursue an academic carrier in the field of finance. Relationship to MSc in Finance modules can be broken down to:</p> <ul style="list-style-type: none"> The module is extensively using skills developed in preparatory Matlab and Excel courses. These skills are extensively used through the course. This course enables students to value bonds, stocks and derivatives in detail. These skills are extensively used and necessary for successful valuation of companies covered in Corporate Finance and Mergers and Acquisitions modules. Measurement of performance of equity portfolios and benchmarking of various investment strategies are mastered in this course and are very much useful in modules Financial Modelling and Advanced Finance Capital Markets module. 						
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (21 x 90)</td><td>31,5 h</td></tr> <tr> <td>Exercises & homework</td><td>78,5 h</td></tr> <tr> <td>Exam and exam preparation</td><td>70,0 h</td></tr> </table>	Classes (21 x 90)	31,5 h	Exercises & homework	78,5 h	Exam and exam preparation	70,0 h
Classes (21 x 90)	31,5 h						
Exercises & homework	78,5 h						
Exam and exam preparation	70,0 h						

Grading:	<table><tr><th colspan="4">180 Examination Points</th></tr><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Asset Pricing</td><td>90</td><td>IG</td></tr><tr><td>Written exam</td><td>Derivatives</td><td>90</td><td>IG</td></tr></table>	180 Examination Points				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Asset Pricing	90	IG	Written exam	Derivatives	90	IG
180 Examination Points																	
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Presentation	Asset Pricing	90	IG														
Written exam	Derivatives	90	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	In the asset pricing course students will be required to present an important paper in the field of asset pricing in front of the class and will be asked to replicate one selected table of professor's choice from the same paper.																

1. Course	Asset Pricing	Course No.:
Instructor/-s:	Prof. Rasa Karapandza, PhD	L-FIN4-059
Guest Speaker:	None	
Contact:	rasa.karapandza@ebs.edu	
ECTS:	3	
Number of Sessions:	8 + 4 student's presentations	
Language:	English	
Course Description:	<p>This course presents classical and modern ideas of finance with an applied focus. Students will master the analytic tools and the financial theory for making smart investments by using stocks and bonds but will also get their hands dirty with the data. The course starts with an overview of important methods from mathematics and statistics, software tools and financial data. It continues with pricing of bonds and other fixed income instruments, discusses the risks associated with fixed income investments, demonstrates the methods to derive zero-coupon yield curves and shows how to hedge interest rate risk. The course then deals with stocks and covers the following topics: Predictability of stock returns, The cross section of stock returns, Asset pricing theory (utility, discount factors, expected returns, CAPM, ICAPM, APT), Empirical asset pricing methods (time-series, cross-sectional and Fama-MacBeth regressions). We also study the performance of Mutual funds and Hedge funds. The final session of the course will be devoted to answering questions related to this course that are frequently asked in the job interviews in investment banks.</p>	
Required Readings:	<p>Asset Pricing, Cochrane, John H., 2005, Princeton University Press, New Jersey.</p> <p>Lecture notes.</p> <p>During the course a number of important academic papers will be assigned for reading.</p>	
Further Recommended Reading	None	
Pedagogy:	Lecture	

2. Course	Derivatives	Course No.:
Instructor/-s:	Prof. Milos Bozovic, PhD	L-FIN4-060
Guest Speaker/-s:	None	
Contact:	rasa.karapandza@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The aim of this course is to give an overview of derivatives markets and to illustrate basic methods of derivatives pricing. The course starts with mechanics of derivatives markets, and introduces forwards and futures, and application of these instruments in hedging. No-arbitrage argument is used to derive prices of most important types of forwards and futures. The course continues with options, their properties, trading strategies involving options, and a brief overview of exotic options. These topics are followed by interest-rate derivatives, CDSs, commodity, energy and weather derivatives.</p> <p>The second part of the course introduces stochastic processes used for asset price modeling, Itô's lemma, and general principles of risk-neutral pricing in continuous time and its relationship with the no-arbitrage principle. Partial differential equations and risk-neutral expected values are used as two equivalent ways to price derivatives and other contingent claims. Here, the Black-Scholes-Merton model is introduced as an illustration of these principles in option pricing. Some related topics, such as option "Greeks" and volatility smiles, are presented.</p> <p>The course concludes with the most important numerical methods used in derivatives pricing, with an emphasis on Monte Carlo simulations.</p>	
Required Readings:	Hull, J. C. (2008). Options, Futures, and Other Derivatives. Prentice Hall.	
Further Recommended Readings:	Björk, T. (2009). Arbitrage Theory in Continuous Time (3 rd ed.). Oxford Finance.	
Pedagogy:	Lecture.	

Name of Module:	Financial Modeling	Module No:
Module Owner:	Prof. Dr. Ferdinand Mager	M-FIN4-011
Contact:	ferdinand.mager@ebs.edu	
Programme of Study:	Master in Finance	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	Intermediate knowledge in financial theory, financial products, risk management (e. g. Brealey/Myers/Allen: Principles of Corporate Finance, any edition). Good quantitative understanding. Willingness to actively programme Excel spread sheets.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> By analysing real world problem sets from various areas in finance they directly learn to apply their theoretical tools in practice. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> The course is fully based on Excel which is the most prominent software in the financial industry. Students acquire a solid, advanced knowledge in Excel that goes well beyond typical "homemade" skills. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> The seminar is organised in multicultural groups. Students have to interact and solve empirical research questions as a team and collectively present and discuss their approach as well as results with the other student groups. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> Students have to collect, process, and critically interpret real world data in both courses of the module. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> Every lecture in the computerlab is followed by homework exercises where students have to apply their knowledge to new datasets and come up with new solutions. 	

Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: The module starts right at the beginning of the MSc Finance. It repeats, extends and empirically applies Finance knowledge that students acquire in typical Bachelor studies. It is basically related to all (following) finance modules in term of content and in particular in term of the practical application of theoretical knowledge. It already prepares for the Master thesis in Finance that usually contains (at least some) empirical work.															
Workload Allocation:	180 h total student's workload, thereof: <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>20 h</td></tr><tr><td>Exercises & homework</td><td>43 h</td></tr><tr><td>Project/group work</td><td>90 h</td></tr></table>				Classes (18 x 90)	27 h	Pre-readings & wrap up	20 h	Exercises & homework	43 h	Project/group work	90 h				
Classes (18 x 90)	27 h															
Pre-readings & wrap up	20 h															
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Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Evaluated Exercise</td><td>Financial Modeling - Introduction and Application</td><td>90</td><td>IG</td></tr><tr><td><u>Project</u> and presentation</td><td>Seminar - Doing Your Own Research</td><td>90</td><td>TG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Evaluated Exercise	Financial Modeling - Introduction and Application	90	IG	<u>Project</u> and presentation	Seminar - Doing Your Own Research	90	TG
Types of Examination	Related Course	Points	Team Grading / Individual Grading													
Evaluated Exercise	Financial Modeling - Introduction and Application	90	IG													
<u>Project</u> and presentation	Seminar - Doing Your Own Research	90	TG													
Information on Papers, Allocation of Subjects & Groups, Homework etc.	In the seminar students will do their own applied research project in groups (self selection) of two to three students (team grading). They will submit their Excel sheets (including short comments) and present their research question, their programming and findings.															

1. Course	Financial Modeling - Introduction and Application	Course No.:
Instructor/-s:	Dr. Yuliya Plyakha	L-FIN4-018
Guest Speaker:	None	
Contact:	ferdinand.mager@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	The course introduces advanced tools in Excel which are necessary in financial modeling. We start with very basic calculations and move step by step to more sophisticated applications. The course covers topics like simulations, matrix calculations, multivariate regression analysis and applies them to asset pricing, portfolio management, Value-at-Risk analysis and derivatives. We use a "hands on" approach. The underlying financial theories will be repeated. The idea is "learning by doing it".	
Required Readings:	<p>Jackson, M./Staunton, M.: Advanced Modeling in Finance using Excel and VBA, Wiley 2001 (selected chapters).</p> <p>Benninga, S.: Financial Modeling, MIT Press 2008 (selected chapters).</p>	
Further Recommended Reading:	<p>Copeland, T. E./Weston, J. F./Shastri, K.: Financial Theory and Corporate Policy, Addison Wesley, 2004. 4th edition (selected chapters).</p> <p>Jorion, P.: Value at Risk, New York 2007 (selected chapters).</p>	
Pedagogy:	Lecture in the computerlab.	

2. Course	Seminar - Doing your own Research	Course No.:
Instructor/-s:	Prof. Dr. Ferdinand Mager	L-FIN4-019
Guest Speaker/-s:	None	
Contact:	ferdinand.mager@ebs.edu	
ECTS:	3	
Number of Sessions:	1 + 2-days student presentations	
Language:	English	
Course Description:	The course draws on Financial Modeling - Introduction and Application. Students will apply the tools to cases in financial research. The course also prepares for empirical topics in the Master Thesis.	
Required Readings:	Jackson, M./Staunton, M.: Advanced Modelling in Finance using Excel and VBA, Wiley 2001. Benninga, S.: Financial Modeling, MIT Press 2014.	
Further Recommended Readings:	Copeland, T.E./Weston, J.F./Shastri, K.: Financial Theory and Corporate Policy, Addison Wesley, 2004. 4th edition. Jorion, P.: Value at Risk, New York 2007.	
Pedagogy:	Seminar, own applied research, presentation and discussion.	

Name of Module:	Corporate Finance	Module No:
Module Owner:	Prof. Mrdjan M. Mladjan, PhD	M-FIN4-009

Contact:	mrdjan.mladjan@ebs.edu
Programme of Study:	Master in Finance
Specialisation/Major:	None
Mandatory/Elective:	Mandatory
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Basic financial mathematics, basic capital market theory, basic valuation. Basics in statistics and econometrics.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> This module lays the foundation for a thorough understanding of the theory and practice of corporate finance. Students acquire and apply tools to enable them to assess the vast set of different financing options available to firms today. Students learn to critically analyse the main theories, principles, and methods of corporate finance (such as value and risk, CAPM, dividend and capital structure policy, WACC, corporate valuation, etc.) and apply them to real world problems <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The work on the take-home assignment and its presentation will consist of valuation of a real-world company. It would be dedicated to perfecting of corporate valuation skills which would be immediately applicable at workplace. Analysing articles from the financial press and business cases would also enable the students to make more mature contributions at the moment of entering their first job. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students will not only need to participate in class discussions and work on exam preparation together, but also work on a project and prepare its presentation. All these interactions will take place in a class with mixed nationalities, which will give them the experience of communicating, cooperating, working together, and leading groups in an international

	<p>environment.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • Exam questions will require the students to independently select the relevant from a wider set of data. Analysing articles from the financial press will require the students to critically evaluate the arguments presented and develop their own view instead. The work on the take-home assignment will require the students to independently select the relevant data, decide on the best line of investigation as well as argumentation about the robustness of the findings. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Both exam preparation, and work on the take home assignment, will require much independent work of both individuals and teams. This will require solving problems independently, and taking responsibility for directing own learning process and for choosing the direction of investigation for the whole group. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> • The work on the take-home assignment would give the students a chance to identify business opportunities of the valued company, keeping in mind any uncertainty and changes that may happen to its business environment, as well as to evaluate the investment in the valued company itself as a possible opportunity. The lecture on standards of practice will help the students to recognise and derive possible solutions to the ethical dilemmas inherent in many business opportunities. 								
Relation to other Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module is compulsory with the Master in Finance. It presents a key building block for a number of other elective modules. Most directly related, "Management Analytics" and "Mergers and Acquisitions" directly built on its content to further the understanding of corporate valuation, while "The Economics of Financial Markets and Crises" uses the knowledge it gives of the firm's operations to expand the view by considering the consequences of firm's decisions on the wider economy, and vice versa.</p>								
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (22 x 90)</td><td>33,0 h</td></tr> <tr> <td>Pre-Readings & wrap up</td><td>20,0 h</td></tr> <tr> <td>Preparation take-home assignment</td><td>63,5 h</td></tr> <tr> <td>Exam and its preparation</td><td>63,5 h</td></tr> </table>	Classes (22 x 90)	33,0 h	Pre-Readings & wrap up	20,0 h	Preparation take-home assignment	63,5 h	Exam and its preparation	63,5 h
Classes (22 x 90)	33,0 h								
Pre-Readings & wrap up	20,0 h								
Preparation take-home assignment	63,5 h								
Exam and its preparation	63,5 h								

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Written Exam	Empirical Corporate Finance	90	IG
	Take-home Assignment and its <u>Presentation</u>	Fundamentals of Corporate Valuation	90	IG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Fundamentals of Corporate Valuation: Students (in groups of up to 3) are expected to complete a take-home assignment and prepare a presentation of their work. The instructor and the students will agree on team members at the beginning of the “Fundamentals of Corporate Valuation” course.			

1. Course	Empirical Corporate Finance	Course No.:
Instructor/-s:	Prof. Mrdjan M. Mladjan, PhD	L-FIN4-012

Guest Speaker:	A representative of the CFA Society Germany.
Contact:	mrdjan.mladjan@ebs.edu
ECTS:	3
Number of Sessions:	10
Language:	English
Course Description:	Given a firm's present portfolio of real assets and its future investment strategy, the course provides students with the tools to ascertain the best financing strategy. It addresses specific concepts, techniques, instruments, and institutions involved in financing investment. The course starts with a brief review of the fundamental ideas that relate to the concepts of value and risk, the net present value and the capital asset pricing model. It then explains and discusses the important insight of market efficiency. The course further addresses different financing options specific to each life-stage of the firm. Main deviations from the Modigliani–Miller irrelevance theorem are used to demonstrate how dividend policy and capital structure decisions can add value to a firm. The course concludes by discussing the principal terminology and concepts related to mergers, acquisitions and company restructuring. Finally, there is one session on Standards of Practice (Ethics) in line with the Chartered Financial Analyst (CFA) Curriculum will be delivered by a guest lecturer from the CFA Society Germany. Throughout the course, students will get a chance to critically evaluate articles from the financial press related to the topics studied.
Required Readings:	Brealey, Richard, Steward Myers and Franklin Allen. <i>Principles of Corporate Finance</i> . New York: McGraw-Hill. (BMA) (Any recent edition would serve). CFA Institute, 2014, <i>Standards of Practice Handbook</i> < http://www.cfapubs.org/doi/pdf/10.2469/ccb.v2014.n4.1 >
Further Recommended Readings:	Copeland, T.E./Weston, J.F./Shastri, K.: <i>Financial Theory and Corporate Policy</i> , Addison Wesley, 2004. 4th edition.
Pedagogy:	Lecture

2. Course	Fundamentals of Corporate Valuation	Course No.:
Instructor/-s:	Prof. Mrdjan M. Mladjan, PhD	L-FIN4-106

Guest Speaker:	None
Contact:	mrdjan.mladjan@ebs.edu
ECTS:	3
Number of Sessions:	8 lectures and 4 sessions of student presentations
Language:	English
Course Description:	<p>The course allows students to improve their knowledge acquired in the empirical corporate finance course by analysing real world problems. Two sets of such problems will be analysed. First, students will gain experience with problems one faces in calculating the WACC of a real-world company. Second, methods of project and firm valuation and their application in practice will be mastered. Students will learn how to determine the relevant cash flows and match them with the appropriate discount rate. Concepts of free cash flows, WACC, adjusted present value, and real options will be mastered. They would all finally be applied to valuing a real-world company.</p> <p>The take-home assignment consists of two parts: calculating the WACC of a company using publicly available data and valuing the same company. With the presentation of their results to the rest of the class, the students would have an opportunity to practice and receive structured feedback on both their presentation and valuation skills.</p> <p>The course consists of a combination of lectures, case studies, and tutorials on using spreadsheet software for calculating the WACC and valuing a real company.</p>
Required Readings:	Brealey, Richard, Steward Myers and Franklin Allen. <i>Principles of Corporate Finance</i> . New York: McGraw-Hill. (any recent edition would serve). (BMA).
Further Recommended Readings:	<p>Damodaran, Aswath. 2014. <http://pages.stern.nyu.edu/~adamodar/></p> <p>Damodaran, Aswath. 2006. "Damodaran on Valuation". 2nd edition. John Wiley & Sons.</p> <p>Damodaran, Aswath. 2010. "The Dark Side of Valuation – Valuing Young, Distressed, and Complex Businesses". 2nd edition. John Wiley & Sons.</p> <p>Newspaper and magazine articles on topics in finance and economics.</p>
Pedagogy:	Lecture, case discussion, tutorial, real-life project.

Name of Module:	Management Analytics for Finance Professionals	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-ACT4-040
Contact:	macc@ebs.edu	
Programmes of Study:	Master in Finance Master in Management MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Finance: elective Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>Cost Accounting, Performance Measurement/Management, and Corporate Finance equivalent to the EBS Bachelor Programme mandatory and elective controlling and finance courses, or as can be read up in:</p> <p>Brealey, R. A, Myers, S.C., Allen F. (2008). Principles of Corporate Finance (9th ed.). McGraw-Hill.</p> <p>Bowhill, B. (2008). Business Planning and Control – Integrating Accounting, Strategy & People. Wiley.</p> <p>Drury, C. (200x). Management Accounting for Business. Xth Edition. South-Western Cengage Learning.</p>	
Contribution to Programme Learning Goals and Objectives:	<p>This module introduces to the discipline of valuation and value-based management. Taking point of departure in corporate valuation, the course turns to focus on the ways that value-based management builds and extends on the shareholder value focus and the valuation techniques introduced.</p> <p>Upon completion of the module, a successful candidate will know how to:</p> <ul style="list-style-type: none"> • structure a financial return-focused value based management strategy • perform a financial values-oriented valuation of the firm • make management control tools and concepts useful • cascade value-based management down to the different organisational functions. <p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • In combination both courses students' financial analytical skills. Whereas the class on financial statement analysis enables students to assess the performance of a firm based on traditional accounting-based financial performance measurements, the valuation course offers a market-based 	

	<p>perspective on financial firm performance.</p> <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none">Each course trains students in the methods and tools used respectively to analyse a firm in terms of its accounting and finance performance. This way students will be able to juxtapose and compare differences in between the historic accounting-based and future-based financial analysis. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">Both courses introduce students to cases to be solved and decisions to be made both with regards to firm performance and valuation.												
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module is designed primarily for MSc in Finance students. Yet, students choosing the Shareholder Focus for Management Professionals Module may benefit from studying this module as well. Whereas the elective offered in the MSc in Management program focuses on transactional excellence and value-based management, this module develops the practice of accounting-based and financial market-based analysis.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>40 h</td></tr><tr><td>Exercises & homework</td><td>25 h</td></tr><tr><td>Group work, case studies and/or presentations</td><td>48 h</td></tr><tr><td>Exam and exam preparation</td><td>40 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	40 h	Exercises & homework	25 h	Group work, case studies and/or presentations	48 h	Exam and exam preparation	40 h		
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Financial Statement Analysis</td><td>90</td><td>IG</td></tr><tr><td>Written Exam</td><td>Corporate Valuation</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Financial Statement Analysis	90	IG	Written Exam	Corporate Valuation	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Written Exam	Financial Statement Analysis	90	IG										
Written Exam	Corporate Valuation	90	IG										
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>It is absolutely essential to prepare all case studies prior to lectures. Further information will be announced in class.</p> <p>This module is limited to 30 participants.</p>												

1. Course	Financial Statement Analysis	Course No.:
Instructor/-s:	Oliver Böhm MBA	L-ACT4-014
Guest Speaker:	None	
Contact:	macc@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Financial statement analysis is used for various purposes in practice. Creditors look for information about the solvency and the default probability of a potential debtor, competitors are interested in the financial situation of a competitor, analysts judge the value of a share. For these and other purposes, various ratios are used to transfer the different values of the balance sheet and the profit and loss statement into more useful and focused information.</p> <p>In particular, this class applies ratio analysis to assess the liquidity, profitability and capital structure of a corporation as well as the efficiency of operations and its stock market performance.</p>	
Required Readings:	<p>Boscaljon, B., Dizenhuz, S. E., & Ferraro, S. (2005). Financial Statement Analysis. Boston: Kaplan Financial. OR</p> <p>Walton, P. J. (2000). Financial Statement Analysis. An International Perspective. London: Thompson Learning. OR</p> <p>Wild, J. J., Subramanyam, K. R., & Halsey, R. F. (2005). Financial Statement Analysis (9th ed.). New York: McGraw-Hill.</p>	
Further Recommended Readings:	none	
Pedagogy:	Lectures, cases & class discussion.	

2. Course	Corporate Valuation	Course No.:
Instructor/-s:	Prof. Ulrich Hommel, PhD	L-ACT4-039
Guest Speaker:	None	
Contact:	macc@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>This course introduces students to different valuation approaches, including fundamental (DCF approach, WACC approach, LBO valuation) and market oriented methodologies (comparable companies and precedent transactions). The learning objective is to introduce and discuss different valuation techniques from a</p>	

	practical, user-oriented perspective. Upon successful completion of this course, students will know how to approach a valuation of a firm.
Required Readings:	Knight, J. A. (1998). Value Based Management, New York.
Further Recommended Readings:	<p>Neale, B., & McElroy, T. (2004). Business Finance – A Value-Based Approach. Financial Times Press. Prentice Hall.</p> <p>Brealey, R. A., Myers, S. C., & Allen, F. (2006). Principles of Corporate Finance (10th ed.), New York.</p> <p>Copeland, T., Koller, T., & Murrin, J. (2000). Valuation: Measuring and Managing the Value of Companies (3rd ed.), New York.</p> <p>Lee, K. M. (2004). Accounting for Investment Analysts: An International Perspective (2nd ed.), New York.</p> <p>Ross, S. A., Westerfield, R. W., & Jaffe, J. (2004): Corporate Finance (7th ed.).</p>
Pedagogy:	Lecture, case discussion.

Name of Module:	Regulation, Risk & Resilience	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-ACT4-041
Contact:	macc@ebs.edu	
Programme of Study:	Master in Finance Master in Management	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Finance: mandatory Master in Management: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>Financial Accounting equivalent to the EBS Bachelor Programme mandatory and elective accounting courses, or as can be read up in:</p> <p>Wahlen, J. M., Baginski, S. P., Bradshaw, MT. (2011). Financial Reporting, Financial Statement Analysis and Valuation. Southwestern Cengage Learning.</p> <p>Dick, W., Missionier-Piera, F. (2010). Financial Reporting under IFRS – A Topic Based Approach. Wiley.</p> <p>Coenenberg, A. G., Haller, A., Schultze, W. (2012). Jahresabschluss und Jahresabschlussanalyse (22nd ed.). Stuttgart: Schäffer-Poeschel.</p>	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Upon completion of the module, a successful candidate will know how to: <ul style="list-style-type: none"> ○ Assess and visualise corporate risk appetite by means of risk matrices ○ Understand how to support the planning and execution of audit assignment in an international context ○ Deal with corporate governance regulations of multinational enterprises ○ Transform financial ratios into meaningful and holistic knowledge about the examined company. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • From attending the two courses of this module students will learn how to develop and assess corporate frameworks and procedures for ongoing control and audits. 	

	<p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">The module is built around case studies facilitating hands-on learning of the work done for the purposes of financial statement analysis and corporate auditing.																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module deepens the accounting and auditing knowledge acquired during the EBS BSc programme or equivalent studies on an advanced and strategic level. Furthermore, it enables students to work scientifically (e. g. in the context of their master thesis) on accounting topics.</p>																
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>30 h</td></tr><tr><td>Case study</td><td>48 h</td></tr><tr><td>Presentation & preparation</td><td>45 h</td></tr><tr><td>Exam and exam preparation</td><td>30 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	30 h	Case study	48 h	Presentation & preparation	45 h	Exam and exam preparation	30 h						
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Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>The module is limited to 30 participants</p> <p>The first course requires a group presentation involving the analysis and discussion of a risk management case.</p> <p>The second course foresees the production of a case study simulating (aspects of) the auditing process. Students submit the case study solution in a written form.</p>																

1. Course	Knowledge, Resilience & Risk Management	Course No.:
Instructor/-s:	Prof Niels Dechow, PhD	L-ACT4-064
Guest Speaker:	Risk Management Consultant(s) tba	
Contact:	niels.dechow@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	Resilience can be defined as the ability (or lifeskill) of organisations (or individuals) to deal with all sorts of unforeseen events including the entire range of disturbances to crisis. This course is anchored in the belief that the success of corporate risk management practices depends on the ways that institutions engage with organisational knowledge and seek to mobilise it in times of crisis. With this point of departure this course reviews critically what it takes to develop successful risk management practices. The course addresses popular risk management concepts, such as the COSO framework for Enterprise Risk Management (ERM) and draws on these as a backdrop for case studies, literature reviews and for engaging with the practice of risk management consulting. To the extent possible a local/regional field trip will be used to try out and test the knowledge acquired in class.	
Required Readings:	tba	
Further Recommended Readings:	tba	
Pedagogy:	Seminar-style.	

2. Course	Technology, Regulation and the Principles of Auditing	Course No.:
Instructor/-s:	Prof Niels Dechow, PhD	L-ACT4-065
Guest Speaker:	None	
Contact:	macc@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The aim of the course is to provide students with a strategic view on auditing in internationally active companies based on international, US and German auditing standards.</p> <p>This lecture illustrates the normative framework of auditing and the auditing process from an international perspective. It enhances the students' understanding of auditing by providing practical examples and in class discussions. The lecture also supplies the students with additional auditing related topics like the Sarbanes Oxley Act and (the German) Corporate Governance (Index).</p> <p>The application of the material will be practiced in case studies and homework assignments.</p>	
Required Readings:	tba in class.	
Further Recommended Reading	tba	
Pedagogy:	Lecture, case discussion.	

Name of Module:	Brand Management & Consumer Behaviour	Module No:
Module Owner:	Prof. Dr. Franz Rudolf Esch	M-AUT4-009

Contact:	franz-rudolf.esch@ebs.edu
Programme of Study:	Master in Management
Specialisation/Major:	Major in Marketing
Mandatory/Elective:	Elective
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	<p>Basic knowledge in Marketing; Required textbooks to be read before:</p> <p>Esch, F.-R.; Hermann, A.; Sattler, H. (2017): Marketing: Eine management-orientierte Einführung, 5. Auflage, München: Vahlen.</p> <p>or:</p> <p>Armstrong, G.; Kotler, P. (2016): Marketing: An Introduction, 13. ed.; New Jersey: Prentice Hall.</p>
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Customers do not buy products, they buy brands. In this module, we merge the brand perspective with the customer perspective. From the managerial point of view, the inside-out is necessary to gain a deeper understanding how to strengthen brands and to create strategies and means of implementation to capitalise the brand as good as possible. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Outside-in managers have to be aware of the needs and wants of customers in different countries. They should gain a better understanding of their customers in order to win new customers and to build long-term customer relationships with existing customers. The better these two perspectives are brought together, the higher is the customers' lifetime value and the brand equity for a company. • Students will be able to understand the impact of brand management in the context of a world where products become more and more interchangeable and brand image has become one of the major differentiators.

	<p>Graduates will have highly developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes (LO 7):</p> <ul style="list-style-type: none">Students will be able to analyse and implement successful brand identity and brand positioning via effective communication strategies. <p>Graduates will have the foundation for becoming a responsible leader in an uncertain rapidly changing world</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">Students are able to anticipate the behaviour of customers in order to develop successful brand images and market innovative products.																												
Relation to other Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module is not applicable to other modules.</p>																												
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes (20 x 90)</td><td>30 h</td></tr><tr><td>Pre-reading & wrap up</td><td>60 h</td></tr><tr><td>Presentation</td><td>20 h</td></tr><tr><td>Group work</td><td>25 h</td></tr><tr><td>Exam and exam preparation</td><td>45 h</td></tr></table>	Classes (20 x 90)	30 h	Pre-reading & wrap up	60 h	Presentation	20 h	Group work	25 h	Exam and exam preparation	45 h																		
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Take-home Exam	Consumer Behaviour	60	IG																										
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p><i>Brand Management:</i></p> <p>For the examination task (presentation), the students will be subdivided into groups of approximately 5 people and a topic will be allocated to each group.</p> <p>Presentation: 5 minutes per student</p> <p>The individual grade for the presentation is based on the presentation style of</p>																												

	<p>the student as well as on the content of the entire presentation (team performance).</p> <p>Students are evaluated according to their participation in class, which refers to the quality of their contributions and not to the quantity.</p> <p>Additionally, there will be an exam of 60 minutes.</p> <p><i>Consumer Behaviour:</i></p> <p>Students will be evaluated through a presentation (team grade) and a take-home exam (individual grade).</p> <p>The module “Brand Management & Consumer Behaviour” is restricted to 40 participants. Participants are selected on a first come, first serve basis.</p>
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1. Course	Brand Management	Course No.:
Instructor/-s:	Prof. Dr. Franz Rudolf Esch	L-MKT4-038

Guest Speakers:	None
Contact:	sabrina.stroehlein@ebs.edu
ECTS:	3
Number of Sessions:	10
Language:	English
Course Description:	<p>Brands play an extraordinary role in our daily lives. One could hardly imagine a world without brands: in the morning we are woken by our iPhone, we have a shower using Nivea shower gel, brush our teeth with Colgate toothpaste, turn on the Nespresso machine for a fresh coffee and have Kellogg's Cornflakes for breakfast.</p> <p>To give credit to the importance of brands, this course focuses on strategies how to build strong brands and presents tools how to set up a brand successfully. The means and ways of effectively implementing a brand internally in the minds of the managers and employees in companies and externally for other stakeholders are content of this course. The main objective is to gain deeper insights in theoretical frameworks how to build strong brands and to learn methods of implementation and measurement in order to control brand success. The issues that will be addressed range from brand identity, brand positioning, brand portfolio strategies, branding, brand communication, internal branding and behavioural branding to brand value measurement. Reflecting recent changes in consumer behaviour, the course will also address the specifics of managing brands in a digital context. The theoretic concepts discussed in this course are equally relevant to all students with a major in marketing.</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Understanding the impact of brands and analysing market framework for brand management 2. Setting objectives of brand management 3. Strengthening brand image through brand identity and brand positioning 4. Implementing brand identity externally 5. Implementing brand identity internally <p>Presentation will be held in groups. The respective grade will consist of a team and an individual component.</p>
Required Readings:	Keller, K. L. (2013): Strategic Brand Management, 4 ed., Essex: Pearson. Education. (p. 1-91, 97-138, 229-276, 572-584, 668).
Further Recommended Readings:	<p>Esch, F.-R. (2018): Strategie und Technik der Markenführung, 9. Aufl., München: Vahlen.</p> <p>Kapferer, J.-N. (2012): The new strategic brand management, 5. Aufl., London: Kogan Page.</p>
Pedagogy:	Lecture, case discussions.

2. Course	Consumer Behaviour	Course No.:
Instructor/-s:	Prof. Dr. Hans-Willi Schroiff	L-MKT4-021

Guest Speakers:	None
Contact:	franziska.metz@ebs.edu
ECTS:	3
Number of Sessions:	10
Language:	English
Course Description:	<p>Consumer behaviour is ever-present in our daily lives. At just about every moment we engage in some form of consumer behaviour: when we watch an ad on TV, talk to friends about the new iPad we bought, go to a soccer match, purchase a new laptop or gather information on the new car we plan to buy, we are behaving as a consumer. In sum, being a consumer reaches almost every part of our lives. With respect to its omnipresence, the study of consumer behaviour has critical implications for areas such as marketing, public policy and ethics. Additionally, it also helps us to learn more about ourselves - why we buy certain things, why we use them in a certain way and how we get rid of them.</p> <p>The objective of this course is to provide students with both a theoretically sound and practice-oriented perspective on consumer behaviour. Drawing on insights from economic theory, psychology, and sociology, the course develops general models for explaining consumer behaviour. In turn, these models serve as a basis for deriving implications for the design of marketing strategies, tactics and actions. Finally, by discussing the practical implications of current research articles, exploring evolving facets of consumer behaviour such as co-creation, building brand communities or the sharing economy, this course will ensure a close connectedness between theory and practice. The overall proportion of quantitative methods applied in this course is approx. 10 %.</p>
Required Readings:	<p>Holbrook, Morris B. (1987): What is Consumer Research?, <i>Journal of Consumer Research</i>, 14 (1), 128-132.</p> <p>Hoyer, Wayne D. and Deborah J. MacInnis (2008), <i>Consumer Behavior</i>, Cengage Learning: Mason, 1-40.</p> <p>Kahneman, Daniel and Amos Tversky (1979), Prospect Theory: An Analysis of Decision Under Risk, <i>Econometrica</i>, 47 (March), 263–291.</p>
Further Recommended Readings:	To be announced on time before the class starts.
Pedagogy:	Lecture, group work (e. g., in-class presentation) on current trends in consumer behaviour.

Name of Module:	Marketing Consulting Field Study	Module No:
Module Owner:	Prof. Dr. Roland Mattmüller	M-MKT4-032
Contact:	christian.segiet@ebs.edu	
Programmes of Study:	Master in Management MBA	
Specialisation/Major:	MSc in Management: Major in Marketing MSc in Management: Major in Strategy & Consulting	
Mandatory/Elective:	Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	The course requires a basic knowledge of marketing in general, i. e. students should have attended classes in marketing at least on an undergraduate level already.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> This course provides students with advanced knowledge in marketing with respect to a specific industry in which the learned knowledge can be applied directly. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The course drives the students to work self-dependently on comprehensive real-life cases in order to develop profound managerial, excellent written and oral skills in English. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> The students will work on a real-life case study in a multicultural team throughout the semester and present their results together in front of company representatives. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> The students work with real market data, empirical studies, and 	

	<p>confidential data, which is provided by the respective company.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities (LO 9):</p> <ul style="list-style-type: none">• The students are asked to analyse and evaluate business strategies and to draw implications for future strategic marketing decisions based on the results of their in-depth analysis. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">• After completion of this module, the students will be able to develop business plans related to a specific operational and/or strategic marketing goal in a particular industry and derive managerial implications from theoretical knowledge. They will be capable of presenting and defending their research results persuasively to superiors.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module provides students with the opportunity to apply their theoretical knowledge acquired in prior marketing courses onto a real-life case study. Particularly, their knowledge in the fields of brand management and market communication as well as their creative and analytical skills are required to succeed in this module.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes</td><td>1,5 hours</td></tr><tr><td>Field Trip</td><td>84,0 hours</td></tr><tr><td>Group work, case studies & presentations</td><td>94,5 hours</td></tr></table>	Classes	1,5 hours	Field Trip	84,0 hours	Group work, case studies & presentations	94,5 hours														
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Grading:	<p>180 Examination Points:</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading/ Individual Grading</th></tr><tr><td>Essay</td><td>Complete module</td><td>60</td><td>TG</td></tr><tr><td>Presentation</td><td>Complete module</td><td>60</td><td>TG</td></tr><tr><td>Class Participation</td><td>Complete module</td><td>45</td><td>IG</td></tr><tr><td>Peer Evaluation</td><td>Complete module</td><td>15</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading/ Individual Grading	Essay	Complete module	60	TG	Presentation	Complete module	60	TG	Class Participation	Complete module	45	IG	Peer Evaluation	Complete module	15	IG
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Essay	Complete module	60	TG																		
Presentation	Complete module	60	TG																		
Class Participation	Complete module	45	IG																		
Peer Evaluation	Complete module	15	IG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>The 3-Day field trip requires the participants to pay a fee to cover the expenses for transportation and accommodation.</p> <p>Students have to write a paper in groups. Each student has to write four pages, so that in total the paper is going to be between 16 and 20 pages. The results are to be presented in a one-day presentation session at the end of the semester.</p>																				

1. Course	MaEx – Marketing Consulting Field Study	Course No.:
Instructor:	Prof. Dr. Roland Mattmüller	L-MKT4-053
Guest Speakers:	None	
Contact:	christian.segiet@ebs.edu	
ECTS:	6	
Number of Sessions:	One lecture introductory session, three days field trip, two days of student presentations.	
Language:	English	
Course Description:	<p>The Marketing Field Study consists of a 3-day field trip during which students visit the respective companies that serve as real-life examples for case studies. Each company visit includes a lecture on the overall business strategy and its goals as well as a lecture on a marketing specific topic related to the case the students will have to work on. Furthermore, the students visit the production sites of the respective companies to learn about the products the case focuses on.</p> <p>Companies that were visited in the last years include e. g.:</p> <ul style="list-style-type: none"> - Bayer - BMW & BMW MINI - Bosch - Daimler (Mercedes-Benz) - FC Bayern Munich - Henkel - Hugo Boss - Katjes - Lindt & Sprüngli - Montblanc - Otto - Porsche - Procter & Gamble - Red Bull - Scholz & Friends - Serviceplan - Siemens - Tchibo <p>To give you an idea about the Marketing Consulting Field Study, you can have a look at our website or Facebook page, where we have pictures and information of previous MaEx trips.:</p> <p>https://www.ebs.edu/de/organ/lehrstuhl-fuer-strategisches-marketing/lehre https://www.facebook.com/EBSmarketing/</p> <p>After the field trip, the students have to complete a comprehensive seminar paper, which includes e. g. market surveys, SWOT analyses, marketing analyses, strategic options and implications for the specific marketing issues as rolled out in the case studies.</p> <p>Finally, all results have to be presented to the professor and the respective company representatives (Marketing Directors, Senior Brand Managers and Corporate Vice Presidents), who will then challenge the students' marketing and case-related knowledge in a critical Q & A session.</p>	
Required Readings:	Provided by the respective companies.	

Further Recommended Reading	None
Pedagogy:	Real-life project, seminar.

Name of Module:	Product Management & Services Marketing	Module No:
Module Owner:	Prof. Dr. Roland Mattmüller	M-MKT4-028
Contact:	linda.rinke@ebs.edu	
Programmes of Study:	Master in Management MBA	
Specialisation/Major:	Major in Marketing	
Mandatory/Elective:	Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>Knowledge of fundamentals in marketing strategies, esp. product management and services marketing (processes and instruments).</p> <p>For example:</p> <p>Kotler, P., Armstrong, G., Wong, P. V., Saunders, P. J., & Wood, M. B. (2010). <i>Principles of Marketing</i> (Fifth European Edition). Financial Times/Prentice Hall.</p> <p>Gorchels, L. (2000). <i>The Product Manager's Handbook</i> (the complete product management resource). Chicago, NTC/Contemporary Publishing Group.</p>	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> After going through the most relevant and important theories, principles, and methods in theory, the students will learn how to analyse current practical presentations of a problem and to then apply the right concepts in order to solve the problems at hand. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> By working on highly relevant and current case studies from practice, the students will be able to directly transfer their acquired knowledge. The lecturer will give valuable feedback on the students' solution in order for them to reflect on their work. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The case studies will demand a high academic level of communication skills while first discussing and then presenting the case in English language. 	

	<ul style="list-style-type: none">The exam will demand excellent written skills from the students. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none">By solving demanding real-life case studies, the students will learn how to select, interpret, and critically evaluate and create novel answers with the help of the learned advanced scientific methods from the lecture. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">After experiencing different scenarios from the field of study and how to be a responsible leader in this situation, the students will gain a solid foundation for becoming such a responsible leader in their professional life as well.																												
Relation to other Programmes/Modules:	<p>Programme: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module provides students with further knowledge that amplifies the learnings from prior marketing courses such as “Brand Management & Consumer Behaviour” and “Communication Management”.</p>																												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (17 x 90)</td><td>25,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>34,5 h</td></tr><tr><td>Case study</td><td>50,0 h</td></tr><tr><td>Group work and presentations</td><td>70,0 h</td></tr></table>	Classes (17 x 90)	25,5 h	Pre-readings & wrap up	34,5 h	Case study	50,0 h	Group work and presentations	70,0 h																				
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Product Management</td><td>60</td><td>IG</td></tr><tr><td>Case Study</td><td>Product Management</td><td>30</td><td>TG</td></tr><tr><td>Presentation</td><td>Services Marketing</td><td>40</td><td>TG</td></tr><tr><td>Peer Group Evaluation</td><td>Services Marketing</td><td>15</td><td>IG</td></tr><tr><td>Case Study</td><td>Services Marketing</td><td>20</td><td>IG</td></tr><tr><td>Class Participation</td><td>Services Marketing</td><td>15</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Product Management	60	IG	Case Study	Product Management	30	TG	Presentation	Services Marketing	40	TG	Peer Group Evaluation	Services Marketing	15	IG	Case Study	Services Marketing	20	IG	Class Participation	Services Marketing	15	IG
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Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p><i>Product Management:</i></p> <p>There will be an introductory part at the beginning of the lecture covering theory on product management. Afterwards, students will be given a case study which they have to work on and hand in their results in form of a written paper and an oral presentation.</p> <p><i>Services Marketing:</i></p> <p>Presentation: Students will be allocated to groups of three to five participants by the lecturer and are required to deliver a final presentation. Groups will receive individual coaching during pre-planned sounding board sessions.</p> <p>Peer group evaluation: Students will quantitatively evaluate their group members based upon a set of predefined criteria. Additionally, qualitative feedback comments will be provided to team-mates. The processes will be supported by a cloud application of paper passed templates.</p> <p>Case study: Students will prepare two brief write-ups (max. 1000 words) of the case studies which serve as the basis for the subsequent class discussion and interactive assignments.</p> <p>Class participation: Individual class participation will be graded.</p>
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1. Course:	Product Management	Course No.:
Instructor/-s:	Dr. Felix Zöllner	L-MKT4-013
Guest Speakers:	None	
Contact:	linda.rinke@ebs.edu	
ECTS:	3	
Number of Sessions:	6	
Language:	English	
Course Description:	In the course "Product Management" the objectives, tasks, boundaries, methods and success factors of product management will be introduced and discussed with examples from the capital goods industry. The focus will be on the market- and solution-oriented design and development of products. Insights gained will be consolidated by appropriate exercises and case studies. The course will also contribute to "interdisciplinary understanding" - in particular between economists and engineers, a growing requirement for future leading executives.	
Required Readings:	Gorchels, L. (2000). The Product Manager's Handbook (the complete product management resource). Chicago, NTC/Contemporary Publishing Group.	
Further Recommended Reading	<p>Belliveau, P.; Griffin, A. & Somermeyer, S. (2002). The PDMA ToolBook for New Product Development. New York, John Wiley.</p> <p>Deschamps, J.-P.; Nayak, R.P. (1995). Product Juggernauts (how companies mobilize to generate a stream of market winners). Boston (Mass.), Harvard Business School Press.</p>	
Pedagogy:	Lecture	

2. Course:	Services Marketing	Course No.:
Instructor/-s:	Dr. Katrin Merfeld Dr. Mark-Philipp Wilhelms	L-MKT4-049
Guest Speakers:	tba	
Contact:	katrin.merfeld@ebs.edu mark-philipp.wilhelms@ebs.edu research assistant for organisational questions: anne-sophie.riegger@ebs.edu	
ECTS:	3	
Number of Sessions:	11	
Language:	English	
Course Description:	<p>Students will gain detailed insights on analyses of service issues, derivation of service strategies, and management of service organisations. To this end, the foundations of service business are approached based on a three-stage model of service consumption and a characterisation of services following information economics. Next, for assessing and managing service quality, prominent concepts as the Gap-model, SERVQUAL, blueprinting, and the Critical Incident Technique, and customer journey mapping are covered. Given the general failure-proneness of service encounters, strategies for designing effective service recovery are discussed in the following. In particular, recovery episodes for co-created services on the Internet play an important role in this part of the lecture.</p> <p>By attending the course, students will acquire a conceptual toolbox enabling them to better understand and analyse recent developments in service business. In particular, after having attended the course, students will be able to assess and manage service quality, to design effective service recovery measures, to manage customer co-creation, and to implement the service-profit chain. These issues are approached from a sound conceptual background by first discussing theoretical underpinnings of service consumption.</p> <p>In general, the sessions comprise interactive lectures for introducing a specific topic, the presentation of current service research activities, and the discussion timely case-studies on service business issues, supplemented by a selected discussion of real-life service examples (e. g. by guest speakers).</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Foundations of Services Marketing 2. Understanding and Managing Service Consumption 3. Managing Service Quality 4. Designing and Managing Service Recovery 5. Customer Co-Creation 	
Required Readings:	<p>Accompanying textbook: Wilson, Alan, Valarie A. Zeithaml, Mary Jo Bitner, and Dwayne D. Gremler (2012), Services Marketing: Integrating Customer Focus Across the Firm (2nd ed.). Maidenhead, Berkshire: McGraw Hill.</p> <p>Two case studies to be discussed in class will be distributed at least two weeks before the respective lectures and are required to be read by all students.</p>	

Further Recommended Readings:	<p>Bauer, Hans H., Tomas Falk, and Maik Hammerschmidt (2006), "eTransQual: A Transaction Process-based Approach for Capturing Service Quality in Online Shopping," <i>Journal of Business Research</i>, 59 (7), 866-875.</p> <p>Brady, Michael K. (2001), "Some New Thoughts on Conceptualizing Perceived Service Quality: A Hierarchical Approach," <i>Journal of Marketing</i>, 65 (3), 34-49.</p> <p>Payne, Adrian F., Kaj Storbacka, and Pennie Frow (2008), "Managing the Co-creation of Value," <i>Journal of the Academy of Marketing Science</i>, 36 (1), 83-96.</p> <p>Ramaswamy, Venkat (2009), "Are You Ready for the Co-Creation Movement?," <i>IESE Insight</i> (2), 29-35.</p>
Pedagogy:	Interactive lectures, group work, in-class mini presentations and discussion of case studies.

Name of Module:	Managerial Decision Making	Module No:
Module Owner:	Prof. Marjo-Riitta Diehl, PhD	M-HRM4-005
Contact:	marjo-riitta.diehl@ebs.edu	
Programmes of Study:	Master in Management MBA	
Specialisation/Major:	Major in Strategy & Consulting	
Mandatory/Elective:	Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> During this module the students develop an in-depth understanding of the fundamental theories, concepts and tools as well as contemporary approaches to decision-making from the multidisciplinary perspective of law, economics and psychology. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> Students will learn concepts and frameworks for analysing decision-making and the process of making decisions. For their presentation and essay, the students specifically need to independently search, evaluate and use information. They are required to present their solutions and decisions to business dilemmas to others. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> Students will be introduced to a number of techniques and tools which enable them to address and solve business dilemmas and make business decisions. They will need to independently and in groups use these techniques and tools to make and evaluate decisions. The students will gain an understanding of how to evaluate their own managerial decision making, as well the decision-making of others. 	

	<p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">By analysing and discussing real-life business decisions, students gain clarity of their own leadership principles, values, and ethical boundaries, and how they will respond under pressure when severely challenged. They will learn to evaluate decision-making from the perspective of law and liability and critically discuss classical leadership dilemmas, e. g. the trade- offs between short-term and long-term orientation or between individual and societal interests. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">With the decision-making concepts, theories and tools students learn and practice, they will develop an understanding of one of the key tasks of leaders – decision-making.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module provides the participants with a practice-orientated but theoretically solid understanding of decision-making at the top level from the perspective of economics, law and psychology. Thereby it links to all courses on strategy, leadership and economics.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes</td><td>31,5 h</td></tr><tr><td>Pre-Readings & wrap up</td><td>43,5 h</td></tr><tr><td>Essay</td><td>40,0 h</td></tr><tr><td>Presentation and its preparation</td><td>20,0 h</td></tr><tr><td>Exam and its preparation</td><td>45,0 h</td></tr></table>	Classes	31,5 h	Pre-Readings & wrap up	43,5 h	Essay	40,0 h	Presentation and its preparation	20,0 h	Exam and its preparation	45,0 h										
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Complete module</td><td>90</td><td>IG</td></tr><tr><td>Presentation</td><td>Complete module</td><td>40</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>20</td><td>TG</td></tr><tr><td>Evaluated Exercise</td><td>Complete module</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Complete module	90	IG	Presentation	Complete module	40	TG	Essay	Complete module	20	TG	Evaluated Exercise	Complete module	30	IG
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1. Course:	Managerial Decision-Making	Course No.:
Instructor/-s:	Prof. Dr. Florian Drinhausen Prof. Dr. André Schmidt Prof. Dr. Myriam Bechtoldt.	L-HRM4-023
Guest Speakers:	None	
Contact:	marjo-riitta.diehl@ebs.edu	
ECTS:	6	
Number of Sessions:	21	
Language:	English	
Course Description:	Decision-making is a key task for managers. This course is designed to help participants achieve greater insight into the decision making process in order to take better judgment in complex situations. This course familiarises students with legal theory for business judgment. It will also examine the scientific basis of judgment and decision making and relate it to common mistakes and practical challenges from the economical and psychological perspectives. The ultimate aim of the course is to learn to make sound business decisions that drive sustainable businesses in the context of high complexity and uncertainty and to protect managers from the liability for making negative business decisions. The course will also include contributions from corporate lawyers and practitioners who share their perspectives on decision-making in general and on the case organisation in particular.	
Required Readings:	<p>Burrough, B. & Helyar, J. (2010). Barbarians at the Gate. Randomhouse.</p> <p>Zhang, T., Gino, F., & Bazerman, M. H. (2014) Morality rebooted: Exploring simple fixes to our moral bugs. Research in Organizational Behavior, 24, 63-79.</p> <p>Useem, M. (2010). Decision making as leadership foundation. In N. Nohria and R. Khurana (Eds.) Handbook of Leadership Theory and Practice (pp. 507–525).</p>	
Further Recommended Reading	Additional materials will be announced at the beginning of the course.	
Pedagogy:	Lecture, interactive sessions, group work and exercise.	

Name of Module:	MOOC Social Innovation	Module No:
Module Owner:	Prof. Dr. Karin Kreutzer	M-STR4-055
Contact:	karin.kreutzer@ebs.edu	
Programmes of Study:	Master in Management MBA	
Specialisation/Major:	Major in Entrepreneurship	
Mandatory/Elective:	Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • This course offers a profound introduction on the principles, concepts and theories of Social Innovation. Students will get an overview of important literature and debates on social innovation. • After familiarising themselves with those theoretical concepts, graduates explain them to their peers. • Graduates gain an overview of the variety of social problems and learn about social innovations that address these problems. They choose one social problem, analyse it in detail and present the results of the analysis in a short video to their peers. Moreover, they choose a social innovation and explain in the form of an essay how this innovation addresses a social problem. • Graduates learn the basic tools of Design Thinking as well as the Storytelling method in order to convince others and apply them by shooting a video and writing an essay. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • Graduates demonstrate their written communication skills by writing an academic essay on a self-selected social innovation. They are asked to closely follow academic standards and rules for writing the essay. • Graduates demonstrate their oral communication skills by shooting a 	

	<p>video and illustrating a social problem including its societal causes and consequences. Moreover, in a short presentation they present the video in class in a professional manner.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> The required video is developed in multicultural teams of 3-5 students. The assignment requires high skills in terms of intercultural competence and team work and the task challenges students' professionalism as well as their creativity. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> In the course students are confronted with a broad range of social and environmental problems that we are facing today. The interactive format of the course requires them to reflect upon those challenges and think about possible solutions in the form of class contributions as well as written comments in the online course. <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> The course focuses on social innovations in the corporate sector and invites students to discuss the chances and opportunities of e. g. projects at the Bottom of the Pyramid, and facilitates a reflection on potential challenges as well as possible conflicts of interest associated with these kinds of business projects. 												
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module sets links to innovation, entrepreneurship as well as strategy. It complements the module "Social Entrepreneurship". Both modules can be selected individually, or in combination.</p>												
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Sessions (6 chapters online)</td><td>10 h</td></tr> <tr> <td>Classes (four seminar days - 16 x 90)</td><td>24 h</td></tr> <tr> <td>Preparation/literature study</td><td>28 h</td></tr> <tr> <td>Discussion forum online</td><td>30 h</td></tr> <tr> <td>Essay + presentation of essay</td><td>44 h</td></tr> <tr> <td>Presentation (video)</td><td>44 h</td></tr> </table>	Sessions (6 chapters online)	10 h	Classes (four seminar days - 16 x 90)	24 h	Preparation/literature study	28 h	Discussion forum online	30 h	Essay + presentation of essay	44 h	Presentation (video)	44 h
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Grading:	<table><tr><th colspan="4">180 Examination Points</th></tr><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation (Platform)</td><td>Complete module</td><td>80</td><td>IG</td></tr><tr><td>Presentation 1 (Video)</td><td>Complete module</td><td>50</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>30</td><td>IG</td></tr><tr><td>Presentation 2 (i. e. presentation of essay)</td><td>Complete module</td><td>20</td><td>IG</td></tr></table>	180 Examination Points				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation (Platform)	Complete module	80	IG	Presentation 1 (Video)	Complete module	50	TG	Essay	Complete module	30	IG	Presentation 2 (i. e. presentation of essay)	Complete module	20	IG
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Essay	Complete module	30	IG																						
Presentation 2 (i. e. presentation of essay)	Complete module	20	IG																						
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Each session of the Massive Open Online Course (MOOC) has to be prepared through intensive studies of the literature indicated. Detailed requirements will be delivered at the beginning of the course.</p> <p>Students are asked to write an essay about a social innovation.</p> <p>In teams, students are asked to shoot a video about a social problem in their environment.</p>																								

1. Course:	Social Innovation	Course No.:
Instructor/-s:	Prof. Dr. Karin Kreutzer	L-STR4-095
Guest Speakers:	None	
Contact:	karin.kreutzer@ebs.edu	
ECTS:	6	
Number of Sessions:	4 seminar days + 6 online sessions	
Language:	English	
Course Description:	<p>Social innovations are new strategies, concepts, ideas and organisations that meet social needs. Social innovations take place in different field areas such as working conditions, education, community development and health. They extend and strengthen civil society. Popular examples are multi-generation houses or foodsharing which aims at reducing the disposal of food.</p> <p>Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. Students will get to know and apply methods to develop, implement, and scale social innovations.</p> <p>The course consists of two parts:</p> <ul style="list-style-type: none"> A) Four seminar days with practical exercises, keynote speeches of social entrepreneurs, and theoretical input about social innovation. B) MOOC: Students will actively participate in the online MOOC contributing in the form of statements, comments, questions, and opinions. <p>The seminar (part A) provides students with an overview of theories in the area of social change and presents practical examples of social innovations in the public, the private and the social sector.</p> <ul style="list-style-type: none"> 1) In teams, students will make a video about a social problem in their environment and present an innovative solution to solve it. 2) Individually, students will select a social innovation and present how this innovation solves a social problem in the form of an essay. <p>The MOOC (part B) consists of the following chapters:</p> <ul style="list-style-type: none"> 1) <i>Chapter 1: A New Innovation Paradigm.</i> In this chapter, students will learn about the definitions and basic theories about how to develop and implement "social innovation". 2) <i>Chapter 2: The Spectrum of Social Innovation.</i> There are different forms and formats of social innovation. Students gain an overview of the variety of social innovations and specifically learn about social innovations that origin in civil society, business, and the social sector. 3) <i>Chapter 3: Broaden your Horizon.</i> Questioning the existing and recognising challenges social innovators. Students will change their perspective in order to recognise opportunities to solve societal problems with social innovations. 4) <i>Chapter 4: Designing and Implementing Social Innovations:</i> Students learn the basic tools of Design Thinking and Lean Start-up as well as the Storytelling method in order to convince others. 5) <i>Chapter 5: Designing and Implementing Social Innovations:</i> Students get to learn about typical mechanisms of Social Value Creation and get examples/best practices of how others implemented social innovations. 6) <i>Chapter 6: Impact and Vision:</i> In this chapter students learn how to analyse the impact of social innovations and how to increase the impact of social innovations using specific strategies of scaling and replication. 	

Required Readings:	<p>Harrisson, Denis/ Bourque, Reynald/ Széll, György (2009): Social Innovation, Economic Development, Employment and Democracy. In: <u>Denis Harrisson/ György Széll/ Reynald Bourque (eds.)</u>, Social Innovation, the Social Economy and World Economic Development. Democracy and Labour Rights in the Era of Globalization. Frankfurt (Main): Peter Lang, pp. 7-15.</p> <p>Howaldt, Jürgen/ Kopp, Ralf/ Schwarz, Michael (2010): Social Innovation: Concepts, research fields and international trends, Sozialforschungsstelle Dortmund ZWE der TU-Dortmund: Download from: www.internationalmonitoring.de</p> <p>Mair, J. and I. Martí (2006). "Social entrepreneurship research: A source of explanation, prediction, and delight." <u>Journal of World Business</u> 41(1): 36-44.</p>
Further Recommended Reading	Seelos, and Mair, J. (2017). <u>Innovation and Scaling for Impact: How Effective Social Enterprises Do It</u> . Stanford: Stanford Business Books.
Pedagogy:	MOOC and interactive workshop concept.

Name of Module:	Management Methods for a Digital Age	Module No:
Module Owner:	Prof. Dr. Christian Landau	M-STR4-089
Contact:	christian.landau@ebs.edu	
Programme/-s of Study:	Master in Management	
Specialization/Major:	None	
Mandatory/Elective:	mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	3	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Students get to know and experience contemporary management methods designed for rapidly changing environments, and in particular for contexts driven by digitalisation. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> All methods are taught in the form of workshops which are co-facilitated with companies and alumni who bring real life experience and examples for methods and tools. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Students get to know and apply digital collaboration tools. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students reflect on their experience with the presented management methods in a learning journal written in English language. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Throughout the course, students work intensively in international groups to practice lean and agile methods. 	

Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: This module lays the foundation of knowledge in digital methods which will be used and trained in the module “Project Week”.																			
Workload Allocation:	90 h total student’s workload, thereof: <table><tr><td>Classes</td><td></td><td>27 h</td><td></td></tr><tr><td>Pre-readings & wrap up</td><td></td><td>23 h</td><td></td></tr><tr><td>Preparation of learning journal</td><td></td><td>20 h</td><td></td></tr><tr><td>Exam and exam preparation</td><td></td><td>20 h</td><td></td></tr></table>				Classes		27 h		Pre-readings & wrap up		23 h		Preparation of learning journal		20 h		Exam and exam preparation		20 h	
Classes		27 h																		
Pre-readings & wrap up		23 h																		
Preparation of learning journal		20 h																		
Exam and exam preparation		20 h																		
Grading:	90 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Learning Journal</td><td>Complete module</td><td>30</td><td>IG</td></tr><tr><td>Written Exam</td><td>Complete module</td><td>60</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Learning Journal	Complete module	30	IG	Written Exam	Complete module	60	IG				
Types of Examination	Related Course	Points	Team Grading / Individual Grading																	
Learning Journal	Complete module	30	IG																	
Written Exam	Complete module	60	IG																	
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Throughout the course, participants write a learning journal. Students are familiarised with the concept of a learning journal and expectation during the first session. Students are assigned by the lecturer to groups for each method workshop at the beginning of the semester.																			

1. Course	Management Methods for a Digital World	Course No.:
Instructor/-s:	Nasar Virk, PhD	L-STR4-160
Guest Speaker/-s:	Partners and associates from consulting firms (specific companies as guest speakers are announced at the beginning of the semester depending on the cooperation partners)	
Contact:	christian.landau@ebs.edu	
ECTS:	3	
Number of Sessions:	12 sessions (by lecturer) + 6 sessions (by company partners)	
Language:	English	
Course Description:	<p>Digitalisation changes the way we work and how projects are managed. Based on a introduction of classic project management and detailed teaching of lean and agile philosophy, the course provides students with hands on experience of contemporary approaches on how to work and conduct projects in a digital context. This includes digital collaboration techniques, lean and agile project management techniques, such as scrum and kanban, and – due to their importance for digital products – user experienced approaches to product and service design projects.</p> <p>The course begins with a comparison between traditional and agile project management. The sessions are based on teaching the theoretical and conceptual background of agile project management covering all the knowledge areas specified by the Project Management Institute (PMI USA). It includes;</p> <ol style="list-style-type: none"> 1- Agile principles and mindset 2- Agile methodologies 3- Value-driven delivery 4- Stakeholder engagement 5- Team performance 6- Adaptive planning 7- Problem detection and resolution 8- Continuous improvement <p>The course contents are organised in a way that students may claim it for PMI-ACP (PMI Agile Certified Professional) certification exams. Followed by this, students participate in three workshops provided by company partners on digital collaboration and specific methods and their application in practice such as scrum and kanban as well as a workshop on user experience. Taken together, the students will have the option to work towards a number of certifications such as PMI-ACP and Scrum Master. In parallel to the workshop series, students reflect on their experience vis-à-vis the theoretical insights and scientific literature. Each workshop is accompanied with a reflection session taught by the lecturer.</p>	
Required Readings:	<p>Specific readings are provided at the beginning of the course depending on the specific application of general methods within the partner companies. Following books are recommended as general guide to be followed;</p> <ol style="list-style-type: none"> 1- Mike Griffiths. PMI-ACP Exam Prep, Updated Second Edition: A Course in a Book for Passing the PMI Agile Certified Practitioner (PMI-ACP) Exam Updated Second Edition. RMC Publications, Inc. 2- Sumanta Boral. Ace the PMI-ACP® exam. A quick Reference Guide for the Busy Professional. Apress. 	
Further Recommended	1- PMI Agile Certified Practitioner (PMI-ACP) Handbook (2019). Project	

Reading	Management Institute, Inc. 2- Cross, R., Crocker, A., Gardner, H. (2018). How To Make Sure Agile Teams Can Work Together. Harvard Business Review.
Pedagogy:	Lectures, in class exercises, workshops, reflection exercises.

Name of Module:	Innovation & Entrepreneurship	Module No:
Module Owner:	Prof. Dr. Diane Robers	M-ESH-005

Contact:	tom.orben@ebs.edu
Programme/-s of Study:	Master in Management
Specialisation/Major:	Major in Entrepreneurship
Mandatory/Elective:	Elective
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> An important part of entrepreneurial studies is to cope with important new technologies, which can disrupt existing business models (e. g. AI, Digitalisation, Robotics, etc.) and understand how they can drive new business opportunities. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Pitches (e. g. elevator pitches) and group work will be essential parts of the course. Excellent Pitch Decks require an excellent command of the English language. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> To analyse markets and deal with financials in a context of opportunities and risks is one major task of entrepreneurs. Thus relevant strategic tools (like SWOT or Portfolio analysis) or financial modelling as well as tools for Business Simulation (e. g. Business Model Canvas) will be used during class. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> The decision to be an Entrepreneur has a great impact on all settings of a business and personal life. This means first to understand own motivations,

	<p>skillsets and desired outcomes. Students will cope with traits and characteristics of famous entrepreneurs that include passion as well as perseverance in tough times.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">The starting point for entrepreneurs is to detect new opportunities for businesses, e. g. identify gaps or insufficient fulfillment of market needs. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">The module teaches the state of the art research in entrepreneurship. Entrepreneurship research accumulated considerable work related to opportunities, entrepreneurial decision-making under uncertainty (effectuation), As Entrepreneurs take over responsibility for their own business and respective teams, they also have to understand HR issues (e. g. motivation of teams, handling conflicts, set clear goals etc.).																				
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module provides basic insights into (a) research in entrepreneurship and (b) different tools and methodologies to apply in new venture creation. Students will acquire skills by an interactive, real-life project and present their results to real-life committee. The course builds a comprehensive foundation for further entrepreneurship courses such as “Start-up and New Business Model Development” and “Entrepreneurial Finance”, but is due to its interdisciplinary nature beneficial to all business students.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes</td><td>30 h</td></tr><tr><td>Pre-readings</td><td>15 h</td></tr><tr><td>Exams and exam preparation</td><td>30 h</td></tr><tr><td>Group work</td><td>105 h</td></tr></table>	Classes	30 h	Pre-readings	15 h	Exams and exam preparation	30 h	Group work	105 h												
Classes	30 h																				
Pre-readings	15 h																				
Exams and exam preparation	30 h																				
Group work	105 h																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Founder’s skillset</td><td>60</td><td>TG</td></tr><tr><td>Class Participation</td><td>Founder’s skillset</td><td>30</td><td>IG</td></tr><tr><td>Presentation</td><td>Tools of Technology and Innovation Management</td><td>15</td><td>TG</td></tr><tr><td>Written Exam</td><td>Tools of Technology and Innovation Management</td><td>75</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Founder’s skillset	60	TG	Class Participation	Founder’s skillset	30	IG	Presentation	Tools of Technology and Innovation Management	15	TG	Written Exam	Tools of Technology and Innovation Management	75	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
Presentation	Founder’s skillset	60	TG																		
Class Participation	Founder’s skillset	30	IG																		
Presentation	Tools of Technology and Innovation Management	15	TG																		
Written Exam	Tools of Technology and Innovation Management	75	IG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Student presentations and submissions to be announced by the lecturer.</p>																				

1. Course	Tools of Technology and Innovation Management	Course No.:
Instructor/-s:	Dr. Christoph Munck	L-ESH4-004

Guest Speakers:	tba at the beginning of the semester
Contact:	Christoph.munck@ebs.edu
ECTS:	3
Number of Sessions:	10
Language:	English
Course Description:	Students are provided with an introduction to fundamental theories and common practical tools of technology and innovation management as well as innovation management control.
Required Readings:	Schilling, Melissa A. (2017). Strategic Management of Technological Innovation, 5th edition. McGraw-Hill Education.
Further Recommended Reading	<p>Christensen, Clayton M. (1997). The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail. Boston, Mass.: Harvard Business School Press.</p> <p>Tidd, J., Bessant, J. (2013) Managing Innovation: Integrating Technological, Market and Organizational Change, 5th edition. John Wiley & Sons: Chichester.</p> <p>Dodgson, M., Gann, D., Salter, A. (2008). The Management of Technological Innovation. Oxford University Press: Oxford.</p>
Pedagogy:	Lectures, exercises, presentations.

2. Course:	Founder's skillset	Course No.:
Instructor/-s:	Prof. Dr. Diane Robers	L-ESH4-005
Guest Speakers:	tba at the beginning of the semester	
Contact:	diane.robers@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>In this course, students will be taught the theory and practice of entrepreneurship. This includes a general introduction to the national and international scene, a discussion of the scientific perspective, including relevant models, such as the Timmon's model. The course will outline the reasons and motivation for becoming an entrepreneur, also with regards to the personality, traits and competencies that make the mindset of successful founders. Further emphasis will be laid on the founding process itself, starting with opportunity recognition and idea building and then elaborating on realisation strategies, such as the theory behind developing business models, marketing and financing. The course will then provide the students with an overview over the entrepreneurial ecosystem and its components, such as venture capital funds, incubators and business angels. Furthermore, the course will provide the necessary tools that entrepreneurs need to interact with this system. Interesting guest speakers, networking with founders and business angels as well as visits to tech quarters will complete the practical part of the course.</p>	
Required Readings:	<p>Bygrave, W., Zacharakis, A. (2011). Entrepreneurship, Second Edition, New Jersey: John Wiley and Sons.</p> <p>Katz, Green (2013). Entrepreneurial Small Business (4rd ed.). International Edition, McGraw-Hill, Chapters: 4, 5, 6, 7, 8.</p> <p>Christensen, C. M. (2016): The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail.</p> <p>Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review, 26(2), 243–263.</p> <p>Perry, J. T., Chandler, G. N., & Markova, G. (2012). Entrepreneurial Effectuation: A Review and Suggestions for Future Research. Entrepreneurship: Theory and Practice, 36(4), 837–861.</p> <p>Bessant, J., Tidd, J. (2015) Innovation and Entrepreneurship (3rd ed.), John Wiley and Sons, Chichester.</p> <p>Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage Learning.</p> <p>Alvarez, S. A., Audretsch, D., & Link, A. N. (2016). Advancing Our Understanding of Theory in Entrepreneurship. Strategic Entrepreneurship Journal, 10(1), 3-4.</p> <p>http://www.vc-magazin.de</p> <p>http://www.fastcompany.com/most-innovative-companies</p>	
Further Recommended Reading	<p>Grichnik, D., Brettel, M., Koropp, C., Mauer, R. (2017) Entrepreneurship: Unternehmerisches Denken, Entscheiden und Handeln in innovations- und technologieorientierten Unternehmen.</p> <p>Dialogue of five articles in Academy of Management Review, July 2016, 41, p. 528-</p>	

	<p>556.</p> <p>Thiel, P. (2015): Zero to One: Notes on Start Ups, or How to Build the Future.</p> <p>Kawasaki, G. (2015): The Art of the Start 2.0.</p> <p>Blank, S. G., Dorf, B. (2012): The startup owner's manual: The step-by-step guide for building a great company.</p> <p>Ries, E. (2011): The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses.</p> <p>Hisrich, R., Peters, M., Shepherd, D. (2010). Entrepreneurship. Boston: McGraw-Hill/Irwin.</p> <p>Timmons, J., Spinelli, S. (2008). New Venture Creation. Boston: McGraw-Hill/Irwin.</p> <p>Byers, T. H., Dorf, R. C., Nelson, A. J., (2010). Technology Ventures: From Idea to Enterprise (3rd ed.). Boston: McGraw-Hill/Irwin.</p> <p>http://www.gruenderszene.de</p> <p>http://www.manager-magazin.de</p> <p>http://www.forbes.com</p>
Pedagogy:	Lecture, guest speakers, business angel challenge.

Name of Module:	International Business	Module No:
Module Owner:	Prof. Dr. Stefan Kayser	M-ECO4-023
Contact:	stefan.kayser@ebs.edu	
Programmes of Study:	Guest students MSc MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	Basic knowledge of Macroeconomics, General Management (marketing, supply chain management, Finance, Organisation), strategy frameworks (industry analysis, value chain analysis, generic strategies), transaction cost economics.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> In its first part the aim of the module is to explain and discuss the patterns and players of globalisation. In its second part the course focuses on the internationalisation of companies. It also focuses on the implications of the theories for the regionalisation of economics activities and sheds light on the side effects linked to this. The course deals with the EU as an example of this development. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students are required to write an English-written essay about an international-oriented topic and present this in class. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> The course covers the challenges of management across borders by analysing cultural differences and the implications of corporate responsibility and sustainability. The students discuss cases in groups consisting of student fellows from various countries and thus, learn to integrate their views with a multicultural point of view. <p>Graduates will have highly-developed critical thinking skills.</p>	

	<p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • The module explores theories of international trade and foreign direct investments. It provides the requisite frameworks and theories to understand the complex and interdependent environments in which globally active companies, in particular MNEs are embedded. Students will be able to distinguish between different theories, critically reflect and discuss these approaches, in particular with respect to their applicability to the practice. • The case method used in this course enables students to find in groups solid solutions to case questions. In this way they are challenged to come up with their own ideas and discuss these with the fellow students and the professor in class. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Students are required to independently write an essay on an international-oriented business topic. In this essay students use theoretical models and concepts in order to apply them to the research question. • In an oral presentation the students can present and discuss their topic in class and learn from this discussion. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> • In the third part the course examines the strategy of companies as they internationalise and the structural and coordination challenges that they need to manage. Students become aware of the pros and cons of different strategies given an uncertain development of the context. • The course treats international business problems from different angles and illustrates them by using several cases. Students are motivated to identify the embedded business opportunities and prioritise them. 										
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: International Business is a cross-functional discipline. The module strongly relates to courses in International Economics, Strategic Management, Organisation Theory, International Management.</p>										
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (20 x 90)</td><td>30 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>40 h</td></tr> <tr> <td>Essay</td><td>40 h</td></tr> <tr> <td>Presentation and its preparation</td><td>20 h</td></tr> <tr> <td>Exam and its preparation</td><td>50 h</td></tr> </table>	Classes (20 x 90)	30 h	Pre-readings & wrap up	40 h	Essay	40 h	Presentation and its preparation	20 h	Exam and its preparation	50 h
Classes (20 x 90)	30 h										
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Exam and its preparation	50 h										

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading/ Individual Grading
	Written Exam	Complete module	90	IG
	Presentation (Group Assignment)	Complete module	35	IG
	Essay (Written Group Assignment)	Complete module	35	IG
	Class Participation	Complete module	20	IG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	The module implies group work. Topics for presentations and essays will be allocated at the beginning of the course. Groups will be composed at the beginning of the course as well. Sound preparation and active class participation are essential for understanding international business and the development of skills in this field.			

1. Course:	International Business	Course No.:
Instructor:	Prof. Dr. Stefan Kayser	L-ECO4-040
Guest Speakers:	None	
Contact:	stefan.kayser@ebs.edu	
ECTS:	6	
Number of Sessions:	20	
Language:	English	
Course Description:	<p>In its first part the aim of the module is to explain and discuss the patterns and players of globalisation. In its second part the course focuses on the internationalisation of companies. It provides the requisite frameworks and theories to understand the complex and interdependent environments in which globally active companies, in particular MNEs are embedded. It also focuses on the implications of the theories for the regionalisation of economics activities and sheds light on the side effects linked to this. The course deals with the EU as an example of this development.</p> <p>In the third part the course examines the strategy of companies as they internationalise and the structural and coordination challenges that they need to manage. In its fourth part the course covers the challenges of management across borders by analysing cultural differences and the implications of corporate responsibility and sustainability.</p> <p>After completion of the course students have an understanding of:</p> <ul style="list-style-type: none"> • The drivers for globalisation, regionalisation and internationalisation. • The diverse and complex country environments that globally active companies face. • The formulation and implementation of MNE strategies in order to benefit from their dispersed range of activities and location. • The complex legitimacy and SCR issues MNEs face. 	
Required Readings:	tba at the beginning of the semester.	
Further Recommended Reading:	tba at the beginning of the semester.	
Pedagogy:	Lectures, team presentations, class and group discussions, case discussions, written assignments and projects, readings.	

Name of Module:	International Strategic Management	Module No:
Module Owner:	Shalini Rogbeer, Ph.D.	M-STR4-050

Contact:	shalini.rogbeer@ebs.edu
Programme of Study:	Master in Management
Specialisation/Major:	Major in Strategy & Consulting
Mandatory/Elective:	Elective
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Basic knowledge of: Strategy frameworks (industry analysis, value chain analysis, generic strategies); transaction cost economics (TCE), institutional theory, and the resource-based view (RBV).
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • The module will introduce and elaborate on theories which explain internationalisation theories and performance using a combination of scientific papers and lectures. • Case studies used in class will help students apply the theories to real cases. • Further, cases will show the limitations of certain theories and frameworks and will encourage students to explore new theories to explain complex phenomena. • The business simulation will help students appreciate the decision-making challenges firms face as they internationalise and simultaneously manage operations in their home and host countries <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • The module requires students to make case presentations and requires them to develop high level communication skills. • Students need to develop a scientific and critical summary of papers that builds abstract and critical writing abilities. • Students will learn how to communicate and coordinate with other team members especially those from different countries and background in order to make decisions under time pressure.

	<p>Graduates will have well-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and derive meaningful answers using scientific methods. (LO6):</p> <ul style="list-style-type: none"> During the business simulation, students have to critically assess what the firm is able to invest in based on limited resources that the firm has. Using different accounting measures and sales and financial reports, students have to make independent judgement regarding what new area of business they want to invest in, where they want to cut cost in order to beat their competitors. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO7):</p> <ul style="list-style-type: none"> At the end of the simulation, students have to write an individual report identifying the problems their firm faces during the business simulation and critically evaluate whether and why the strategy they selected works or did not work. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> An important aspect of the course is to recognise the impacts of working in different institutional environments and the requirements to do the right thing in these environments. This will be covered in the topic on MNE legitimacy and selected cases will be used to discuss important ethical issues like child labour. The instructor further draws on student diversity to explain how rules and behaviours may be different in different countries. 										
<p>Relation to other Programmes/Modules:</p>	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: International Strategic Management is a cross-functional discipline. The module strongly relates to courses in Strategic Management, Managerial Decision-making; and Alliances and M&A.</p>										
<p>Workload Allocation:</p>	<p>180 h total student's workload, thereof:</p> <table border="1" data-bbox="491 1541 1177 1814"> <tr> <td>Classes (24 x 90)</td><td>36 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>25 h</td></tr> <tr> <td>Preparation of presentation</td><td>30 h</td></tr> <tr> <td>Preparation of individual assignments and simulation home work</td><td>44 h</td></tr> <tr> <td>Exam and exam preparation</td><td>45 h</td></tr> </table>	Classes (24 x 90)	36 h	Pre-readings & wrap up	25 h	Preparation of presentation	30 h	Preparation of individual assignments and simulation home work	44 h	Exam and exam preparation	45 h
Classes (24 x 90)	36 h										
Pre-readings & wrap up	25 h										
Preparation of presentation	30 h										
Preparation of individual assignments and simulation home work	44 h										
Exam and exam preparation	45 h										

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Presentation	ISM1	30	TG
	Written Exam	ISM1	60	IG
	Project	ISM2	45	TG
	Essay	ISM2	45	IG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	The module emphasises team work. Hence, class assignments and simulation will be mostly carried out in small student groups. Students are assigned to a group of approx. 5 students at the beginning of the semester. Sound preparation and active class participation are essential for understanding international strategic management and the development of skills in this field.			

1. Course	International Strategic Management I	Course No.:
Instructor/-s:	Shalini Rogbeer, Ph.D.	L-STR4-089
Guest Speakers:	None	
Contact:	shalini.rogbeer@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course Description:	<p>The course explains why only few firms thrive on the global scene whilst many of their peers struggle in their international efforts. It provides the requisite frameworks and theories to understand the complex and interdependent environments in which the MNE is embedded in. It analyses the potential advantages of being a global player. It also examines the strategy of MNEs as they internationalise and the structural and coordination challenges that they need to manage.</p> <p>After completion students have an understanding of:</p> <ul style="list-style-type: none"> • The drivers and motivations for internationalisation. • The diverse and complex country environments that the MNE faces. • The internationalisation process of the firm. • The formulation and implementation of MNE strategies in order to benefit from their dispersed range of activities and location. • The complex legitimacy issues MNEs face. 	
Required Readings:	tba. at the beginning of the semester.	
Further Recommended Reading	tba. at the beginning of the semester.	
Pedagogy:	Lecture, team presentations, class and group discussions, case discussions, written assignments and projects, readings.	

2. Course	International Strategic Management II	Course No.:
Instructor/-s:	Prof. Dr. Kathleen Low	L-STR4-090
Guest Speakers:	None	
Contact:	Kathleen.Low@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course Description:	<p>This course will provide an introduction to the operating challenges faced by managers in firms doing business across borders. The focus of the course is a computer-aided competitive simulation. Students work in teams managing simulated SME manufacturing firms that produce and sell in multiple locations. Teams compete against each other in a simulated industry and the performance of any individual company is determined by the competitive actions of all companies in the industry. Decision making for the simulated firms requires students to use a full range of functional business skills and coordinate decision making with other team members. Teams must deal with the effects of different macro-economic environments, the economics of the industry across different locations, and the behaviour of competitors in making strategic decisions for their firms.</p> <p>After completion, students will have an understanding of:</p> <ul style="list-style-type: none"> • The problems of managing a firm that operates in multiple locations and different countries. • Strategic responses to business risks created by exchange rate fluctuations. • Capacity management and planning in an international environment. • Coordination of different functional areas of business in management of the firm. • Making business decisions under uncertainty and with incomplete information. • The strategic dimensions of operational decisions for functional areas of business. 	
Required Readings:	Business Policy Game Manual.	
Further Recommended Reading	tba. at the beginning of the semester.	
Pedagogy:	Lecture, class discussions, business simulation, written assignments.	

Name of Module:	Managerial Economics	Module No:
Module Owner:	Prof. Dr. Jenny Kragl	M-ECO4-003
Contact:	jenny.kragl@ebs.edu	
Programme of Study:	Master in Management	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>Undergraduate knowledge in Mathematics for Economics and Microeconomics.</p> <p>Required Pre-Reading:</p> <p>Sydsaeter, K., Hammond, P. J., & Strom, A. (2012). Essential Mathematics for Economic Analysis (4 ed.). Harlow: Pearson Education.</p> <p>Varian, H. (2014). Intermediate Microeconomics: A Modern Approach (9 ed.). New York: W.W. Norton.</p> <p>Advisable Pre-Reading:</p> <p>Brickley J., C.W. Smith, and J.L. Zimmerman (2007). Managerial Economics & Organizational Architecture, McGraw-Hill.</p> <p>Roberts, J. (2004): The Modern Firm: Organizational Design for Performance and Growth, Clarendon Lectures in Management Studies, Oxford University Press.</p> <p>(or adequate knowledge)</p>	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • In this module, students become acquainted with the basic principles of game theory and the theory of incentives as well as with their applications in management. The concepts introduced develop structured and logical thinking that help students in analysing and solving management problems within and between firms. • Game theory is an analytical tool that allows managers to analyse decision-making in strategic settings. Students will learn to apply the main concepts: representing strategic situations in a form of a game; mixed strategies, dominance and best response; Nash equilibrium and backward induction. • The theory of incentives builds on the methods studied in game theory and analyses the interaction of principals (managers) and agents (workers). It is one of the areas of economic theory that has evolved most over the last 	

	<p>three decades. Its objective is to study the situations in which economic agents attempt to overcome the problem of asymmetric information. Students will become familiar with the basic problems and trade-offs arising from moral hazard and adverse selection and study possible solutions strategies.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • The models and applications introduced in this module allow students to explain a large number of phenomena in management and economics and develop their own solutions strategies. • Game theory is widely used in business and social sciences, and knowledge of game-theoretic principles belongs in the toolbox of any strategist. By studying its main theoretical concepts and discussing several applications students develop the capacity to scrutinise and thoroughly analyse practical management challenges. • While getting familiar with the main theoretical approaches of incentive theory, students learn to recognise and understand the relevance of asymmetric information, moral hazard, and adverse selection in practical organisational and management settings. Students learn to evaluate how incentive schemes and performance measurement affect individual employee behaviour and recognise the motivational impact of risk aversion and limited liability on the side of workers. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Students solve two take-home exams in small groups that typically consist of female and male members of at least two nationalities. This facilitates intense interaction and a joint learning experience of students with diverse backgrounds and experience. <p>Graduates will have highly developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • Students acquire solid knowledge on the basic trade-offs in game-theoretic and principal-agent settings as well as their formal representation. The concepts introduced develop structured and logical thinking that will help students in analysing strategic situations and internal organisational and motivational problems in various management contexts. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • By studying the scientific approaches of managerial economics, students become confident in working with the related literature and learn how to formalise their own ideas and develop research questions related to different contexts of economics and management. • For each class, a comprehensive set of exercises is provided. By solving these tasks as well as the two take-home exams, students train their problem-solving abilities and deepen their understanding. In regular tutorials, students have the chance to verify their solutions, ask questions, and reflect on their own learning progress.
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	<p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">• Leadership and management require advanced skills regarding strategic interaction within and between firms as well as regarding the governance and motivation of subordinates. The familiarity with the methodology of game and incentive theory enables students to enhance the aforementioned skills and to work out structured and processable mappings of complex management problems.																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The module is essential for all other modules in the programme that rely on microeconomic foundations. It provides profound knowledge and an economic perspective on strategic behaviour within and between firm, optimal decision making, and the management of employees and firms. Students will be able to build on this methodological foundation when choosing specialised elective modules.</p>																
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes</td><td>24 h</td></tr><tr><td>Tutorials</td><td>12 h</td></tr><tr><td>Pre-readings & wrap up</td><td>42 h</td></tr><tr><td>Exercises and homework</td><td>42 h</td></tr><tr><td>Group work/take-home exams</td><td>18 h</td></tr><tr><td>Final exam and exam preparation</td><td>42 h</td></tr></table>	Classes	24 h	Tutorials	12 h	Pre-readings & wrap up	42 h	Exercises and homework	42 h	Group work/take-home exams	18 h	Final exam and exam preparation	42 h				
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Complete Module</td><td>120</td><td>IG</td></tr><tr><td>Take-home Exam 1</td><td>Module (Part I)</td><td>30</td><td>TG</td></tr><tr><td>Take-home Exam 2</td><td>Module (Part II)</td><td>30</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Complete Module	120	IG	Take-home Exam 1	Module (Part I)	30	TG	Take-home Exam 2	Module (Part II)	30	TG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Written Exam	Complete Module	120	IG														
Take-home Exam 1	Module (Part I)	30	TG														
Take-home Exam 2	Module (Part II)	30	TG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students will be provided with exercises at the end of each class. Students are expected to regularly work on these exercises on their own (possibly in groups) and come prepared with their solutions for the related tutorial sessions. At the beginning of the course, a time schedule will be distributed that clearly designates the classes and tutorials to the course topics.</p> <p>In addition, there will be two take-home exams (one for each of the two parts of the module). They will take place during the semester before the final exam. These take-home exams have to be worked on and submitted in small groups (3-5 students). Groups will be formed at the beginning of the course. If possible, groups should comprise members of both genders and more than one nationality.</p>																

1. Course:	Managerial Economics	Course No.:
Instructor/-s:	Prof. Dr. Jenny Kragl Elena Jarocinska, PhD	L-ECO4-005
Guest Speakers:	None	
Contact:	jenny.kragl@ebs.edu	
ECTS:	6	
Number of Sessions:	24 (16 lectures, 8 bi-weekly tutorials)	
Language:	English	
Course Description:	<p>The course equips students with the basic principles of game theory and the theory of incentives as well as with their applications in management.</p> <p>The first part of the course examines strategic situations, in which each party's behaviour affects the profits of other parties. Game theory is an analytical tool that allows managers to analyse decision-making in such settings. Today, game theory is widely used in business and social sciences, and knowledge of game-theoretic principles belongs in the toolbox of any strategist. The concepts introduced in this course will develop structured and logical thinking that will help students in analysing strategic situations. The topics include:</p> <ul style="list-style-type: none"> • Introduction and the extensive form of a game • Strategies, normal form of a game and beliefs • Mixed strategies, dominance and best response • Iterated dominance and rationalisability • Nash equilibrium • Applications of Nash equilibrium • Backward induction • Subgame perfect Nash equilibrium <p>The second part of this course builds on the first by studying the interaction of principals (managers) and agents (workers) in productive settings such as organisations in general and firms in particular. The main focus is on the theory of incentives, one of the areas of economic theory that has evolved most over the last three decades. Its objective is to study the situations in which economic agents attempt to overcome the problem of asymmetric information. Students will become familiar with the basic problems and trade-offs arising from moral hazard and adverse selection and learn how to develop solutions strategies. The topics include:</p> <ul style="list-style-type: none"> • Introduction to the theory of incentives • The basic moral-hazard model • Moral hazard with risk aversion • Moral hazard with limited liability • Outlook and further incentive problems <p>A course syllabus including a detailed outline of the topics and the time schedule will be provided at the beginning of the course.</p>	
Required Readings:	<p>Brickley, J. A., C. W. Smith and J. L. Zimmerman (2009). Managerial Economics and Organizational Architecture, 5th edition, McGraw-Hill. Chapters 10, 15.</p> <p>Laffont, J. J. and Martimort, D. (2002): The Theory of Incentives: The Principal Agent Model, Princeton University Press. Chapters 1, 4.</p> <p>McMillan, J. (1992). Games, Strategies and Managers, 1st edition, Oxford University Press. Chapters 9, 10.</p> <p>Milgrom, P. and J. Roberts (1992). Economics, Organization and Management, Prentice Hall. Chapters 6, 7.</p>	

	Watson, J. (2013). Strategy: An Introduction to Game Theory, W. W. Norton & Company, 3rd edition, Chapters 1-16.
Further Recommended Reading:	Further materials and readings will be provided as appropriate and relevant during the course.
Pedagogy:	Lectures, exercises, and bi-weekly tutorials.

Name of Module:	Structured Finance & Management of MEGA Projects	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-FAC4-005
Contact:	niels.dechow@ebs.edu	
Programme/-s of Study:	Master in Management Master in Finance MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	Students are expected to know basic financial and managerial accounting and have entry-level knowledge of corporate finance concepts, as taught in the EBS BSc program.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Insights from mega-projects will be used to distil what students need to know with regards to the planning, coordinating and controlling of projects. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> International research is used to draw out the history of international mega-projects including their (public post mortem) evaluation. Students draw on these insights in order to know how to assess public project critically and methodologically. These skills will be used for the purposes of an in-class definition of relevant criteria for front-end decision making. Relevant literature on resource allocation and cost analysis will be drawn in where appropriate to offer participants relevant semantics for the discussion of projects <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> In this course, this aspect is covered in that students get to study and discuss the institutional environments and stakeholders of mega-projects. In particular focus will be given to the question, how to nurture and safeguard accountability in (mega-)projects 	

	<p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">Students will be introduced to the different phases of a project and will be taught what it takes to manage a project across its project life span. Attention to the necessary self-direction of learning processes in project management is safe-guarded through attention to ways of performing quality control and due diligence. Students will learn how to engage with the question, what it takes to get things right in and around projects. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">Focus will be given to the financial management of projects. This includes techniques revolving around resource allocation decisions; the visualisation of contingencies and exit opportunities, ways of forecasting projects and last but not least financial control of projects. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">Students will learn to handle the challenges revolving around goal-setting, milestones check and in doing so, what it takes for a project manager to work in the role as a project goal keeper.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module relates to other modules in strategy, finance, operations and organisation focusing on business problems by the construct of consulting projects.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Self study</td><td>73 h</td></tr><tr><td>Evaluated Exercise</td><td>40 h</td></tr><tr><td>Presentation & preparation</td><td>40 h</td></tr></table>	Classes (18 x 90)	27 h	Self study	73 h	Evaluated Exercise	40 h	Presentation & preparation	40 h												
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation</td><td>Mega-Project in Business & Society</td><td>30</td><td>IG</td></tr><tr><td>Class Participation</td><td>Structured Finance & Project Management</td><td>30</td><td>IG</td></tr><tr><td>Project Presentation</td><td>Complete module</td><td>90</td><td>TG</td></tr><tr><td>Evaluated Exercise</td><td>Complete module</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation	Mega-Project in Business & Society	30	IG	Class Participation	Structured Finance & Project Management	30	IG	Project Presentation	Complete module	90	TG	Evaluated Exercise	Complete module	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
Class Participation	Mega-Project in Business & Society	30	IG																		
Class Participation	Structured Finance & Project Management	30	IG																		
Project Presentation	Complete module	90	TG																		
Evaluated Exercise	Complete module	30	IG																		

Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>To be announced in class where applicable.</p> <p>The module is capped at 20 participant seats to be distributed fairly between MSc in Management, MSc in Finance and MBA students</p>
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1. Course	Mega-Projects in Business & Society	Course No.:
Instructor/-s:	Prof. Niels Dechow, PhD	L-FAC4-001
Guest Speaker/-s:	tba	
Contact:	niels.dechow@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Only rarely do we see that major construction (mega) projects are delivered on time and within budget. It sometimes even seems as if cost overruns are par for the course, whenever airports, bridges, shopping centres etc. are planned and developed.</p> <p>This course takes point of departure in international research on these projects in order to develop an understanding of the complexity of these projects and a way to analyse their execution. Henceforth, the course will seek to engage with different examples of major construction projects in order to establish a 'life-cycle-perspective', a stakeholder map and the impact of financing and accounting on their execution (success or failure).</p>	
Required Readings:	Reading Packs to be distributed in class	
Further Recommended Reading		
Pedagogy:	Seminar with guest speakers	

2. Course	Structured Finance & Project Management	Course No.:
Instructor/-s:	NN	L-FAC4-005
Guest Speaker/-s:	Hartmut Weissmann	
Contact:	niels.dechow@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	Having used the first course to develop a knowledge base for understanding the unfolding of major (mega) construction.projects this second course takes point of departure in an introduction to structured finance and its process including due diligence, the acquisition phase and the assembly of a financing package. The course engages in parallel with project management work in particular with a focus on the way plans and forecasts are produced in alignment with legal aspects to be considered.	
Required Readings:	tba	
Further Recommended Readings:	to be announced in class	
Pedagogy:	Interactive lectures with guest speakers and/or cases.	

Name of Module:	Project Week	Module No:
Module Owner:	Prof. Dr. Markus Kreutzer	M-PDV4-026

Contact:	markus.kreutzer@ebs.edu
Programme/-s of Study:	Master in Management
Specialisation/Major:	None
Mandatory/Elective:	mandatory
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	3
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>During the project week, students are provided with an intense, highly practice-focussed educational experience. Two course formats are used to facilitate this experience: Field Projects, Field Trips.</p> <p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Students are familiarised with a specific business topic that companies face in today's business environment and learn about the conceptual and theoretical basis to address such a challenge. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> As part of the course, they learn to apply relevant theory and concepts to develop own ideas to help meet the business challenge. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students have to present their results in English language and in a professional manner. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Students work on their assignments in diverse teams. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> Students are familiarised with currently existing complex, unstructured problems, for which no final solutions exists. Following the generic problem solving process, students have to develop their own specific learning and

	problem solution process.															
Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: The module complements the module Management Methods for a Digital Age.															
Workload Allocation:	90 h total student's workload, thereof: <table><tr><td>Classes</td><td>12 h</td></tr><tr><td>Group work/case studies/presentations</td><td>28 h</td></tr><tr><td>Exercises and homework</td><td>50 h</td></tr></table>				Classes	12 h	Group work/case studies/presentations	28 h	Exercises and homework	50 h						
Classes	12 h															
Group work/case studies/presentations	28 h															
Exercises and homework	50 h															
Grading:	90 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Field Project/Field Trip</td><td>45</td><td>TG</td></tr><tr><td>Reflection Paper</td><td>Field Project/Field Trip</td><td>45</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Field Project/Field Trip	45	TG	Reflection Paper	Field Project/Field Trip	45	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading													
Presentation	Field Project/Field Trip	45	TG													
Reflection Paper	Field Project/Field Trip	45	IG													
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Every student has to choose one course out of the offered courses. Students participate in field projects or field trips in groups of approx. 20 students. Groups are formed by the module owner at the beginning of the semester depending on available field projects and field trips, taking students preferences into consideration if possible. Course instructors are assigned by the module owner depending on specific projects and trips.															

1. Course	Field Project	Course No.:
Instructor/-s:	NN	L-PDV4-107
Guest Speaker/-s:	t.b.a. at the beginning of the semester depending on project partner	
Contact:	markus.kreutzer@ebs.edu	
ECTS:	3	
Number of Sessions:	8 sessions taught by lecturers + 18 sessions of group work, all taught in block during one week in the middle of a semester	
Language:	English	
Course Description:	Students are familiarised with current business topics by conducting an intense real life project complemented by conceptual inputs on the topic provided by the lecturer. Under close guidance by the lecturer, students develop own solution to a specific business challenge that a company faces and present their ideas at the end of the project week to company representatives. Following the project, students write a paper, reflecting on their experience from a theoretical and practical experience.	
Required Readings:	t.b.a. announced at the beginning of the semester, depending on the specific project	
Further Recommended Reading	t.b.a. announced at the beginning of the semester, depending on the specific project	
Pedagogy:	Seminar, real life project, workshop.	

2. Course	Field Trip	Course No.:
Instructor/-s:	NN	L-PDV4-108
Guest Speaker/-s:	t.b.a. at the beginning of the semester depending on project partner	
Contact:	markus.kreutzer@ebs.edu	
ECTS:	3	
Number of Sessions:	8 sessions and additional sessions of group work t.b.a. at the beginning of the semester depending on project partner.	
Language:	English	
Course Description:	Students are familiarised with current business topics by conducting a field trip to visit companies and learn about their specific business challenges. These are complemented by theoretical lectures and seminars taught by the course lecturer. Following the trip, students write a paper, reflecting on their experience from a theoretical and practical experience and deepening their knowledge on the respective business topic.	
Required Readings:	t.b.a. announced at the beginning of the semester, depending on the specific trip	
Further Recommended Reading	t.b.a. announced at the beginning of the semester, depending on the specific trip	
Pedagogy:	Seminar, real life project, field trip.	

Name of Module:	Start-Up & New Business Model Development	Module No:
Module Owner:	Prof. Dr. Diane Robers	M-STR4-059
Contact:	tom.orben@ebs.edu	
Programmes of Study:	Master in Management MBA	
Specialisation/Major:	Major in Entrepreneurship	
Mandatory/Elective:	Master in Management: Elective MBA: Elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	Entrepreneurial spirit and the drive to change & redefine an industry.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • During the course, students will prepare presentations on a concrete start-up idea/business model/innovation and pitch this idea in front of an investors committee. • While creating their own business model and writing business plans, students do not only apply the learned concepts and methods in practice but are also guided in doing so successfully • In order to write successful business plans, students will need to analyse existing theories and methods for the most meaningful use and respective results, which contribute to the substance and legitimisation of their business models <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Based on real-life cases and business models, students do not only learn relevant concepts but are also accompanied by academics as well as practitioners when applying them successfully in practice in the scope of concrete business plans. • Students experience a real-life test of their learnings and their transfer of concepts when creating business plans and when presenting them in front of venture capitalists or company representatives. 	

	<p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • Within the scope of a business plan, students need to be able to concentrate on the essential messages that need to be brought across. • When presenting a business model in front of a venture capitalist or a company representative, students only have a very short time frame to convince and thus need to train and be competent in pinning down the essential statements of their business plan in a convincing manner. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Given the structure of the course participants and the integrated group work, intercultural team work is key in creating successful business plans. • Students will not be left alone with the team dynamics, but will be guided through the entire project of writing a business plan by both, academics as well as practitioners. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • The creation of a successful and sound business plan requires critical thinking and analytical skills in order to identify market potential and to deduct promising business ideas. • While students have to proactively and independently search for credible argumentation lines and substantial data for their business plans, they can at any time use the involved academics and/or practitioners as coaches for their own learning success. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none"> • Students discover the necessity of innovative thinking and constant business model innovation in times dominated by fast-paced change and disruptive development as well as unexpected competition. • Students will understand the importance of innovative thinking and innovative business models also for successful, existing companies through the course and the direct contact with respective practitioners.
<p>Relation to other Programmes/Modules:</p>	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module provides basic insights into different tools and methodologies of Start-Up & New Business Model Development. Students will not only learn state-of-the-art approaches in the area of Start-Up & New Business Model Development, but also apply them in an interactive, real-life project and present their results to real-life committee.</p>

Workload Allocation:	180 h total student's workload, thereof: <table><tr><td>Classes: Interaction, Feedback and Presentations (20 x 90)</td><td colspan="3">30 h</td></tr><tr><td>Preparation & Project work</td><td colspan="3">150 h</td></tr></table>				Classes: Interaction, Feedback and Presentations (20 x 90)	30 h			Preparation & Project work	150 h						
Classes: Interaction, Feedback and Presentations (20 x 90)	30 h															
Preparation & Project work	150 h															
Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>135</td><td>TG</td></tr><tr><td>Class Participation</td><td>Complete module</td><td>45</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	135	TG	Class Participation	Complete module	45	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading													
Presentation	Complete module	135	TG													
Class Participation	Complete module	45	IG													
Information on Papers, Allocation of Subjects & Groups, Homework etc.	This module implies working within teams and with very frequent contact with faculty members and possible EBS-SITE Institute's partner companies involved in the project. The student teams have to work towards frequent and tight deadlines, making this a demanding module. Just like in the real business world.															

1. Course	Start-Up & New Business Model Development	Course No.:
Instructor/-s:	Prof. Dr. Diane Robers	L-STR4-102
Guest Speaker:	None	
Contact:	gerrit.kolweyh@ebs.edu sabine.kaiser@ebs.edu	
ECTS:	6	
Number of Sessions:	20 (Around 30 h of mentoring sessions in classroom, including kick-off, interim presentation, final presentation)	
Language:	English	
Course Description:	<p>In this course the students become acquainted with the roles of entrepreneurs who have to convince venture capitalist or other types of early-growth investors to fund their business idea and/or the roles of innovation managers who aim to convince the leading managers of a company with a sound business plan to pursue a certain new business model. The course provides the participants with both conceptual foundations and practical experience in the management of Start-Up & New Business Model Development projects.</p> <p>The course will be held in close interaction with experienced practitioners & entrepreneurs like Ex-EBS entrepreneurs, EBS-SITE institute's partners, VCs, accelerators and other early-growth acceleration possibilities for Start-Ups.</p> <p>Finally, students should be able to apply the gained creativity in their future business life and in other courses. Even if students are not planning to become an entrepreneur or innovation manager this course is valuable. Thinking out of the box is also appreciated by successful companies in different industries and essential for their survival in fast paced, disruptive times.</p>	
Required Readings:	http://www.gruenderszene.de http://www.vc-magazin.de http://www.manager-magazin.de http://www.fastcompany.com/section/most-innovative-companies-2015 http://www.forbes.com Bygrave, W., Zacharakis, A. (2011). Entrepreneurship, Second Edition, New Jersey: John Wiley and Sons. Katz, Green (2013). Entrepreneurial Small Business (4rd ed.). International Edition, McGraw-Hill, Chapters: 4, 5, 6, 7, 8.	
Further Recommended Reading	Hisrich, R., Peters, M., Shepherd, D. (2010). Entrepreneurship. Boston: McGraw-Hill/Irwin. Timmons, J., Spinelli, S. (2008). New Venture Creation. Boston: McGraw-Hill/Irwin. Byers, T. H., Dorf, R. C., Nelson, A. J., (2010). Technology Ventures: From Idea to Enterprise (3rd ed.). Boston: McGraw-Hill/Irwin. Ries, E. (2011). The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. New York: Crown Business. Croll, A., & Yoskovitz, B. (2013). <i>Lean analytics: Use data to build a better startup faster</i> . Sebastopol, CA: O'Reilly.	

	<p>Osterwalder, A., Pigneur, Y., & Clark, T. (2010). <i>Business model generation: A handbook for visionaries, game changers, and challengers</i>.</p> <p>Blank, S. G., & Dorf, B. (2012). <i>The startup owner's manual: The step-by-step guide for building a great company</i>. Pescadero, Calif: K&S Ranch, Inc.</p> <p>Fried, J., & Hansson, D. H. (2010). <i>Rework</i>. New York: Crown Business.</p>
Pedagogy:	Lecture, workshop, real life project, individual team coachings.

Name of Module:	Strategic Information Management	Module No:
Module Owner:	Prof. Dr. Arne Buchwald	M-STR4-016
Contact:	arne.buchwald@ebs.edu	
Programme of Study:	Master in Management MBA	
Specialisation/Major:	Major in Strategy & Consulting	
Mandatory/Elective:	Master in Management: Elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Students are familiarised with essential concepts, methods, and techniques concerning the strategic management of IT-related organisations. • Students are acquainted with contents related to strategic management of information technology (IT) and information systems (IS). • Students will learn about current topics and challenges affecting strategic management of IT and IS through digitalisation. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Students will apply their knowledge in analysing and discussing case studies. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> • Fundamentals in strategic management of IT and IS equip students with a profound understanding about the general value creation. • Introduction to basic IT infrastructure concepts and diverse business applications to prepare students for communication with IT experts in organisations. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • During the course, students will have the opportunity to intensively work 	

	<p>with case studies in order to interpret and critically evaluate information.</p> <ul style="list-style-type: none">• The class will be structured along a reference framework for strategic IT/IS management which acquaints students with the different decision domains required to be incorporated and aligned by IT strategy. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">• This course allows students to independently work on case studies.• During the class, students will be involved in finding solutions for challenges that e. g. affect strategic management of IT and IS through digitalisation.																
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module relates to the module “Strategic Innovation and Change in a Digital World”.</p>																
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (20 x 90)</td><td>30,0 h</td></tr><tr><td>Pre-readings & wrap up</td><td>30,0 h</td></tr><tr><td>Preparation & project work</td><td>90,0 h</td></tr><tr><td>Exam preparation</td><td>30,0 h</td></tr></table>	Classes (20 x 90)	30,0 h	Pre-readings & wrap up	30,0 h	Preparation & project work	90,0 h	Exam preparation	30,0 h								
Classes (20 x 90)	30,0 h																
Pre-readings & wrap up	30,0 h																
Preparation & project work	90,0 h																
Exam preparation	30,0 h																
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>70</td><td>TG</td></tr><tr><td>Peer Group Evaluation</td><td>Complete module</td><td>20</td><td>TG</td></tr><tr><td>Written Exam</td><td>Complete module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	70	TG	Peer Group Evaluation	Complete module	20	TG	Written Exam	Complete module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Presentation	Complete module	70	TG														
Peer Group Evaluation	Complete module	20	TG														
Written Exam	Complete module	90	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>This course is limited to 20 participants.</p>																

1. Course:	Strategic Information Management	Course No.:
Instructor/-s:	Prof. Dr. Arne Buchwald	L-STR4-150
Guest Speakers:	Experienced practitioners, tba.	
Contact:	arne.buchwald@ebs.edu	
ECTS:	6	
Number of Sessions:	20	
Language:	English	
Course Description:	<p>By participating in the course “Strategic Information Management”, students will understand what strategic management of information technology (IT) and information systems (IS) is, and what current topics and relevant challenges in both areas are. Students will identify organisational implications caused through the megatrend of digitalisation and learn more about how sustainable business value can be created. Further, the course teaches students to apply important concepts, methods, and techniques to prepare them for a business-oriented management of IT organisations. The students will be able to identify main components of IT strategies in order to get a profound knowledge about the different areas of IT management and their role in creating value for the business.</p> <p>This course combines the IT-perspective with the management perspective, by focusing on fundamentals in project and project portfolio management in order to provide students with a profound understanding of the business IT world. Essential concepts of IT infrastructure and organisational applications will be covered as well as operating principles of IT organisations. Students will be familiarised with different methods for generating value in the IT world. During the class, students will be acquainted with a reference framework for strategic IT/IS management in order to learn more about the different decision domains required to be incorporated and aligned by IT strategy. Besides that, IT organisations will be looked at from an internal point of view, e. g. IT/IS controlling, sourcing and delivery of IT services, and IT and business strategy alignments.</p>	
Required Readings:	<p>Carr, N. (2003) IT doesn't matter, Harvard Business Review, May, 2003, 41–49.</p> <p>Gadatsch, A. (2009) IT Controlling – Concepts and Transformation into Practice, Business & Information Systems Engineering, 1, 3, 254–262.</p> <p>Henderson, J. C. and Venkatraman, H. (1993) Strategic alignment: Leveraging information technology for transforming organizations, IBM Systems Journal, 32, 1, 472–484.</p> <p>Kaarst-Brown, M. L. (2008) Understanding an Organization's View of the CIO: The Role of Assumptions about IT, in: Global Information Systems: The Implications of Culture for IS Management, D.E.</p>	
Further Recommended Reading	<p>Carmel, E. (2005) Offshoring information technology: sourcing and outsourcing to a global workforce, Cambridge University Press, Cambridge.</p> <p>Leidner and T.R. Kayworth (eds.). Elsevier/Butterworth-Heinemann, Oxford, 454–478.</p> <p>Meredith, S. and Mantel, J. (2008) Project Management: A Managerial Approach, J. Wiley & Sons, Hoboken, N. J.</p> <p>Morris, P. W. G. and Pinto, J. K. (2007) The Wiley guide to project, program & portfolio management, J. Wiley & Sons, Hoboken, N.J.</p> <p>Müller, B., Viering, G., Legner, C. and Riempp, G. (2010) Understanding the Economic Potential of Service-Oriented Architectures, Journal of Management</p>	

	<p>Information Systems, 26, 4, 147–182.</p> <p>Riempp, G., Müller, B. and Ahlemann, F. (2008) Towards a Framework to Structure and Assess Strategic IT/IS Management, Proceedings of the 16th European Conference on Information Systems (ECIS 2008), Galway, Ireland.</p> <p>Stewart, T., Brown, J., Hagel, J., McFarlan, F., Nolan, R., Hittleman, J., Strassmann, P., Broadbent, M.</p> <p>McDonald, M., Hunter, R., Skaistis, B., Zwass, V., Lewis, M., Pisello, T., Pike, R., Gurbaxani, V., Alter, S., Hyatt, C., Schlueter Langdon, C. and Carr, N. (2003) Does IT matter?: An HBR debate, Harvard Business Review, June, 1–17.</p> <p>Urbach, N. and Würz, T. (2012) How to Steer the IT Outsourcing Provider - Development and Validation of a Reference Framework of IT Outsourcing Steering Processes, Business & Information Systems Engineering, 4, 5.</p> <p>van Bon, J., Pieper, M., van der Veen, A. and Verheijen, T. (2005) Foundations of IT Service Management based on ITIL, 2nd ed., Van Haren, Zaltbommel.</p> <p>Weinhardt, C., Anandasivam, A., Blau, B., Borissov, N., Meinl, T., Michalk, W. and Stößer, J. (2009). Cloud Computing – A Classification, Business Models, and Research Directions, Business & Information Systems Engineering, 1, 5, 391–399.</p> <p>Zarnekow, R., Brenner, W. and Pilgram, U. (2006) Integrated Information Management: Applying Successful Industrial Concepts in IT, Springer, Berlin.</p>
Pedagogy:	Lectures, case studies, project work.

Name of Module:	Strategic Management	Module No:
Module Owner:	Prof. Dr. Christian Landau	M-STR4-009
Contact:	christian.landau@ebs.edu	
Programme of Study:	Master in Management	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> The course represents an introduction to strategic management covering all common strategic management theories as well as analytical frameworks, organised along the strategic management process and differentiated by strategy level. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Several case studies address technologies, in particular digital technologies, which affect companies strategically. In addition, students learn how to make use of digital technologies in their daily work routines, for example for making video presentations for their case presentations. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students engage in intense class discussions in English language, prepare a case study presentation in English language, and write an Essay in English language. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> The discussion of case studies requires students to identify relevant information in the case studies – and in some cases to collect additional current information on the companies online – and draw conclusions 	

	<p>about strategies to be pursued by companies based on this information, taking scientific insights into account.</p> <p>Graduates are able to independently solve problems and direct their own learning process. (LO 7):</p> <ul style="list-style-type: none">The preparation of an essay will require significant independent work of students. This will require solving problems independently, and taking responsibility for directing own learning process and for choosing the direction of investigation. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">Case studies require students to develop future strategies for companies, which exploit identified opportunities and mitigate identified threats. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">Case studies discussed in class address key issues that strategic leaders face, both in terms of the strategy formulation and in terms of strategy implementation.																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module provides fundamental basics that are relevant to all other subsequent modules in the Master in Management programme.</p>																
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Cases and literature reading, essay writing</td><td>93 h</td></tr><tr><td>Presentation & preparation</td><td>30 h</td></tr><tr><td>Exam and exam preparation</td><td>30 h</td></tr></table>	Classes (18 x 90)	27 h	Cases and literature reading, essay writing	93 h	Presentation & preparation	30 h	Exam and exam preparation	30 h								
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>45</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>45</td><td>IG</td></tr><tr><td>Written Exam</td><td>Complete module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	45	TG	Essay	Complete module	45	IG	Written Exam	Complete module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Presentation	Complete module	45	TG														
Essay	Complete module	45	IG														
Written Exam	Complete module	90	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Allocation of presentation groups to be done by the instructors at the beginning of the course.</p>																

1. Course:	Strategic Management	Course No.:
Instructor/-s:	Prof. Dr. Christian Landau Prof. Klaus Uhlenbruck, PhD	L-STR4-082
Guest Speaker/s:	None	
Contact:	christian.landau@ebs.edu	
ECTS:	6	
Number of Sessions:	18	
Language:	English	
Course Description:	<p>The aim of this course is to provide the participants with a sound understanding of fundamental concepts and approaches in strategy development and implementation, and to enable them to apply these concepts to specific situations. The topics discussed in this course cover various competitive issues faced by businesses in different industries, issues faced by diversified corporations, and by multinational corporations. Many of the strategic approaches introduced in the course draw on microeconomic theories and concepts (e. g. supply-demand models, transaction cost economics, basic game theory). The course would also cover topics such as strategic alliances, new business development, internationalisation, multinational structures, blue ocean strategy, disruptive innovation etc.</p> <p>The course involves a series of lectures, case studies, and presentations.</p>	
Required Readings:	<p><u>Text books:</u></p> <p>Boulding, W. & Christen, M. (2001). First-mover disadvantages. Harvard Business Review, September, 20-21.</p> <p>Bower J. (2001). Not all M&As are alike - and that matters. Harvard Business Review, March, 92-101.</p> <p>Brandenburger, A. & Nalebuff, B. (1995). The right game: Use game theory to shape strategy. Harvard Business Review, July-August, 1995, 57-71.</p> <p>Bryce, D. & Dyer, J. (2007). Strategies for well-guarded markets. Harvard Business Review, May, 84-92.</p> <p>Collis, D. & Montgomery, C. (1998). Creating Corporate Advantage. Harvard Business Review, May-June, 71-83.</p> <p>Collis, D. & Montgomery, C. (2008). Competing on resources. Harvard Business Review, July-August, 140-150.</p> <p>Dyer, J., Kale, P. & Singh, H. (2001) How to make alliances work. MIT Sloan Management Review, 42 (4), 37-43.</p> <p>Ghemawat, P. (2010). Finding your strategy in the new landscape. Harvard Business Review, March, 54-60.</p> <p>Grant, R. (2013). Contemporary Strategy Analysis (8th ed.). John Wiley & Sons.</p> <p>Hitt, M., Ireland, R. & Hoskisson, R. (2012). Strategic Management: Competitiveness and Globalization (10th ed.). Stanford: Cengage Learning.</p> <p>Rothaermel, F. (2013). Strategic Management: Concepts and Cases. New York: McGraw-Hill.</p> <p><u>Journal articles:</u></p> <p>Bower, J. & Christensen, C. (1995). Disruptive technologies. Harvard Business Review, January-February, 43-53.</p>	

	<p>Christensen, C. & Johnsons, D. (2002). Foundations for growth: how to identify and build disruptive new businesses. <i>Sloan Management Review</i>, 43(3), 22-31.</p> <p>Coyne, K. & Dye, R. (1998). The competitive dynamics of network-based businesses. <i>Harvard Business Review</i>, January-February, 99-109.</p> <p>Grant, R. (1996). The resource-based theory of competitive advantage: implications for strategy formulation. <i>California Management Review</i>, 33(3), 114-135.</p> <p>Eisenmann, T., Parker, G. & van Alstyne, M. (2006). Strategies for two-sided markets. <i>Harvard Business Review</i>, October, 92-101.</p> <p>Freeman, J. & Engel, J. (2007). Models of innovation: startup and mature corporations. <i>California Management Review</i>, 50(1), 94-119.</p> <p>Hagiu, A. (2014). Strategic decisions for multisided platforms. <i>Sloan Management Review</i>, 55(2), 71-81.</p> <p>Ireland, R. & Webb, J. (2007). Strategic entrepreneurship, <i>Business Horizons</i>, 50(1), 49-59.</p> <p>Kim, W. & Mauborgne, R. (2004). Blue ocean strategy. <i>Harvard Business Review</i>, October, 76-84.</p> <p>Markides, C. (1997). Strategic innovation. <i>Sloan Management Review</i>, 38(3), 9-23.</p> <p>McGhan, A. (2004). How industries change. <i>Harvard Business Review</i>, October, 87-94.</p> <p>Porter, M. (1987). From competitive advantage to corporate strategy. <i>Harvard Business Review</i>, May-June, 43-43.</p> <p>Porter M. (1996). What is strategy? <i>Harvard Business Review</i>, November, 61-78.</p> <p>Porter, M. (2008). The five forces that shape strategy. <i>Harvard Business Review</i>, January, 78-93.</p> <p>Porter, M. (2001). Strategy and the internet. <i>Harvard Business Review</i>. March, 62-78.</p> <p>Shapiro, C. & Varian, H. (1999). The art of standard wars. <i>California Management Review</i>, 41(2), p.8-32.</p> <p>Slater, S. & Olson, E. (2002). A fresh look at industry and market analysis. <i>Business Horizon</i>, January-February, 15-22.</p> <p>Williams, J. (1992). How sustainable is your competitive advantage? <i>California Management Review</i>, 34(3), 29-51.</p>
Further Recommended Reading	t.b.a. at the beginning of the semester depending on the essay assignment
Pedagogy:	Case discussion, lectures, presentations.

Name of Module:	Real Estate Economics	Module No:
Module Owner:	Prof. Jan Mutl, PhD	M-REM4-010
Contact:	jan.mutl@ebs.edu	
Programme/-s of Study:	Master in Real Estate Master in Management MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management, MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	One of the following: <ul style="list-style-type: none"> • Undergraduate course in Economics on Principles • Ling, D., & Archer, W. (2010). <i>Real Estate Principles – A Value Approach</i> (3rd ed.), McGraw-Hill, Chapt. 1, 4, 5, 6, 7, 8, 16, 21, and 22. 	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • The goal of the module is to provide students with the understanding of the microeconomic and macroeconomic forces that drive real estate markets and their correlations. • Students learn to apply classical economical and real estate specific theories and to apply them to specific properties. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods (LO 6):</p> <ul style="list-style-type: none"> • Students are constantly exposed to new information as part of this module. Either via new data available in Economics or new challenges via megatrends. Students need to evaluate these and derive the solutions required to be successful in business and to provide the best outcome desired by society. <p>Graduates are able to independently solve problems and direct their own learning processes (LO 7):</p> <ul style="list-style-type: none"> • The aim is to provide students with theoretical tools to understand how real estate markets function and interact with the rest of the economy, as well as the ability to interpret the role of real estate in events, such as the recent financial crises in 2008. 	

Relation to other Programmes/Modules:	Programmes: This module serves as an elective for the MBA programme in order to provide students with the option to focus on a specific area of knowledge. Modules: This module provides the basis for the whole <i>MSc in Real Estate</i> programme in terms of explaining the economical perspective and functionality of the market. While considering the functionality of the market traditional economic perspectives are considered but explicitly extended into present and future megatrends. Specifically the modules <i>MSc Real Estate Valuation</i> and <i>MSc Real Estate Development</i> build heavily on this module. Their connection is the ever reverting topic of real estate market analysis in order to obtain market insights to undertake investment decisions, marketing and leasing activity, as well as developments.																											
Workload Allocation:	180 h total student´s workload, thereof: <table><tr><td>Classes (19 x 90)</td><td>28,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>57,5 h</td></tr><tr><td>Exercises and homework</td><td>29,0 h</td></tr><tr><td>Group work/case studies/presentations</td><td>38,0 h</td></tr><tr><td>Exam and exam preparation</td><td>27,0 h</td></tr></table>				Classes (19 x 90)	28,5 h	Pre-readings & wrap up	57,5 h	Exercises and homework	29,0 h	Group work/case studies/presentations	38,0 h	Exam and exam preparation	27,0 h														
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Group work/case studies/presentations	38,0 h																											
Exam and exam preparation	27,0 h																											
Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Urban and Real Estate Economics</td><td>60</td><td>IG</td></tr><tr><td>Case Study</td><td>Urban and Real Estate Economics</td><td>30</td><td>TG</td></tr><tr><td>Presentation</td><td>Megatrends in Real Estate</td><td>30</td><td>TG</td></tr><tr><td>Case Study*</td><td>Megatrends in Real Estate</td><td>30</td><td>IG</td></tr><tr><td>Reflection Paper</td><td>Megatrends in Real Estate</td><td>30</td><td>IG</td></tr></table> <p>* includes team member evaluation as will be explained in class</p>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Urban and Real Estate Economics	60	IG	Case Study	Urban and Real Estate Economics	30	TG	Presentation	Megatrends in Real Estate	30	TG	Case Study*	Megatrends in Real Estate	30	IG	Reflection Paper	Megatrends in Real Estate	30	IG
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Information on Papers, Allocation of Subjects & Groups, Homework etc.	Students are expected to attend each lecture, do their readings prior to each lecture, and to actively participate in class-room discussions. Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random.																											

1. Course	Urban and Real Estate Economics	Course No.:
Instructor/-s:	Prof. Jan Mutl, PhD	L-REM4-081
Contact:	jan.mutl@ebs.edu	
ECTS:	3	
Number of Sessions:	9 lectures + 2 case discussions	
Language:	English	
Course Description:	<p>This course on the real estate economics theory provides a basic understanding of theoretical modelling of real estate markets. The goal of this course is to understand the economic forces which affect real estate markets. Basic economic models are introduced and applied to the real world situations to convey a sophisticated understanding of real estate markets.</p> <p>The course will provide a holistic picture of the theories and concepts of urban economics, micro- and macroeconomic analyses, as well as capital markets. Finally, an outlook is provided on future developments in the society and the industry, as well as their effects on the real estate market. The aim is to provide students with theoretical tools to understand how real estate markets function and interact with the rest of the economy, as well as the ability to interpret the role of real estate in events, such as the recent financial crises in 2008.</p> <p>Topic 1: Urban Economics Topic 2: Microeconomics Topic 3: Macroeconomics Topic 4: Capital Markets Topic 5: Interactive Case Discussions</p>	
Required Readings:	DiPasquale, D., & Wheaton, W.C. (1996). <i>Urban Economics and Real Estate Markets</i> , Prentice Hall.	
Further Recommended Readings:	Brueggeman, W. & Fisher, J. (2011): <i>Real Estate Finance and Investments (14th ed.)</i> , New York: McGraw-Hill.	
Pedagogy:	Lecture, case discussion.	

2. Course	Megatrends in Real Estate	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig	L-REM4-080
Guest Speaker/-s:	t.b.a. (high profile industry participant)	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	10 lectures + 2 student presentation + 1 guest speaker	
Language:	English	
Course Description:	<p>The course <i>Megatrends in Real Estate</i> challenges students to think outside the box and to understand all trends which society and the real estate industry are subject to. Students will therefore be introduced to the concepts of a number of megatrends and expected to transfer their previously attained knowledge and infer the implications to the real estate industry and their own lives. Nonetheless, in order to understand the impact of all these trends on a specific property, students are first introduced to the thorough analysis of an individual property and its market.</p> <p>Topic 1: Market and Property Analysis Topic 2: Sustainability Topic 3: Urbanisation Topic 4: Digitalisation</p> <p>The course is rounded off by a guest speaker presentation who is an industry practitioner in his/her specialised field.</p>	
Required Readings:	<p>Naisbitt, J. (1982). <i>Megatrends. Ten New Directions Transforming Our Lives</i>. New York: Warner Books.</p> <p>Schwarz, J.O. (2006). <i>The Future of Futures Studies: A Delphi Study with a German Perspective</i>. Aachen: Shaker.</p> <p>Skinner, W. (1986). The productivity paradox. <i>Harvard Business Review</i>, 64(4).</p> <p>Burmeister, K, Neef, A., & Beyers, B (2004). <i>Corporate Foresight</i>. Hamburg: Murmann Verlag</p> <p>European Commission (Hg.) (2008). <i>The European Foresight Monitoring Network Collection of EFMN Briefs – Part 1</i>. Luxembourg: Office for Official Publications of the European Communities.</p>	
Further Recommended Readings:	None	
Pedagogy:	Lecture, case discussion.	

Name of Module:	Real Estate Finance	Module No:
Module Owner:	Prof. Jan Mutl, PhD	M-REM4-042
Contact:	assistenten@ebs-remi.de	
Programme/-s of Study:	Master in Real Estate Master in Management Master in Finance MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management, Master in Finance, MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>One of the following:</p> <ul style="list-style-type: none"> Undergraduate courses on Corporate Finance Bodie, Z., Kane, A., & Marcus, A. (2013). <i>Investments (10th ed)</i>. MacGraw-Hill, Chapt. 1, 2, 5, 10, 14, 15. <p>- and one of the following:</p> <ul style="list-style-type: none"> MSc Real Estate Investment Management Ling, D., & Archer, W. (2010). <i>Real Estate Principles (3rd. ed.)</i>, McGraw-Hill, Chapt. 1, 4, 5, 6, 7, 8, 16, 21, and 22. <p>- and -</p> <ul style="list-style-type: none"> basic skills in Microsoft Excel 	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines (LO1):</p> <ul style="list-style-type: none"> The goal of the module is to transfer profound understanding of advanced concepts of real estate finance. These include numerous topics from investment finance and management theory. <p>Graduates are able to leverage technology relevant to their field of study (LO3):</p> <ul style="list-style-type: none"> The students will have the opportunity to apply their knowledge during the course <i>Real Estate Cash Flow Modelling</i> by learning advanced industry skills in mastering MS Office Excel software and thereby being able to handle the most advanced investment and financing structures. 	

	<p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">• Next to the cash flow modelling case study, students are expected to solve in-class case studies regarding the real estate investment banking and real estate private equity.• Students acquire an advanced understanding of the field of real estate finance products, real estate private equity, project financing. Furthermore, the concept of real estate securitisation is presented in-depth as well as real estate in the context of global capital markets. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">• Students will learn to identify business opportunities in the real estate sector that will arise as a result of shifting financing parameters or other actions such as financial engineering or value creation strategies.																								
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA programme in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module <i>MSc Real Estate Finance</i> builds on the foundations set in <i>MSc Real Estate Fundamentals</i> in such a way that investments typically benefit from leverage, which is conceptually introduced in <i>MSc Real Estate Fundamentals</i>, while this module provides the tools to do so. In the subsequent module <i>MSc Real Estate Development</i>, students are introduced to the specific financing structures used in the field of real estate development, while the Module <i>MSc Real Estate Investment Structuring</i> builds on the knowledge attained in terms of optimising deal and financing structures.</p>																								
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>27 h</td></tr><tr><td>Exercises and homework</td><td>27 h</td></tr><tr><td>Group work/case studies/presentations</td><td>72 h</td></tr><tr><td>Exam and exam preparation</td><td>27 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	27 h	Exercises and homework	27 h	Group work/case studies/presentations	72 h	Exam and exam preparation	27 h														
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation</td><td>Methods of Real Estate Finance</td><td>10</td><td>IG</td></tr><tr><td>Written Exam</td><td>Methods of Real Estate Finance</td><td>80</td><td>IG</td></tr><tr><td>Class Participation</td><td>Real Estate Cash Flow Modelling</td><td>10</td><td>IG</td></tr><tr><td>Case Study</td><td>Real Estate Cash Flow Modelling</td><td>50</td><td>TG</td></tr><tr><td>Presentation</td><td>Real Estate Cash Flow Modelling</td><td>30</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation	Methods of Real Estate Finance	10	IG	Written Exam	Methods of Real Estate Finance	80	IG	Class Participation	Real Estate Cash Flow Modelling	10	IG	Case Study	Real Estate Cash Flow Modelling	50	TG	Presentation	Real Estate Cash Flow Modelling	30	TG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																						
Class Participation	Methods of Real Estate Finance	10	IG																						
Written Exam	Methods of Real Estate Finance	80	IG																						
Class Participation	Real Estate Cash Flow Modelling	10	IG																						
Case Study	Real Estate Cash Flow Modelling	50	TG																						
Presentation	Real Estate Cash Flow Modelling	30	TG																						

Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students are expected to attend each lecture, do their readings prior to each lecture, as their content may count towards class participation, and to actively participate in class-room discussions.</p> <p>Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random.</p>
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1. Course	Methods of Real Estate Finance	Course No.:
Instructor/-s:	Dr. Holger Markmann	L-REM4-057
Guest Speaker/-s:	Tba.. (high profile practitioner)	
Contact:	holger.markmann@ebs.edu Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures	
Language:	English	
Course Description:	<p>The course <i>Methods of Real Estate Finance</i> introduces students to the main concepts and instruments of real estate financing. The course follows the structure of starting with basic banking financing and then continuously introduces more sophisticated forms of financing real estate.</p> <p>Rather extensive time is spent on bank financing, as it entails the introduction of concepts of risk/return from the bank's perspective, leverage, interest rate calculation, collateral, and covenants. Subsequently, the bank's perspective is understood including its funding position and constraints. As part of this perspective, covered bonds are introduced, as well as all matters of securitisation. As an outlook, the causes of the subprime crisis in the MBS market are discussed. Finally, derivatives and all forms of structured finance, most notably, Mezzanine, Joint Ventures, and Private Equity are discussed.</p> <p>The course aims at providing students a holistic picture of the different possibilities to finance real estate and the constraints and strategies included. They should therefore be able to judge financing structures based on their properties and be able to suggest a preferred financing and collateralisation structure.</p>	
Required Readings:	<p>Brueggeman, W. & Fisher, J. (2011): <i>Real Estate Finance and Investments</i> (14th ed.), New York: McGraw-Hill.</p> <p>Geltner, D.M., & Miller, N.G. (2013). <i>Commercial Real Estate Analysis and Investments</i> (3rd ed.). Mason: Thomson Higher Education.</p> <p>Linneman, P. (2011). <i>Real Estate Finance & Investments: Risks and Opportunities</i>. Philadelphia: Linneman Associates, 3rd Edition.</p> <p>Rottke, N.B. (2008). <i>Handbook Real Estate Capital Markets</i>. Cologne: Rudolf Müller.</p>	
Further Recommended Readings:	<p>Rottke, N.B., & Rebitzer, D. (2006). <i>Handbuch Real Estate Private Equity</i>, Cologne: Rudolf Müller.</p> <p>Finnerty, J.D. (2007). <i>Project Financing</i> (2nd ed.), Hoboken: John Wiley & Sons.</p> <p>Kolbe, P.H., Greer, G.E., & Rudner III, H.G. (2003). <i>Real Estate Finance</i>. Chicago: Dearborn.</p>	
Pedagogy:	Lecture, case discussion.	

2. Course	Real Estate Cash Flow Modelling	Course No.:
Instructor/-s:	Dr. Christopher Yvo Oertel	L-REM4-013
Guest Speaker/-s:	None	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures + 2 student presentations	
Language:	English	
Course Description:	<p>The course <i>Real Estate Cash Flow Modelling</i> aims at teaching students how to use Excel in a sophisticated way. The application of miscellaneous Add-ins and Macros will be elaborated as well as certain pitfalls outlined. Theoretical basics are presented using case studies in the area of real estate investment and financing (as well as fundamentals in risk management). Furthermore, cash flow models are structured, cost of capital integrated and varied according to different debt financing methods.</p> <p>The Excel basics section deals with useful tips and tricks, important formulas and functions, the protection of data and files and Excel Add-ons. Investment calculation comprises cash flow modelling, present value method, internal rate of return (splitted IRR, critical assessment), investment calculation and DCF. The financing structure and covenants section contains optimisation, risk management and basic statistics. Optimisation contains goal seek and solver and risk management scenario analysis & manager, sensitivity analysis and risk analysis. Basic statistics comprises of amongst others standard deviation and variation coefficient. The VBA basics section offers an introduction to programming of macros and elaborates on VBA security, useful VBA-tools and application possibilities and limits. The reporting section deals with graphical illustration, sorting and filtering and pivot tables.</p> <p>Topic 1: Modelling Basics and Best Practice Topic 2: Determination of Return Figures Topic 3: Financing Structures Topic 4: Risk Management Topic 5: Introduction to VBA</p>	
Required Readings:	Sengupta, C. (2004). <i>Financial Modeling Using Excel and VBA</i> . Hoboken: John Wiley & Sons.	
Further Recommended Readings:	Benninga, S. (2000). <i>Financial Modeling</i> . Cambridge: The MIT Press.	
Pedagogy:	Lecture, workshop.	

Name of Module:	Real Estate Fundamentals	Module No:
Module Owner:	Prof. Dr. Kerstin Hennig	M-REM4-070

Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)
Programme/-s of Study:	Master in Real Estate Master in Management MBA
Specialisation/Major:	None
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management, MBA : elective
Semester:	Fall Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	<p>One of the following:</p> <ul style="list-style-type: none"> • Undergraduate course in Finance on Investments. • Ling, D. and W. Archer (2010): <i>Real Estate Principles – A Value Approach (3rd. ed.)</i>, McGraw-Hill Irwin, 2010, Chapt. 1, 4, 5, 6, 7, 8, 16, 21, and 22). <p>- and -</p> <ul style="list-style-type: none"> • basic skills in Microsoft Excel
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • The module introduces the different theories that serve as a background for managing real estate. Students will learn the different perspectives of the owner, manager, and tenant. • Students will learn the methods involved in forming qualitative and quantitative investment decisions and understand business models of real estate companies. • Students will get deeper insights into the influences and reciprocal relationships between landlord and tenant law, the legal aspects of real estate acquisitions, dispositions and ownership. Analyses are conducted using sample cases in class and in examinations. <p>Graduates are able to directly transfer their knowledge to practice. (LO 2):</p> <ul style="list-style-type: none"> • Students will transfer their learnings about real estate investments into practice by analysing real life companies and their economics, as well as by participating in a real estate investment and negotiation simulation. • There will be two practical case studies integrated into the module. Students

	<p>will be asked to work on a concrete real world example.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> • Ethical issues will particularly be discussed as part of the tax course content. In a globalised society international tax law will become more significant as investments are made internationally. • The process of real estate management requires numerous stakeholders and puts the manager into conflicts of interest between its client, tenants, the environment, and contractors. To manage these without compromising social responsibility and loyalty towards the client is at the core of real estate management. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> • By analysing different business models of real estate companies and partaking in a negotiation process, students learn to decompose business models into their constituents and thereby to analyse success factors. Additionally, negotiations require students to react and make decisions under uncertainty. • Students will learn to identify business opportunities in the RE sector that will arise as a result of shifting financing parameters or value creation strategies. • Among the array of different accounting and tax, as well as legal structuring alternatives available students are to recognise and discuss the optimal structure to optimise the structure according to the business' needs. 										
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module provides the basis for the subsequent courses within the <i>MSc in Real Estate</i> programme, as it familiarises students on the one hand with the physical properties of real estate and its management implications and the abstract investment perspective on the other hand. It therefore allows them to set their mindset to understand the the nature of real estate between the two worlds. This mindset will be beneficial for later modules, such as <i>MSc Real Estate Finance</i> or <i>MSc Real Estate Research and Investment Vehicles</i>, which are rather abstract in their nature. Especially for the latter one, this module sets the stage in terms of gaining the investment knowledge required in order to attain a deeper investment structuring knowledge. On the other hand, this deep understanding of the physical property sets a solid basis for further management and construction related modules, such as <i>MSc Real Estate Valuation</i>, or <i>MSc Real Estate Development</i>.</p>										
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (19 x 90)</td><td>28,5 hours</td></tr> <tr> <td>Pre-readings & wrap up</td><td>57,0 hours</td></tr> <tr> <td>Exercises and homework</td><td>29,0 hours</td></tr> <tr> <td>Group work/case studies/presentations</td><td>18,5 hours</td></tr> <tr> <td>Exam and exam preparation</td><td>47,0 hours</td></tr> </table>	Classes (19 x 90)	28,5 hours	Pre-readings & wrap up	57,0 hours	Exercises and homework	29,0 hours	Group work/case studies/presentations	18,5 hours	Exam and exam preparation	47,0 hours
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Group work/case studies/presentations	18,5 hours										
Exam and exam preparation	47,0 hours										

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Class Participation	Real Estate Investment	10	IG
	Presentation	Real Estate Investment	20	TG
	Written Exam	Real Estate Investment	60	IG
	Class Participation	Real Estate Legal & Fiscal Aspects	10	IG
	Written Exam	Real Estate Legal & Fiscal Aspects	80	IG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Students are expected to attend each lecture, do their readings prior to each lecture, as their content may count towards class participation, and to actively participate in class-room discussions.			
	Presentation includes team member evaluation as will be explained in class.			
	Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random.			

1. Course	Real Estate Investment	Course No.:
Instructor/-s:	Prof. Dr. Alexander Goepfert Dr. Holger Markmann	L-REM4-082
Guest Speaker/-s:	tbd (high profile practitioner)	
Contact:	holger.markmann@ebs.edu or Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	10 lectures + 1 guest speaker + 2 student presentations	
Language:	English	
Course Description:	<p>The course <i>Real Estate Investments</i> introduces students to the main concepts and instruments of real estate investing. After an introductory presentation of the general idea of real estate investing, the course provides extensive insight into the strategies and decision making processes of real estate investing, including the sales and purchase agreement. Special emphasis will be placed on the relationship of risk and return, the interests of all parties involved, as well as the application of the respective strategies for real estate companies.</p> <p>Topic 1: Philosophy of Real Estate Investment Topic 2: Real Estate Investment Calculation Topic 3: Real Estate Strategies Topic 4: Transaction Management Topic 5: Sales and Purchase Agreement</p> <p>The course is rounded off by a guest speaker presentation, who is an industry practitioner in his/her specialised field of real estate investing.</p>	
Required Readings:	<p>Brueggeman, W., & Fisher, J. (2011): <i>Real Estate Finance and Investments</i> (14th ed.), New York: McGraw-Hill.</p> <p>Geltner, D.M., & Miller, N.G. (2013). <i>Commercial Real Estate Analysis and Investments</i> (3rd ed.). Mason: Thomson Higher Education.</p> <p>Linneman, P. (2011). <i>Real Estate Finance & Investments: Risks and Opportunities</i>. Philadelphia: Linneman Associates, 3rd Edition.</p> <p>Möller, J.C., Mütze, M., & Senff, T. (2012). <i>Real Estate Investments in Germany: Transactions and Development</i>. Berlin: Springer Verlag.</p> <p>Usinger, W., & Schneider H.-J. (2008). <i>Real Property in Germany. Legal and Tax Aspects of Development and Investment</i> (7th ed.). Frankfurt/M.: Knapp, pp. 1-22 and 169-178.</p>	
Further Recommended Readings:	<p>Karp, J., & Klayman, E. (2005). <i>Real Estate Law</i> (6th ed.). Chicago: Dearborn Real Estate Education.</p> <p>Kolbe, P.H., Greer, G.E. & Rudner III, H.G. (2003). <i>Real Estate Finance</i>. Chicago: Dearborn.</p> <p>Ling, D., & Archer, W. (2010). <i>Real Estate Principles – A Value Approach</i> (3rd. ed.), McGraw-Hill Irwin.</p> <p>Poorvu, W.J., & Cruikshank, J.L. (1999). <i>The Real Estate Game</i>. Free Press.</p> <p>Siedel, G., Aalberts, R. J., & Cheezem, J. K. (2003). <i>Real Estate Law</i> (5th edition). Mason: South-Western Educational Publishing.</p>	
Pedagogy:	Lecture, case discussion	

2. Course	Real Estate Legal and Fiscal Aspects	Course No.:
Instructor/-s:	Prof. Dr. Adrian Cloer Prof. Dr. Alexander Goepfert Prof. Dr. Karl Hamberger	L-REM4-083
Guest Speaker/-s:	None	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The course <i>Real Estate Tax</i> first introduces students to the topic of accounting in a real estate context, which forms the basis for all legal and taxation considerations. These follow later on as well as Share Deals, aiming to reduce taxation.</p> <p>In particular, the course will introduce the students to the fundamentals of the taxation of real estate acquisitions, real estate ownership, real estate dispositions and fundamental real estate accounting principles.</p> <p>The course will also take a look into balance sheet manipulation and management, thereby enabling students to understand the complete management perspective within a real estate firm.</p> <p>Topic 1: Accounting for Real Estate Topic 2: Basic Principles of Corporate Law Topic 3: Real Estate Taxation</p>	
Required Readings:	<p>Usinger, W., & Schneider H.-J. (2008). <i>Real Property in Germany. Legal and Tax Aspects of Development and Investment</i> (7th ed.). Frankfurt/M.: Knapp, pp. 1-22 and 169-178.</p> <p>Möller, J.C., Mütze, M., & Senff, T. (2012). <i>Real Estate Investments in Germany: Transactions and Development</i>. Berlin: Springer Verlag.</p>	
Further Recommended Readings:	<p>Karp, J., & Klayman, E. (2005). <i>Real Estate Law</i> (6th ed.). Chicago: Dearborn Real Estate Education.</p> <p>Siedel, G., Aalberts, R. J., & Cheezem, J. K. (2003). <i>Real Estate Law</i> (5th edition). Mason: South-Western Educational Publishing.</p>	
Pedagogy:	Lecture	

Name of Module:	Real Estate Valuation	Module No:
Module Owner:	Prof. Dr. Kerstin Hennig	M-REM4-003
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
Programme/-s of Study:	Master in Real Estate Master in Management MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management, MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<p>One of the following:</p> <ul style="list-style-type: none"> • <i>MSc Real Estate Fundamentals</i> • <i>MSc Real Estate Economics</i> • Ling, D., Archer, W. (2010). <i>Real Estate Principles – A Value Approach (3rd. ed.)</i>, McGraw-Hill, Chapt. 1, 4, 5, 6, 7, 8, 16, 21, and 22. <p>- and -</p> <p>basic skills in Microsoft Excel</p>	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>On successful completion of this module graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines (LO 1):</p> <ul style="list-style-type: none"> • The module shows that real estate is an integral part of the capital market and a unique asset class which requires special valuation knowledge. In essence, the module will focus on two major areas: the time value of money and the valuation of cash flows as well as risk and return in real estate. • In doing so, the courses bridge the gap between financial theory and property investment and imparts to the students profound knowledge in real estate valuation and fundamental knowledge in real estate accounting. • In addition, the module raises the level of understanding of financial and economic principles within the real estate education and enables the students to work in national and international real estate companies. • Students will be able to assess the value of property using national and international income, cost and comparison valuation approaches. <p>Graduates are able to directly transfer their knowledge to practice (LO2):</p> <ul style="list-style-type: none"> • Students are expected to solve a real live case study putting the different 	

	<p>valuation methods learned into practice.</p> <p>Graduates are able to leverage technology relevant to their field of study (LO3):</p> <ul style="list-style-type: none"> • The students will have the opportunity to apply their knowledge during the course <i>Applied Real Estate Valuation</i> by learning advanced industry skills in mastering ARGUS valuation software and thereby being able to handle the most advanced valuation tasks. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>On successful completion of this module graduates demonstrate excellent written and oral communication skills in English (LO 4):</p> <ul style="list-style-type: none"> • As part of the examination of this module, students will have to hand in a written valuation report. • In addition to the written valuation report, students also have to present their findings at two different presentations in front of class. <p>On successful completion of this module graduates are capable of contributing effectively to multicultural teams (LO 5):</p> <ul style="list-style-type: none"> • As in other modules, this module contains a group case study, in which students have to work in a team and present in team in front of the class as well. • During the construction of groups, it is made sure that the international students are spread equally across all groups to ensure an obligatory collaboration among multicultural teams. <p>Graduates will have highly-developed critical thinking skills.</p> <p>On successful completion of this module graduates are able to independently solve problems and direct their own learning processes (LO 7):</p> <ul style="list-style-type: none"> • The valuation assignment requires the students to deeply understand the drivers of returns in the real estate industry. Since each property is different, standard valuation methods do not fully satisfy the requirements. Students will learn to identify shortcomings of the standard procedure and to find solutions to handle the issue.
<p>Relation to other Programmes/Modules:</p>	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module <i>MSc Real Estate Valuation</i> provides students with the knowledge required to determine the market price of a property and therefore the basis for any transaction previously discussed in <i>MSc Real Estate Fundamentals</i>. The latter module provides knowledge and handling on the two basic inputs into a valuation model: Income and yield. The content of <i>MSc Real Estate Economics</i> serves as the foundation to derive the inputs used for a valuation. The values derived will provide the basis for any feasibility and analysis for project undertaken as part of the module <i>MSc Real Estate Development</i>.</p>

Workload Allocation:	180 h total student´s workload, thereof: <table><tr><td>Classes (15 x 90)</td><td>22,5 h</td></tr><tr><td>Field Trip</td><td>3,0</td></tr><tr><td>Pre-readings & wrap up</td><td>20,0 h</td></tr><tr><td>Exercises and homework</td><td>20,0 h</td></tr><tr><td>Group work/case studies/presentations</td><td>69,5 h</td></tr><tr><td>Exam and exam preparation</td><td>45,0 h</td></tr></table>				Classes (15 x 90)	22,5 h	Field Trip	3,0	Pre-readings & wrap up	20,0 h	Exercises and homework	20,0 h	Group work/case studies/presentations	69,5 h	Exam and exam preparation	45,0 h								
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Exam and exam preparation	45,0 h																							
Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Methods of Real Estate Valuation</td><td>80</td><td>IG</td></tr><tr><td>Class Participation</td><td>Methods of Real Estate Valuation</td><td>10</td><td>IG</td></tr><tr><td>Case Study*</td><td>Applied Real Estate Valuation</td><td>60</td><td>IG</td></tr><tr><td>Presentation*</td><td>Applied Real Estate Valuation</td><td>30</td><td>IG</td></tr></table> <p>* includes Team Member Evaluation as will be explained in class</p>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Methods of Real Estate Valuation	80	IG	Class Participation	Methods of Real Estate Valuation	10	IG	Case Study*	Applied Real Estate Valuation	60	IG	Presentation*	Applied Real Estate Valuation	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																					
Written Exam	Methods of Real Estate Valuation	80	IG																					
Class Participation	Methods of Real Estate Valuation	10	IG																					
Case Study*	Applied Real Estate Valuation	60	IG																					
Presentation*	Applied Real Estate Valuation	30	IG																					
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students are expected to attend each lecture, do their readings prior to each lecture, as their content may count towards class participation, and to actively participate in class-room discussions.</p> <p>The field trip will take place in Frankfurt/Main and will be a guided tour by one or several of the major real estate brokerage investment corporations such as Savills, DTZ, CBRE or JLL. Students will have an intermediate presentation in front of their lecturer, on which they receive non-graded feedback. At the end of the semester, they will present their final project to representatives of the real estate companies which provided their sites for analysis.</p> <p>Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random. The exact topics and instructions will be provided during class.</p>																							

1. Course	Methods of Real Estate Valuation	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig Prof. Stephen L. Lee, PhD Jörg Quentin	L-REM4-084
Guest Speaker:	tbd (high profile practitioner)	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures + 1 guest speaker	
Language:	English	
Course Description:	<p>The course <i>Methods of Real Estate Valuation</i> aims to convey the principles of numerous ways to appraise real estate. The content is not limited to the theoretical framework, but also includes typical cases, which need to be reflected in appraising property. In particular, the income valuation models, simple and multiple growth valuation models, discounted cash flow models as well as valuation of real estate for collateral purposes are discussed. Their use is considered under different regulations, especially German and international valuation methods.</p> <p>Topic 1: German Valuation Methods Topic 2: International Valuation Methods Topic 3: Discounted Cash Flows for Valuation Purposes</p> <p>The course is rounded off by a guest speaker presentation, who is an industry practitioner in his/her specialised field of real estate valuation.</p>	
Required Readings:	<p>Appraisal Institute (Ed.). (2008). <i>The Appraisal of Real Estate (13th ed.)</i>. Chicago: Appraisal Institute.</p> <p>Royal Institution of Chartered Surveyors (2009). <i>RICS Valuation Standards (6th ed.)</i>. Coventry: RICS Books.</p>	
Further Recommended Reading:	<p>Adair, A., Downie, M. L., McGreal, S., & Vos, G. (1996). <i>European Valuation Practice</i>. London: Routledge Chapman & Hall.</p> <p>Baum, A. (2004). <i>The Income Approach to Property Valuation (5th ed.)</i>. London: Elsevier Science & Technology.</p> <p>Baum, A., & Crosby, N. (2007). <i>Property Investment Appraisal, (3rd ed.)</i>. London: Blackwell Publishing.</p> <p>Brown, G., & Matysiak, G. (1999). <i>Real Estate Investment - A Capital Market Approach</i>, Harlow: Finance Times Prentice Hall.</p> <p>Fanning, Stephen F. (2005). <i>MAI Market Analysis for Real Estate: Concepts and Applications in Valuation and Highest and Best Use</i>, Chicago: Appraisal Institute.</p> <p>TEGoVA - The European Group of Valuers' Association (2009). <i>European Valuation Standards 2009 (6th ed.)</i>. London.</p>	
Pedagogy:	Lecture	

2. Course	Applied Real Estate Valuation	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig Stephan Gries	L-REM4-052
Guest Speaker:	None	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	5 lectures + 2 field trip + 4 student presentations	
Language:	English	
Course Description:	<p>The aim of the course <i>Applied Real Estate Valuation</i> is to present students with real world examples of using real estate valuation techniques and tools. Students will therefore spend a considerable time learning how to use the industry standard software <i>ARGUS</i> and become proficient in its use. The main work to be conducted as part of this course is to conduct a real world valuation task.</p> <p>The project will be conducted in cooperation with a renowned real estate development firm and presented in front of a panel of industry experts, potentially at the company's offices.</p>	
Required Readings:	<p>Appraisal Institute (Ed.). (2008). <i>The Appraisal of Real Estate (13th ed.)</i>. Chicago: Appraisal Institute.</p> <p>Royal Institution of Chartered Surveyors (2009). <i>RICS Valuation Standards (6th ed.)</i>. Coventry: RICS Books.</p>	
Further Recommended Reading:	<p>Adair, A., Downie, M. L., McGreal, S., & Vos, G. (1996). <i>European Valuation Practice</i>. London: Routledge Chapman & Hall.</p> <p>Baum, A. (2004). <i>The Income Approach to Property Valuation (5th ed.)</i>. London: Elsevier Science & Technology.</p> <p>Baum, A., & Crosby, N. (2007). <i>Property Investment Appraisal, (3rd ed.)</i>. London: Blackwell Publishing.</p> <p>Brown, G., & Matysiak, G. (1999). <i>Real Estate Investment - A Capital Market Approach</i>, Harlow: Finance Times Prentice Hall.</p> <p>Fanning, Stephen F. (2005). <i>MAI Market Analysis for Real Estate: Concepts and Applications in Valuation and Highest and Best Use</i>, Chicago: Appraisal Institute.</p> <p>TEGoVA - The European Group of Valuers' Association (2009). <i>European Valuation Standards 2009 (6th ed.)</i>. London.</p>	
Pedagogy:	Workshop, real life project, field trip.	

Name of Module:	Operations Management	Module No:
Module Owner:	Prof. Dr. Laura Turrini	M-SCM4-023
Contact:	laura.turrini@ebs.edu	
Programmes of Study:	Master in Automotive Master in Management MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Master in Automotive: mandatory Master in Management: elective MBA: elective	
Semester:	Fall Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	A basic knowledge of statistics and linear regression and solid Excel skills are required.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> The course introduces the fundamental aspects of operations management and supply chain management. It discusses how to manage and improve the performance (efficiency and responsiveness) of operations and supply chains through better decision-making and coordination. By providing an introductory survey of key operations concepts, it forms the basis for the module Supply Chain Design and Global Sourcing. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Transferability of gained knowledge into practice by using case studies. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> The course will provide some exposure to analytical modeling tools and techniques that can be used to support managerial decision-making in many different settings (e. g., linear programming, regression, simulation). <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> By being exposed to analytical decision-making tools and techniques applied in the context of case studies, the students will learn which are the right tools 	

	<p>to use in different occasions and how to appropriately use them.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">• The course stimulates independent critical thinking by making the students face realistic challenges, e. g. from case studies, in the protected environment of the class.																
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module discusses how to manage and improve the performance (efficiency and responsiveness) of operations and supply chains through better decision-making and coordination. It provides an introductory survey of key operations concepts and thus forms the basis for the module Supply Chain Design and Global Sourcing.</p>																
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes</td><td>30 h</td></tr><tr><td>Exercises/projects</td><td>70 h</td></tr><tr><td>Preparation (reading)</td><td>40 h</td></tr><tr><td>Preparation for case studies</td><td>40 h</td></tr></table>	Classes	30 h	Exercises/projects	70 h	Preparation (reading)	40 h	Preparation for case studies	40 h								
Classes	30 h																
Exercises/projects	70 h																
Preparation (reading)	40 h																
Preparation for case studies	40 h																
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Evaluated Exercise</td><td>Complete Module</td><td>40</td><td>TG</td></tr><tr><td>Case Study</td><td>Complete Module</td><td>50</td><td>TG</td></tr><tr><td>Written Exam</td><td>Complete Module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Evaluated Exercise	Complete Module	40	TG	Case Study	Complete Module	50	TG	Written Exam	Complete Module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading														
Evaluated Exercise	Complete Module	40	TG														
Case Study	Complete Module	50	TG														
Written Exam	Complete Module	90	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>The evaluated exercise and the case study are to be completed in teams and will be graded on a team basis. Teams will be assigned by the professor. The written exam is evaluated on an individual basis.</p>																

1. Course	Operations Management	Course No.:
Instructor/-s:	Prof. Dr. Laura Turrini	L-SCM4-038
Guest Speakers:	tba	
Contact:	laura.turrini@ebs.edu	
ECTS:	6	
Number of Sessions:	20	
Language:	English	
Course Description:	<p>Operations and supply chain management is concerned with planning and coordinating the value-adding activities and the flow of materials and information among the organisational units or firms that participate in the product fulfillment process – from procurement to manufacturing and distribution.</p> <p>Driven by fierce global competition and enabled by advanced information technology, many companies have taken initiatives to reduce costs and at the same time increase responsiveness to changes in the marketplace.</p> <p>The objective of this course is to build an understanding of how to manage and improve the performance (efficiency and responsiveness) of operations and supply chains through better decision-making and coordination. The course introduces the fundamental aspects of operations management (e. g., process design and analysis, quality management and control, lean production, inventory management, forecasting) and supply chain management (e. g., supply chain network design, delayed product differentiation, supply chain conflict and coordination). It will also provide some exposure to analytical modeling tools and techniques that can be used to support managerial decision-making in many different settings (e. g., linear programming, regression, simulation).</p> <p>The course consists of a combination of lectures/class discussions and case studies. General concepts and quantitative techniques will be introduced in the lectures, and case studies will provide students with opportunities to apply these concepts and techniques.</p> <p>By the end of this course, students should have a good understanding of the core principles and concepts of effective operations and supply chain management, as well as the ability to use various analytical tools and conceptual frameworks to diagnose, manage, and improve contemporary supply chain operations.</p>	
Required Readings:	<p>Cachon, G. & Terwiesch, C. (2013). Matching Supply with Demand, 3rd edition. New York, NY: McGraw-Hill. (The book will be made available at the EBS library.) (Additional Materials will be made available during class.)</p>	

Further Recommended Reading:	<p>Womack, J., Jones, D., & Ross, D. (1990). The Machine that Changed the World: The Story of Lean Production. New York, NY: Harper.</p> <p>Goldratt, E. & Cox, J. (1992). The Goal: A Process of Ongoing Improvement, 2nd revised edition. Great Barrington, MA: North River Press.</p> <p>Hopp, W. & Spearman, M. (2008). Factory Physics, 3rd edition. New York, NY: McGraw-Hill.</p> <p>Chopra, S. & Meindl, P. (2013). Supply Chain Management – Strategy, Planning, and Operation, 5th edition. Upper Saddle River, NJ: Pearson.</p> <p>Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (2008). Designing and Managing the Supply Chain, 3rd edition. New York, NY: McGraw-Hill.</p> <p>Nahmias, S. (2009) Production & Operations Analysis, 6th edition. New York, NY: McGraw-Hill.</p>
Pedagogy:	Lecture, case discussion, business game/simulation.

SPRING TERM 2021 (tentative)

Name of Module:	Developments in Contemporary Mobility	Module No:
Module Owner:	Prof. Dr. Sven Henkel	M-AUT4-018

Contact:	christopher.grossmann@ebs.edu
Programmes of Study:	Master in Automotive Management Master in Management Master in Finance, 3 rd semester German Track
Specialisation:	Mobility
Mandatory/Elective:	Master in Automotive Management: mandatory Master in Management: elective Master in Finance, 3rd semester German Track: elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Within the scope of this module, the students are educated on the fundamentals of contemporary mobility solutions and their implications for society as well as the corresponding regulations and frameworks. Additionally, they are presented with case studies on successful application of the relevant concepts in practice. They further learn to apply this knowledge in their paper and in-class discussions. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Students apply their theoretical knowledge in their paper and in-class cases. Further, they are educated on various best practice examples regarding companies bringing the respective theories to practice. Accordingly, they are capable of transferring this knowledge into practice. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> • Within the scope of the module in general and the course on contemporary mobility in particular, the students are introduced to relevant technologies disrupting the automotive industry and discuss their applications and implications.

	<p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • The students are not only required to read and prepare English readings and documents for the class. They further have to actively participate in in-class discussions and write a paper as well as an exam in the respective language. Thereby, they improve their written and oral communication skills in direct dialogues, written form and as a recipient of auditive inputs. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Within the course on challenges in contemporary mobility, the students are required to solve a case study. Therefore, they will be allocated to groups and required to master upcoming group issues to successfully complete the case study project. Due to the international student body and random allocation of the teams, the student groups will have a multicultural background and allow for the respective learning experience. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • The course challenges students with a high number of readings related to regulations and contemporary mobility. Further, the lecturers provide them with ample opportunities to apply scientific methods and concepts. Within this context, the students need to select, comprehend and apply the extracted knowledge to their assignments and further create a synthesis with the further materials presented by the lecturers. Thereby, they learn how to identify and process relevant information and knowledge to reach their goals. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Within their individual assignments, students face the challenge to address a novel topic in mobility and regulations. Due to the complexity and changing environments, they face considerable uncertainty. In their assignments, they address and overcome these uncertainties to provide an individual solution within the boundaries of the course. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> • The students are confronted with ethical issues inherent in regulations and contemporary mobility. In the course on contemporary mobility in particular, students spend considerable time on identifying and discussing ethical dilemmas arising from novel mobility solutions such as autonomous driving. Within this in-class discussion they are not only confronted with the academic perspective on these issues but learn about their classmates' opinions and suggestions. Finally, they're asked to make suggestions on potential solutions for these dilemmas. <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> • Within the scope of the course the students learn about the business opportunities in the respective areas with a special focus on practical, successful examples. Accordingly, they are able to identify success factors and consequently able to
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	find business opportunities.																				
Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: This module focuses on regulations and challenges in contemporary mobility. Aside from being related to the Automotive Field Study module as well as the Business Model Innovation course, the students will be introduced to pressing issues in the novel mobility ecosystem. Thereby, issues taught in Brand Management, and Consumer Behaviour are strongly related. Moreover, as automotive distribution channels are subject to significant changes due to regulations and novel mobility developments, the courses on dealership management and distribution management refer to this module, too.																				
Workload Allocation:	180 h total student’s workload, thereof: <table><tr><td>Classes (19 x 90)</td><td>28,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>31,5 h</td></tr><tr><td>Essay</td><td>40,0 h</td></tr><tr><td>Case studies</td><td>40,0 h</td></tr><tr><td>Preparation of presentation</td><td>40,0 h</td></tr></table>	Classes (19 x 90)	28,5 h	Pre-readings & wrap up	31,5 h	Essay	40,0 h	Case studies	40,0 h	Preparation of presentation	40,0 h										
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Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation</td><td>Fundamentals in Automotive Management</td><td>30</td><td>IG</td></tr><tr><td>Presentation</td><td>Fundamentals in Automotive Management</td><td>60</td><td>TG</td></tr><tr><td>Essay</td><td>Challenges in Contemporary Mobility</td><td>60</td><td>IG</td></tr><tr><td>Case Study</td><td>Challenges in Contemporary Mobility</td><td>30</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation	Fundamentals in Automotive Management	30	IG	Presentation	Fundamentals in Automotive Management	60	TG	Essay	Challenges in Contemporary Mobility	60	IG	Case Study	Challenges in Contemporary Mobility	30	TG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
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Essay	Challenges in Contemporary Mobility	60	IG																		
Case Study	Challenges in Contemporary Mobility	30	TG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>The essay in the course “Challenges in Contemporary Mobility” covers all topics discussed in the relevant lecture.</p> <p>Students are required to critically review a number of cases for the lectures, which serve as a basis for in-depth class discussion.</p>																				

1. Course	Fundamentals in Automotive Management	Course No.:
Instructor/-s:	Prof. Dr. Sven Henkel	L-AUT4-017
Guest Speakers:	N.N	
Contact:	sebastian.timmer@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The course is designed as part of the Master in Automotive programme as well as part of the specialisation in Mobility for the Master in Management programme, focusing on the entire automotive value chain. Based on a fundamental understanding of automotive brands, their positioning and heritage basic terminology and concepts of automotive management are introduced. The market potential of new technologies (e.g. electrification) and their effects on markets as well as the organisation are discussed. Moreover, the increasing importance of the automotive finance sector is considered by introducing the classical captive finance approach, its function in the automotive market and its role financing and organising new mobility concepts. Finally, related to the second course of the module, future directions of the automotive industry will be outlined.</p>	
Required Readings:	Diehlmann, Jens; Häcker, Joachim (2013), Automotive Management, 2 nd edition, Oldenburg Verlag.	
Further Recommended Reading	Required material is provided by the instructor.	
Pedagogy:	Lecture, case discussion.	

2. Course	Challenges in Contemporary Mobility	Course No.:
Instructor/-s:	Dr. Mark-Philipp Wilhelms Dr. Katrin Merfeld	L-AUT4-016
Guest Speakers:	none	
Contact:	katrin.merfeld@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>The automotive industry currently faces its greatest changes in history. During the last five years we have been exposed to more changes than in fifty years before. Technology and innovation cycles are way shorter than a decade ago, ownership is substituted by leasing and sharing concepts. Moreover, environmental and societal trends are forcing the industry to rethink their business understanding and models. To live up to the those challenges fundamental research gets more and more important. Deeper insights on customer's and other stakeholder's mobility motives, decisions and behaviour are required to predict and forecast future success.</p> <p>This course introduces various reserch projects within the field of mobility. Based on papers and research proposals the theoretical foundation, analytical procedures and results are analysed and discussed.</p>	
Required Readings:	Meyer, G., & Shaheen, S. (Eds.). (2017). <i>Disrupting Mobility: Impacts of Sharing Economy and Innovative Transportation on Cities</i> . Springer.	
Further Recommended Reading	Individual cases tbd. Further papers will be distributed in-class. Students are recommended to review latest news on mobility services.	
Pedagogy:	Lecture, discussion in class, case discussion.	

Name of Module:	Digital Transformation in the Automotive Industry	Module No:
Module Owner:	Dr. Nasar um Minullah Virk	M-AUT4-015

Contact:	nasar-um.minullah@ebs.edu
Programmes of Study:	Master in Automotive Management
Specialisation/Major:	None
Mandatory/Elective:	Mandatory
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Digital transformation changes the fundamental rules of the game in both society and economy. While digitalisation in the economy, so far, has mostly been a mean to increase the efficiency in organisations, the current state of digitalisation now goes beyond efficiency and enables fundamentally new business models; at the same time, business models that were traditionally successful are now increasingly challenged by new entrants. Students learn about digital transformation in general and apply the knowledge to the automotive industry in particular (as part of the project encompassed in this course). <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Students understand what is digitalisation and what is digital transformation, identify the necessary organisational changes from the analogue age to the digital age as part of the digital transformation both across industries as well as in the automotive industry in particular, understand what constitutes a truly disruptive business model and what only rather challenges companies in an industry, and learn to apply important concepts to evaluate the impact of digital transformation. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Students will be working on a real-life project in teams for which they need to prepare both a presentation as well as a written essay. The team members usually originate from different cultural backgrounds such that students learn to understand cultural differences of their team members and to leverage these differences for an effective outcome.

	<p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none">• The project that the student groups prepare during the course requires the thorough identification, selection, interpretation and evaluation of information related to salient topics in the automotive industry. <p>Graduates will have highly-developed critical thinking skills</p> <p>Graduates are able to independently solve problems and direct their own learning processes (LO 7):</p> <ul style="list-style-type: none">• Although the student projects are accompanied by coaching and mentoring sessions by the lecturer, students need to take the initiative and assume responsibility for their project. During this course of action, students need to continuously make decisions on their own and direct their own learning towards the accomplishment of the project.																				
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other modules or programmes.</p> <p>Modules: This module links to the content of the module “Developments and Regulations in Contemporary Mobility”.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27,0 hours</td></tr><tr><td>Pre-readings & wrap up</td><td>63,0 hours</td></tr><tr><td>Preparation & project work</td><td>90,0 hours</td></tr></table>	Classes (18 x 90)	27,0 hours	Pre-readings & wrap up	63,0 hours	Preparation & project work	90,0 hours														
Classes (18 x 90)	27,0 hours																				
Pre-readings & wrap up	63,0 hours																				
Preparation & project work	90,0 hours																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading/ Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>60</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>60</td><td>TG</td></tr><tr><td>Peer group evaluation</td><td>Complete module</td><td>30</td><td>TG</td></tr><tr><td>Class room participation</td><td>Complete module</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading/ Individual Grading	Presentation	Complete module	60	TG	Essay	Complete module	60	TG	Peer group evaluation	Complete module	30	TG	Class room participation	Complete module	30	IG
Types of Examination	Related Course	Points	Team Grading/ Individual Grading																		
Presentation	Complete module	60	TG																		
Essay	Complete module	60	TG																		
Peer group evaluation	Complete module	30	TG																		
Class room participation	Complete module	30	IG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>This module implies working within teams and with very frequent contact with faculty members and client representatives involved in the project. The student teams have to work towards frequent and tight deadlines, making this a demanding module.</p> <p>Class room participation includes the individual qualitative contributions during class.</p>																				

1. Course	Digital Transformation in the Automotive Industry	Course No.:
Instructors:	Dr. Nasar um Minullah Virk	L-AUT4-014

Guest Speakers:	None
Contact:	nasar-um.minullah@ebs.edu
ECTS:	6
Number of Sessions:	18 (9 lecture sessions on digital transformation in the automotive industry; remaining sessions include mentoring in classroom, including kick-off, interim presentation, and final presentation)
Language:	English
Course Description:	<p>This course covers advanced conceptual perspectives on the nature of the digital transformation and how it changes the fundamental premises from the analog to the digital age with regard to</p> <ul style="list-style-type: none"> • customers, • competition, • data, • innovation, • and value proposition. <p>Subsequently, salient topics in the automotive industry (e. g., connectivity, autonomous driving, automotive customer journey) will be discussed.</p> <p>The course will be held in close interaction with experienced practitioners (automotive experts of traditional automotive firms and/or digital firms). The students will be able to apply many of the concepts, ideas and approaches discussed in other courses within this module in practice.</p>
Required Readings:	<p>Rogers, D. (2016): The Digital Transformation Playbook. New York: Columbia University Press.</p> <p>Hanna, N. (2016): Mastering Digital Transformation – Towards a Smarter Society, Economy, City and Nation. Bingley: Emerald.</p> <p>Turner, A. N.: Consulting is More than Giving Advice. In: Harvard Business Review, Sept./Oct. 1982, pp. 120-128.</p> <p>Tufte, Edward R.: The Visual Display of Quantitative Information. 2nd edition. Cheshire, CT: Graphics Press 2009.</p>
Further Recommended Readings:	<p>Maister, D. H.: Managing the Professional Service Firm. New York et al.: Free Press, 1995, Chapters 5-8.</p> <p>Katzenbach, J. R. / Smith, D. K.: The Wisdom of Teams. Boston: HBS Press, 1993.</p> <p>Minto, B.: The Pyramid Principle: Logic in Writing and Thinking. 3rd edition. Financial Times: Pitman Publishing, 2002.</p> <p>Zelazny, G.: Say It With Presentations: How to Design and Deliver Successful Business Presentations. McGraw-Hill, 1999</p>
Pedagogy:	Lecture, workshop, real-life project.

Name of Module:	Distribution Channels & Dealership Management	Module No:
Module Owner:	Prof. Dr. Sven Henkel	M-AUT4-006

Contact:	Sebastian.timmer@ebs.edu
Programmes of Study:	Master in Automotive Management Master in Management
Specialisation/Major:	None
Mandatory/Elective:	Master in Automotive Management: mandatory Master in Management: elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>On successful completion of this module graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> In the lectures necessary theoretical knowledge is introduced and interactively discussed. Based on this guided conversation students learn approaches to apply and analyse important theories, principles and methods in the field of distribution and dealership management. <p>On successful completion of this module graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Based on short cases students learn in small groups how to apply their theoretical knowledge in practice. The results are presented in class. The group work is intensively accompanied by the lecturers of the courses (feedback, coaching, ...). <p>On successful completion of this module graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> State-of-the art technology used in distribution and dealership management is presented in class. A field trip to a dealer shows how technology is applied in the market setting. Moreover, management experts join the class for talks and discussions to provide students with applicable management know-how. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>On successful completion of this module graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students use the English language in class discussions, in the course of case

	<p>studies covering group organisation, content development and final presentation and within a written exam.</p> <p>On successful completion of this module graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Students work in internationally diverse teams (group allocation is done by the lecturer) on a case study. Within the case study different groups are encouraged to take various cultural perspectives to solve the case. <p>Graduates will have highly-developed critical thinking skills.</p> <p>On successful completion of this module graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> The lectures provide students with the relevant knowledge to select, interpret and critically evaluate information. Within class discussions and case studies, students can apply this knowledge and create novel solutions using scientific methods. <p>On successful completion of this module graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> In the group work setting student teams elaborate on solutions, implementation strategies, and documentation/presentation forms on their own. The lecturer provides with necessary projects management know-how and functions as a sparring partner and coach. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>On successful completion of this module graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> Digitalisation is changing the automotive distribution and dealership environment dramatically. Strategies have to be developed carefully since they have an immediate effect on existing sales routines and job profiles. Groups have to take this into consideration at every step of solution development. <p>On successful completion of this module graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> Based on a Business Model Canvas which is introduced in the class students have to evaluate every idea with regard to its market effectiveness. <p>On successful completion of this module graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none"> Organisation of group work and a fair task distribution is done by the teams. Rules and roles of collaboration have to be defined, established and lived.
<p>Relation to other Programmes/Modules:</p>	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module focuses on distribution and sales management as the key touch point between automotive OEMs and their customers. Aside from being related to the Creating Operational Excellence module as well as the Business Process Management course, dealerships are the automotive industry's central interface to its customers. Thereby, issues taught in Brand Management, and Consumer Behaviour are strongly related. Moreover, as automotive distribution channels are subject to significant regulations, the course Regulations and their Impact on Business Strategy and Innovation refer to this module, too.</p>

Workload Allocation:	180 h total student's workload, thereof: <table><tr><td>Classes (19 x 90)</td><td>28,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>31,5 h</td></tr><tr><td>Case studies</td><td>60,0 h</td></tr><tr><td>Exam and exam preparation</td><td>60,0 h</td></tr></table>	Classes (19 x 90)	28,5 h	Pre-readings & wrap up	31,5 h	Case studies	60,0 h	Exam and exam preparation	60,0 h								
Classes (19 x 90)	28,5 h																
Pre-readings & wrap up	31,5 h																
Case studies	60,0 h																
Exam and exam preparation	60,0 h																
Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading/ Individual Grading</th></tr><tr><td>Written exam</td><td>Module</td><td>90</td><td>IG</td></tr><tr><td>Case study</td><td>Dealership Management</td><td>30</td><td>TG</td></tr><tr><td>Case study</td><td>Distribution Channels</td><td>60</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading/ Individual Grading	Written exam	Module	90	IG	Case study	Dealership Management	30	TG	Case study	Distribution Channels	60	TG
Types of Examination	Related Course	Points	Team Grading/ Individual Grading														
Written exam	Module	90	IG														
Case study	Dealership Management	30	TG														
Case study	Distribution Channels	60	TG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Several extracurricular field trips planned.</p> <p>The case study in Dealership Management is a presentation to be prepared and presented during class on a current issue in Dealership Management (e. g., how to enter a new market).</p> <p>The case study in Dealership Management is a project on a specific case of dealership management. It can but is not required to have a connection to the other case study undertaken.</p> <p>The two exams cover all topics discussed in the relevant lecture. The exams are written jointly.</p>																

1. Course	Distribution Channels	Course No.:
Instructor:	Matthias Seidel	L-AUT4-007
Guest Speakers:	N.N.	
Contact:	sebastian.timmer@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>In this lecture, students will receive a broad overview of the current situation within the distribution and sales systems of the automotive industry. The structural elements will be presented and discussed. In this context, the focus will lie on the multidimensional challenges of automotive distribution. Aspects such as customer-driven sales management and dialogue marketing will be covered. Roles, contributions and distribution programmes of suppliers (e.g. Bosch) will be addressed. Traditional and modern channels with their running systems and organisational structures and their set of advantages and disadvantages will be examined and discussed in a decision-oriented approach. New forms of intermediaries (e.g., Ebay, Mobile.de, Autoscout24.de) will be addressed as used car platforms. Instruments of steering and controlling are also objectives of this lecture. In this framework, the current challenges of vertical marketing systems will be dealt with. A special section addresses the different structures of international distribution systems. The tasks of headquarters, country importers, and dealership networks will be addressed. A managerial approach of the Multi-Channel Distribution will be focussed.</p> <p>A field trip (e.g. BMW Wiesbaden Branch) will give special insight in the dealer network leadership of an OEM as well as used car sales. Students may be required to travel at own expense.</p>	
Required Readings:	<p>Buzzavo, Leonardo (2008), "Business Strategies and Key Success Factors for Automotive Retailers: The Case of Dealer Groups in Italy," International Journal of Automotive Technology and Management, 8(1), 105-119.</p> <p>Ford, J. and Meckes, R. (2004), "Selling Cars in the US: Five Things the Germans Have Done Right," Automotive Management, B. Ebel et al (Eds.), Springer, Berlin et al., 99-113.</p> <p>Albers, S., Krafft, M., and Bielert, W. (1998), „Global Sales Force Management: Comparing German and US Practices“, Emerging Trends in Sales Thought and Practice, G. Bauer et al. (Eds.), 193-211.</p> <p>Kotler, Philip: Marketing management, Harlow [u. a.]: Pearson Prentice Hall, 2009, P. 611-686 (Delivering Value).</p>	
Further Recommended Reading	<p>Stern, Louis W.;Coughlan, Anne T.: Marketing channels, 6. ed., Upper Saddle River, NJ: Prentice-Hall, 2008.</p> <p>Rushton, Alan; Croucher, Phil; Baker, Peter: The handbook of logistics and distribution management, 3. ed., repr., London [u.a.]: Kogan Page, 2008.</p> <p>Dahlhoff, H. D.; Korzen, E.J.: Automobiles Dialogmarketing als Erfolgsfaktor, in: ZfAW, 4, 2009, S. 49-56.</p> <p>Rosenbloom, Bert: Marketing channels: a management view, 7. ed., Mason, Ohio: Thomson/South-Western, 2004.</p> <p>Homburg, C. (2016). <i>Marketingmanagement: Strategie-Instrumente-Umsetzung-</i></p>	

	<p><i>Unternehmensführung</i>. Springer-Verlag.</p> <p>Chang, T. Z., Mehta, R., Chen, S. J., Polsa, P., & Mazur, J. (1999). The effects of market orientation on effectiveness and efficiency: the case of automotive distribution channels in Finland and Poland., <i>Journal of Services Marketing</i>, 13(4/5), 407-418.</p>
Pedagogy:	Lecture, discussion in class.

2. Course	Dealership Management	Course No.:
Instructor:	Matthias Seidl	L-AUT4-008
Guest Speaker/-s:	N.N.	
Contact:	sebastian.timmer@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>This lecture addresses challenges and issues with regard to the management of dealership networks and single dealerships from a corporate perspective. Theoretical concepts are introduced and transferred to real life scenarios. Moreover, incentivitation and motivation schemes of high relevance of research and practice are introduced and discussed in the class. Finally, effects of new technologies with disruptive character for the industry such as electrification and autonomous driving technology are covered in the course of the lecture.</p> <p>The course combines theoretical and practical aspects. The lecturer expects the students to participate actively in class discussions and to contribute own and innovative ideas.</p>	
Required Readings:	<p>Kotler, Philip: Marketing management, Harlow [u.a.]: Pearson Prentice Hall, 2009, pp. 611-686 (Delivering Value).</p> <p>Grönroos, Christian (2004), "The Relationship Marketing Process: Communication, Interaction, Dialogue, Value", <i>Journal of Business & Industrial Marketing</i>, 19(2), 99-113.</p>	
Further Recommended Reading	<p>Lee, N. and Cadogan, J.W., "Resolving Problems in the Salesforce: A Preliminary Model of Sales Manager Problem Resolution Behaviours and their Consequences", UK Academy of Marketing Conference, Cardiff, July 2001.</p> <p>Stern, Louis W.; Coughlan, Anne T.: Marketing channels, 6. ed., Upper Saddle River, NJ: Prentice-Hall, 2008.</p> <p>Rushton, Alan; Croucher, Phil; Baker, Peter: The handbook of logistics and distribution management, 3. ed., repr., London [u.a.]: Kogan Page, 2008.</p> <p>Rosenbloom, Bert: Marketing channels: a management view, 7. ed., Mason, Ohio: Thomson/South-Western, 2004.</p> <p>Barling, J., Cheung, D., & Kelloway, E. K. (1996). Time management and achievement striving interact to predict car sales performance. <i>Journal of Applied Psychology</i>, 81(6), 821.</p>	
Pedagogy:	Lecture, discussion in class	

Name of Module:	Personal Mastery	Module No:
Module Owner:	Dr. Abiola Sarnecki	M-PDV4-002

Contact:	abiola.sarnecki@ebs.edu
Programmes of Study:	Master in Automotive Management
Specialisation/Major:	none
Mandatory/Elective:	Mandatory
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	3
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study. Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students learn through many examples, activities and role plays how to directly implement what they have learned. <p>Graduates will be capable of taking different roles in an international environment. Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The course will be taken in English and all assignments will be written in English. <p>Graduates will have highly-developed critical thinking skills. Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> The mixed learning format of the course encourages students to manage their time and learning themselves. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world. Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none"> Through online and class activities and discussions, students will learn about what effective leaders do. They learn to recognise the skills and characteristics of effective leaders, the importance of motivating people, how to manage teams and set goals, and they also learn about how to manage their careers.

Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: This module prepares students for the MSc Leadership module.																			
Workload Allocation:	90 h total student's workload, thereof: <table><tr><td>Classes (9 x 90)</td><td></td><td>13,5 h</td></tr><tr><td>Readings</td><td></td><td>26,5 h</td></tr><tr><td>Essay and evaluated exercises</td><td></td><td>50,0 h</td></tr></table>				Classes (9 x 90)		13,5 h	Readings		26,5 h	Essay and evaluated exercises		50,0 h							
Classes (9 x 90)		13,5 h																		
Readings		26,5 h																		
Essay and evaluated exercises		50,0 h																		
Grading:	90 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Evaluated Exercise</td><td>Leadership Development</td><td>35</td><td>TG</td></tr><tr><td>Class Participation</td><td>Leadership Development</td><td>10</td><td>IG</td></tr><tr><td>Essay</td><td>Leadership Development</td><td>45</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Evaluated Exercise	Leadership Development	35	TG	Class Participation	Leadership Development	10	IG	Essay	Leadership Development	45	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																	
Evaluated Exercise	Leadership Development	35	TG																	
Class Participation	Leadership Development	10	IG																	
Essay	Leadership Development	45	IG																	
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Students are required to write an essay. The objective of the essay is to reflect on how much the students have learned from the course. Students are also expected to participate in class discussions and activities. For the evaluated exercise students work in groups. Details will be announced in class. The participation grade will be based on peer evaluations of students' participation in group activities.																			

1. Course	Leadership Development	Course No.:
Instructor/-s:	Dr. Abiola Sarnecki Karsten Drath	L-PDV4- 100
Guest Speaker:	None	
Contact:	abiola.sarnecki@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>There are multiple ways to define leadership, and people have different ideas about what makes an effective leader. This course introduces students to leadership with the objective of developing leadership skills that can be transferred into practice. Topics include motivating others, effective decision making, managing teams, giving and receiving feedback, and goal setting.</p> <p>The course will be split into 9 sessions. In class, we will focus on discussing key learning points through discussions, activities, simulations, and case studies.</p>	
Required Readings:	<p>Goleman, D. (2004). What makes a leader? Harvard Business Review, 82(1), 82-91.</p> <p>Nohria, N., Groysberg, B., & Lee, L. (2008). Employee motivation. Harvard Business Review, 86(7/8), 78-84.</p> <p>Snowden, D. J., & Boone, M. E. (2007). A leader's framework for decision making. Harvard Business Review, 85(11), 68-76.</p>	
Further Recommended Reading	tba	
Pedagogy:	Lecture, simulations, classroom discussions and activities, case studies.	

Name of Module:	Leadership & Personal Development	Module No:
Module Owner:	Prof. Dr. Myriam Bechtoldt	M-PDV4-027

Contact:	myriam.bechtoldt@ebs.edu
Programmes of Study:	Master in Management Master in Finance Master in Real Estate
Specialisation:	None
Mandatory/Elective:	course 1: mandatory for all students course 2 & 3: choose according to prerequisites
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Course 1: None Course 2: EBS Bachelor module "Managing People" or equivalent knowledge Course 3: None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students learn through many examples, activities and role plays how to directly implement what they have learned. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The course will be taken in English and all assignments will be written in English. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> The mixed learning format of the course encourages students to manage their time and learning themselves.

	<p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">Through online and class activities and discussions, students will learn about what effective leaders do. They learn about leadership and what it means to be an effective leader. They also learn the importance of motivating people, how to set goals, manage teams, give/receive feedback, and the foundations of effective decision making.																																				
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module prepares students for teamwork in various modules, especially for the mandatory field study module where students need to actively perform in groups.</p>																																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (21 x 90)</td><td>31,5 h</td></tr><tr><td>Readings</td><td>53,5 h</td></tr><tr><td>Presentation preparation, papers and evaluated exercises.</td><td>95,0 h</td></tr></table>	Classes (21 x 90)	31,5 h	Readings	53,5 h	Presentation preparation, papers and evaluated exercises.	95,0 h																														
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Readings	53,5 h																																				
Presentation preparation, papers and evaluated exercises.	95,0 h																																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Evaluated Exercise</td><td>Leadership Development</td><td>35</td><td>TG</td></tr><tr><td>Class Participation</td><td>Leadership Development</td><td>10</td><td>IG</td></tr><tr><td>Essay</td><td>Leadership Development</td><td>45</td><td>IG</td></tr><tr><td>Class Participation</td><td>Effective Communication</td><td>45</td><td>IG</td></tr><tr><td>Reflection Paper</td><td>Effective Communication</td><td>45</td><td>IG</td></tr><tr><td>Class Participation</td><td>Leadership & People Management</td><td>10</td><td>IG</td></tr><tr><td>Learning Journal</td><td>Leadership & People Management</td><td>30</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Leadership & People Management</td><td>50</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Evaluated Exercise	Leadership Development	35	TG	Class Participation	Leadership Development	10	IG	Essay	Leadership Development	45	IG	Class Participation	Effective Communication	45	IG	Reflection Paper	Effective Communication	45	IG	Class Participation	Leadership & People Management	10	IG	Learning Journal	Leadership & People Management	30	IG	Evaluated Exercise	Leadership & People Management	50	TG
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Evaluated Exercise	Leadership & People Management	50	TG																																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p><i>Leadership Development</i></p> <p>Students are required to write an essay. The objective of the essay is to reflect on how much the students have learned from the course. Students are also expected to participate in class discussions and activities. For the evaluated exercise students work in groups. Details will be announced in class. The participation grade will be based on peer evaluations of students’ participation in group activities.</p> <p><i>Effective Communication:</i></p> <p>In Effective Communication students keep a weekly journal which is to form the basis for a self-reflective essay to be submitted by the end of the course. In this essay students reflect their individual development throughout the course.</p>																																				

	<p><i>Leadership & People Management</i></p> <p>Class Participation in Leadership consists of attendance and engagement: Students are encouraged to attend all sessions and be actively involved in small group activities along with class-wide discussions. Participation is required and will be graded. Details on criteria will be communicated in the first session of each course.</p> <p>The Leadership class is organised into “divisions” and “departments”. Exercises and various activities in each class are performed by one division consisting of four different “departments”. More details will be provided at the beginning of the course.</p> <p>The objective of the learning journal (course Leadership) is to give students an opportunity to reflect and develop their leadership skills. Students are expected to maintain a journal to be completed after each class session. The purpose of the journal is to allow students to also reflect on course content with respect to personal development. Identification of strengths and areas of improvement related to leadership skills is encouraged. The journal allows students to recognise the ways in which they can enhance their ability to be an effective manager. At the conclusion of the course, on the day of the final class, students are required to submit their learning journal . Attendance and involvement during class sessions is necessary to produce a quality journal.</p>
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1. Course	Leadership Development	Course No.:
Instructor/-s:	Dr. Abiola Sarnecki Karsten Drath	L-PDV4- 100
Guest Speaker:	None	
Contact:	abiola.sarnecki@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>There are multiple ways to define leadership, and people have different ideas about what makes an effective leader. This course introduces students to leadership with the objective of developing leadership skills that can be transferred into practice. Topics include motivating others, effective decision making, managing teams, giving and receiving feedback, and goal setting.</p> <p>The course will be split into 9 sessions. In class, we will focus on discussing key learning points through discussions, activities, simulations, and case studies.</p>	
Required Readings:	<p>Goleman, D. (2004). What makes a leader? Harvard Business Review, 82(1), 82-91.</p> <p>Nohria, N., Groysberg, B., & Lee, L. (2008). Employee motivation. Harvard Business Review, 86(7/8), 78-84.</p> <p>Snowden, D. J., & Boone, M. E. (2007). A leader's framework for decision making. Harvard Business Review, 85(11), 68-76.</p>	
Further Recommended Reading	tba	
Pedagogy:	Lecture, simulations, classroom discussions and activities, case studies.	

2. Course	Effective Communication in Leadership	Course No.:
Instructor/-s:	Prof. Dr. Myriam Bechtoldt	L-STR4-135
Guest Speaker:	None	
Contact:	myriam.bechtoldt@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course Description:	<p>Among the Top Ten of Job Skills needed in 2020, as suggested by the World Economic Forum, 40 % relate to communication, including “people management”, “coordinating with others”, “emotional intelligence”, and “negotiation”. Rhetorical skills, sensitivity to one’s own and others needs and emotions, the ability to discriminate among them and to use this information to guide one’s own thinking and actions – these competencies may help to positively transform interactions with family or friends, teachers, colleagues, supervisors or even with yourself. In this course, students practice their communication skills in a supportive group environment that is intended to nurture the needs of each participant and improve their (self-)leadership skills.</p>	
Required Readings:	<p>Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. <i>Academy of Management Learning & Education</i>, 10, 374-396.</p> <p>Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning charisma: Transform yourself into someone people want to follow. <i>Harvard Business Review</i>, June, 127-130.</p> <p>tba</p>	
Further Recommended Reading	tba	
Pedagogy:	Lecture, exercises, role plays, peer counselling.	

3.Course	Leadership and People Management	Course No.:
Instructor/-s:	Prof. Dr. Myriam Bechtoldt	L-LDS4-003

Guest Speaker/-s:	tba
Contact:	myriam.bechtoldt@ebs.edu
ECTS:	3
Number of Sessions:	12
Language:	English
Course Description:	<p>The objective of this course is to provide students with the knowledge, skills, and analytical capabilities central to leadership. During the course the following topics are covered:</p> <ul style="list-style-type: none"> • the evolvement of leadership theories, • the dynamics between leaders and followers (communication, trust, justice etc), • the specific challenges of leading teams and leading in complex environments, • the importance of personal master and self-leadership and • the importance of leadership development and leadership assessment in the corporate world. <p>By the end of the course the successful student should be able to:</p> <ul style="list-style-type: none"> • Name and explain major approaches to the study and practice of leadership • Make presentations on leadership concepts and theories • Lead a small group to complete a project • Use and interpret leadership self-assessments.
Required Readings:	Humphrey, R. H. (2014). Effective Leadership. Theory, Cases, and Applications. Los Angeles: Sage.
Recommended Readings:	tba
Pedagogy:	Classroom activities will include student presentations, case discussions, small group discussions, and exercises. Out of class activities will include class preparation.

Name of Module:	Leadership & Personal Development CFA	Module No:
Module Owner:	Prof. Dr. Myriam Bechtoldt	M-PDV4-027

Contact:	myriam.bechtoldt@ebs.edu
Programmes of Study:	Master in Finance, CFA participants only
Specialisation:	None
Mandatory/Elective:	course 1: mandatory course 2: mandatory
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study. Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students learn through many examples, activities and role plays how to directly implement what they have learned. <p>Graduates will be capable of taking different roles in an international environment. Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The course will be taken in English and all assignments will be written in English. <p>Graduates will have highly-developed critical thinking skills. Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> The mixed learning format of the course encourages students to manage their time and learning themselves. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world. Graduates are able to handle leadership challenges. (LO 10):</p>

	<ul style="list-style-type: none">Through online and class activities and discussions, students will learn about what effective leaders do. They learn about leadership and what it means to be an effective leader. They also learn the importance of motivating people, how to set goals, manage teams, give/receive feedback, and the foundations of effective decision making.																				
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module prepares students for teamwork in various modules, especially for the mandatory field study module where students need to actively perform in groups.</p>																				
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table><tr><td>Classes (21 x 90)</td><td>31,5 h</td></tr><tr><td>Readings</td><td>53,5 h</td></tr><tr><td>Presentation preparation, papers and evaluated exercises.</td><td>95,0 h</td></tr></table>	Classes (21 x 90)	31,5 h	Readings	53,5 h	Presentation preparation, papers and evaluated exercises.	95,0 h														
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Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p><i>Leadership Development</i></p> <p>Students are required to write an essay. The objective of the essay is to reflect on how much the students have learned from the course. Students are also expected to participate in class discussions and activities. For the evaluated exercise students work in groups. Details will be announced in class. The participation grade will be based on peer evaluations of students' participation in group activities.</p>																				

1. Course	Leadership Development	Course No.:
Instructor/-s:	Dr. Abiola Sarnecki Karsten Drath	L-PDV4- 100
Guest Speaker:	None	
Contact:	abiola.sarnecki@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>There are multiple ways to define leadership, and people have different ideas about what makes an effective leader. This course introduces students to leadership with the objective of developing leadership skills that can be transferred into practice. Topics include motivating others, effective decision making, managing teams, giving and receiving feedback, and goal setting.</p> <p>The course will be split into 9 sessions. In class, we will focus on discussing key learning points through discussions, activities, simulations, and case studies.</p>	
Required Readings:	<p>Goleman, D. (2004). What makes a leader? Harvard Business Review, 82(1), 82-91.</p> <p>Nohria, N., Groysberg, B., & Lee, L. (2008). Employee motivation. Harvard Business Review, 86(7/8), 78-84.</p> <p>Snowden, D. J., & Boone, M. E. (2007). A leader's framework for decision making. Harvard Business Review, 85(11), 68-76.</p>	
Further Recommended Reading	tba	
Pedagogy:	Lecture, simulations, classroom discussions and activities, case studies.	

2. Course	CFA-Challenge	Course No.:
Instructor/-s:	Prof. Dr. Ferdinand Mager	
Guest Speaker:	None	
Contact:		
ECTS:	3	
Number of Sessions:		
Language:	English	
Course Description:	THIS COURSE APPLIES TO PARTICIPANTS OF CFA-CHALLENGE ONLY Participation in CFA-Challenge	
Readings:	tba	
Further Recommended Reading	tba	
Pedagogy:		

Name of Module:	Research Methods	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-MET4-021
Contact:	niels.dechow@ebs.edu	
Programmes of Study:	Master in Automotive Management Master in Management Master in Real Estate Master in Finance	
Specialisation:	None	
Mandatory/Elective:	Mandatory	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	yearly	
ECTS:	3	
Prerequisites:	Please see at course level.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> This module focuses on a wide array of research methods. Upon successful completion, students will know how to address the economics of information asymmetry. This for example is helpful, when considering the effectiveness and/or behavioural side effects of organisational incentives schemes. By their knowledge in qualitative research, students will obtain skills that enable them to develop 'good conversation' to explore the theories people enact to perform in organisations. This qualitative aspect is paralleled with a quantitative focus on big data and more precisely decision making with big data (sets). Advanced statistical methods will be introduced and practiced throughout the course enabling the student to integrate qualitative and quantitative methods for the purposes of exploration and exploitation.' <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The course offers a worthwhile mix of abstract and specific skills. With point of departure in the (abstract) sphere of information economics students will learn how to mine quantitative data yet also explore qualitative data, for example by means of cluster analysis, principal component analysis and by interviews. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> The module will enable students to assess various types of organisational performance designs both in terms of their quantitative and qualitative 	

	<p>attributes. Whilst the quantitative skills enable students to analyse characteristics of a general kind, their qualitative skills will enable them to narrate these characteristics with detail. In combination these skills will enable students to explain, why a worthwhile organisational design sometimes ends up being mobilised in ways and/or with effects that were unintended.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">• In a rapidly changing world, it is imminent that students need the ability both to drill deep by means of quantitative analysis and provide a quick overview by means of interviews and first impressions. By offering a mix of these quantitative and qualitative skills students will quickly and comprehensively be able to spot problems, trends and/or opportunities for doing business.																																				
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The contents of the courses build upon the methodical knowledge acquired in the qualifying Bachelor degree. Depending on the chosen course students are prepared for different research approaches. Together with the other course that has to be chosen in the fall term module “Research Methods”, this module lays the foundation for writing academic papers. This knowledge is applied in many of the specialisation modules and prepares students to write seminar papers, project papers and the final master thesis.</p>																																				
Workload Allocation:	<p>90 h total student’s workload, thereof:</p> <p>Please see below at course level</p>																																				
Grading:	<p>90 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Evaluated Exercise</td><td>Econometrics of Financial Markets</td><td>90</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Advanced Market Research: Experimentation</td><td>90</td><td>IG</td></tr><tr><td>Written Exam</td><td>Qualitative Research Methods</td><td>60</td><td>IG</td></tr><tr><td>Take home Exam</td><td>Qualitative Research Methods</td><td>30</td><td>IG</td></tr><tr><td>Written Exam</td><td>Scientific Surveys for Social Measurement</td><td>60</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Scientific Surveys for Social Measurement</td><td>30</td><td>TG</td></tr><tr><td>Written Exam</td><td>The Economics of Motivation: Traditional and Behavioural Modelling Approaches</td><td>60</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>The Economics of Motivation: Traditional and Behavioural Modelling Approaches</td><td>30</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Evaluated Exercise	Econometrics of Financial Markets	90	IG	Evaluated Exercise	Advanced Market Research: Experimentation	90	IG	Written Exam	Qualitative Research Methods	60	IG	Take home Exam	Qualitative Research Methods	30	IG	Written Exam	Scientific Surveys for Social Measurement	60	IG	Evaluated Exercise	Scientific Surveys for Social Measurement	30	TG	Written Exam	The Economics of Motivation: Traditional and Behavioural Modelling Approaches	60	IG	Evaluated Exercise	The Economics of Motivation: Traditional and Behavioural Modelling Approaches	30	TG
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Written Exam	The Economics of Motivation: Traditional and Behavioural Modelling Approaches	60	IG																																		
Evaluated Exercise	The Economics of Motivation: Traditional and Behavioural Modelling Approaches	30	TG																																		
Information on Papers,	MSc Finance																																				

Allocation of Subjects & Groups, Homework etc.	<ul style="list-style-type: none"> • Econometrics of Financial Markets: mandatory <p>MSc Management, MSc Automotive Management, MSc Real Estate, students choose one of the following courses:</p> <ul style="list-style-type: none"> • Advanced Market Research: Experimentation • Qualitative Research Methods • Scientific Surveys for Social Measurement • The Economics of Motivation: Traditional and Behavioural Modelling Approaches
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1. Course	Econometrics of Financial Markets	Course No.:
Instructor/-s:	Prof. Dr. Christian Koziol Martin Kipp	L-MET4-025
Guest Speakers:	None	
Contact:	niels.dechow@ebs.edu christian.koziol@uni-tuebingen.de martin.kipp@uni-tuebingen.de	
ECTS:	3	
Number of Sessions:	12 + 3 Tutorials	
Language:	English	
Course prerequisites:	Undergraduate courses in Statistics and Introductory Econometrics. Students must be familiar with basic probability theory, continuous and discrete random variables, point estimates, confidence intervals, hypothesis test and the simple linear regression models.	
Course Description:	<p>This course introduces the main econometric tools used in the analysis of financial data. We begin by discussing basic concepts of asset returns and statistical tools for analysing financial time series. The lectures cover, e. g. distributional properties of returns, test for normality, autocorrelation, unit roots and random walk models. Subsequently, we focus on the multivariate regression model with the application of the CAPM and multi-factor models. Further, the procedure to construct event studies in economics and finance is introduced. Eventually, we discuss the Efficient Market Hypothesis (EMH) and use historical data to test its validity.</p> <p>The course takes the form of interactive lectures with exercises in the computer lab. Students will learn to empirically implement theoretical models and test them on real-world data using statistical-mathematical software.</p> <ul style="list-style-type: none"> - Stylised Facts for Asset Returns - CAPM and Multi-Factor Model - Random Walk and Test on Market Efficiency - Event Studies in Economics and Finance 	
Required Readings:	Brooks, C. (2008). Introductory Econometrics for Finance, Cambridge.	
Further Recommended Readings:	<p>Ruppert, D. (2011). Statistics and Data Analysis for Financial Engineering, Springer (selected chapters).</p> <p>Campbell, J. Y., Lo, A. W., MacKinlay, A. C. (1997). The Econometrics of Financial Markets, Princeton.</p> <p>Tsay, R.S. (2013). An introduction to analysis of financial data with R, Wiley.</p> <p>Stock, J.H. & Watson, M.W. (2007): "Introduction to Econometrics", 2nd edition, Pearson. wps.aw.com/aw_stock_ie_2/</p>	
Pedagogy:	Interactive lecture, exercises in computer lab.	

Workload Allocation:	90 h total student's workload, thereof:	
	Classes + tutorials (15 x 90)	22,5 h
	Pre-readings & wrap up	10,0 h
	Exercises & homework	37,5 h
	Evaluated exercise and preparation	20,0 h

2. Course	Advanced Market Research: Experimentation	Course No.:
Instructor/-s:	Dr. Katrin Merfeld Dr. Mark-Philipp Wilhelms Anne-Sophie Riegger	L-MET4-030
Guest Speakers:	tba	
Contact:	katrin.merfeld@ebs.edu mark-philipp.wilhelms@ebs.edu anne-sophie.riegger@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course prerequisites:	None	
Course Description:	<p>Experimentation is commonly used in social science to infer causal relationships. The course aims to provide students with a basic introduction to the use of experimental methods in the social sciences and to equip them with the foundations for designing, implementing, conducting and analysing experiments in the social sciences. The course will deal with methodological, theoretical, and practical aspects of experimentation. During this course, experiments will be introduced as the primary method employed in causal research. Students will learn what research questions can be addressed using experimental methods, how to formulate research questions, managerial problems, and hypotheses. This course will provide students with detailed insights into how to set-up, design, conduct and analyse an experiment in both an academic and managerial context. Students will obtain an understanding of the methodology behind experimental design. Parts of this course will be devoted to the application of experimental techniques, the interpretation and communication of results. In the course project, students will work on an innovative project to set-up an experiment to digitalise a service experience.</p> <p>Detailed information on the schedule, the examination, and the case will be provided prior to and discussed during the first session.</p>	
Required Readings:	Malhotra, N. K. (2010). Marketing Research: An Applied Orientation (6 ed.). Upper Saddle River, New Jersey: Pearson Education.	
Further Recommended Readings:	<p>Bearden, W. O., & Netemeyer, R. G. (1999). <i>Handbook of marketing scales: Multi-item measures for marketing and consumer behavior research</i>. Sage.</p> <p>Field, Andy and Graham Hole (2003), How to Design and Report Experiments. London, England: Sage Publications Ltd.</p> <p>Malhotra (2010). Marketing Research: An Applied Orientation (6th ed.). Upper Saddle River: Pearson</p> <p>Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston, MA: Houghton Mifflin.</p> <p>Williams, L.J., Krishnan, A. & Abdi, H. (2009). Experimental Design and Analysis for Psychology, Oxford University Press.</p>	
Pedagogy:	Lecture, case study, coaching.	

Workload Allocation:	90 h total student's workload, thereof:	
	Classes (12 x 90)	18,0 h
	Pre-readings & wrap up	20,0 h
	Exercises & homework	17,0 h
	Evaluated exercise and preparation	35,0 h

3. Course	Qualitative Research Methods	Course No.:
Instructor/-s:	Prof. Dr. Karin Kreutzer	L-MET4-007
Guest Speakers:	None	
Contact:	karin.kreutzer@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course prerequisites:	None	
Course Description:	<p>Students will acquire knowledge on how to successfully prepare research papers and master thesis in areas that often draw on qualitative research methods (e. g., but not limited to: Management & Leadership, Marketing, and Supply Chain Management).</p> <p>Students will understand the three elements that are constitutive for research in general (i. e. a phenomenon, a research method and a theoretical perspective). We discuss when to use qualitative research methods and how to come up with appropriate samples. The main part of the lecture is focused on data collection techniques. We discuss how to conduct interviews (e. g., word questions in the right way) and take field notes. Moreover, students get to know techniques to analyse qualitative data (e. g., 'grounded theory') and will be able to code the data.</p> <p>In the last session, students will learn about possible pitfalls that are likely to occur when doing qualitative research in general and writing a master thesis in particular. The lecture is supported by exercises and examples. For instance, students are asked to conduct interviews within class.</p> <ul style="list-style-type: none"> - Setting the Context – The Nature of Qualitative Research - Qualitative Research Design - Data Collection including interviews, observations and documents - Data Analysis - Writing Qualitative Papers <p>At the end of the course, the students will be able to select and use properly the main approaches of developing a research design, collecting and analysing data characterising qualitative research. Furthermore, they will be able to assess and critically reflect upon the rigour and trustworthiness of qualitative inquiry.</p>	
Required Readings:	<p>Patton, M. Q.: Qualitative Research & Evaluation Methods, 3rd edition, Thousand Oaks, 2002.</p> <p>Yin, R. K.: Case Study Research, 2nd edition, Newbury Park, 2003.</p>	
Further Recommended Reading:	Eisenhardt, K.M. (1989): Building Theories from Case Study Research, Academy of Management Review, Vol. 14, No. 4, pp. 532-550.	
Pedagogy:	Lecture.	

Workload Allocation:	90 h total student's workload, thereof:	
	Classes (9 x 90)	13,5 h
	Pre-readings	23,0 h
	Coding Exercise & homework	15,0 h
	Exam preparation	38,5 h

4. Course		Scientific Surveys for Social Measurement	Course No.:								
Instructor/-s:		Prof. Dr. Markus Kreutzer	L-MET4-057								
Guest Speaker/-s:	None										
Contact:	markus.kreutzer@ebs.edu										
ECTS:	3										
Number of Sessions:	9										
Language:	English										
Course prerequisites:	None										
Course Description:	Predefined groups of people allow us to survey preferences, characteristics etc. Survey methods entail lots of design considerations, for example with regards to your playing field, its level, the type of questions to be asked, ways of asking these, how to administer the survey and lots more. Once data has been collected it is time to think about the ways it is possible to sense-make results, in whatever questionnaire form these have been established. The sense-making process takes form in a delicate transition from qualitative to (descriptive) quantitative methods. This course aims to establish the basics of survey design and teach participants, how to design, execute and evaluate survey based results.										
Required Readings:	tba in class										
Further Recommended Reading	tba in class										
Pedagogy:	Lecture, tutorials.										
Workload Allocation:	90 h total student's workload, thereof: <table><tr><td>Classes (9 x 90)</td><td>13,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>11,0 h</td></tr><tr><td>Exercises and homework</td><td>40,0 h</td></tr><tr><td>Exam and exam preparation</td><td>25,5 h</td></tr></table>			Classes (9 x 90)	13,5 h	Pre-readings & wrap up	11,0 h	Exercises and homework	40,0 h	Exam and exam preparation	25,5 h
Classes (9 x 90)	13,5 h										
Pre-readings & wrap up	11,0 h										
Exercises and homework	40,0 h										
Exam and exam preparation	25,5 h										

5. Course	The Economics of Motivation: Traditional and Behavioural Modelling Approaches	Course No.: L-MET4-056
Instructor/-s:	Prof. Dr. Jenny Kragl	
Guest Speaker/-s:	None	
Contact:	jenny.kragl@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course prerequisites:	Successful completion of the module “Managerial Economics” or equivalent knowledge in basic game theory and principal-agent theory.	
Course Description:	<p>Incentives are at the heart of successfully managing employees and organisations. As human enterprises, organisations are the sum result of the motivations, decisions, and actions of many individuals. Economics has proven to be a powerful approach in the study of organisations and incentives. This course shall enable students to better understand how firms manage and motivate their employees by providing a rigorous analytical framework and suitable modelling tools. It offers a modern combined perspective by introducing traditional as well as more recent behavioural approaches to selected conceptual problems in incentive theory.</p> <p>The course is especially aimed at students who are interested in incentives in organisations and society and want to set theoretical foundations in their master thesis. The models introduced in the course allow explaining a large number of phenomena in management and economics. Students will acquire solid knowledge that enables them to formalise their own ideas and develop research questions related to a variety of different contexts of management and economics.</p> <p>The first part of the course is devoted to the <i>economics of information and incentives</i>, one of the areas of economic theory that has evolved most over the last three decades. It is concerned with the designing of contracts intended to provide incentives and improve economic performance. Its importance and applications have grown spectacularly, as evident from the Nobel prizes in economics awarded in 2016 to two pioneers in the field (Bengt Holmström, MIT, and Oliver Hart, Harvard University). During the course, we will discuss various relevant aspects of economic actors and work relationships that impact on the optimal motivation mechanisms. Topics include different types of performance pay, challenges arising in multitasking settings, the relevance of risk aversion or financial constraints of employees, and the tradeoff between monitoring and incentives.</p> <p>The second part of the course provides an introduction to <i>behavioural economics</i>, a more recent field of economics. The related work relaxes the basic paradigm according to which economic actors can be approximated by a <i>homo economicus</i>, who is a rational, purely self-interested utility maximiser. Thereby, behavioural economics attempts to increase the explanatory and predictive power of economic theory by providing it with more psychologically plausible foundations. The importance and impact of this field of science has been emphasised by the Nobel prize in economics awarded to Richard Thaler (University of Chicago) in 2017, a pioneer of behavioral economics. The course will focus on <i>social or other-regarding preferences</i>, thereby recognising that individual employment relationships are typically embedded in the larger framework of the firm, thus in a social context where mutual comparisons may play a role. We will discuss selected approaches to model other-regarding actors in the context of organisations and study how they affect optimal motivation strategies, economic performance, firm profits, and the wellbeing of employees.</p>	

Required Readings:	<p>There is no single textbook that covers all the lecture topics at the required level. Accordingly, the course is developed based on a collection of economic articles and textbook chapters as well as my own representation of that work. The lecture will be based on a detailed set of lecture slides and selected readings listed below (and, for each lecture, also in the respective slides set, including possible updates of relevant material).</p> <p><u>Textbooks:</u></p> <p>Brickley, J. A., C. W. Smith and J. L. Zimmerman (2009). Managerial Economics and Organizational Architecture, 5th edition, McGraw-Hill. Chapters 10, 15.</p> <p>Macho-Stadler, I. and D. Perez-Castrillo (2001). An Introduction to the Economics of Information: Incentives and Contracts, 2nd edition, Oxford University Press, Chapter 1.</p> <p>McMillan, J. (1992). Games, Strategies and Managers, 1st edition, Oxford University Press. Chapters 9-10.</p> <p>Milgrom, P. and J. Roberts (1992). Economics, Organization and Management, Prentice Hall. Chapter 6,7.</p> <p><u>Articles:</u></p> <p>Baker (2002): Distortion and Risk in Optimal Incentive Contracts, Journal of Human Resources 37(4), 728-751.</p> <p>Demougin, D and C. Fluet (2001). Monitoring versus Incentives. European Economic Review 45(9), 1741-1764.</p> <p>Fehr, E. and K. M. Schmidt (1999). A Theory of Fairness, Competition and Cooperation. Quarterly Journal of Economics 114(3), 817-868.</p> <p>Grund, C. and D. Sliwka (2005). Envy and Compassion in Tournaments. Journal of Economics & Management Strategy 14(1), 187-207.</p> <p>Kerr (1975): On the Folly of Rewarding A, While Hoping for B. Academy of Management Journal 18, 769-83.</p> <p>Kragl, J. and J. Schmid (2009). The Impact of Envy on Relational Employment Contracts. Journal of Economic Behavior and Organization 72(2), 766-779.</p>
Further Recommended Reading	<p>Baker, G., R. Gibbons, and K.J. Murphy (1994). Subjective Performance Measures in Optimal Incentive Contracts. The Quarterly Journal of Economics 109, 1125-1156.</p> <p>Holmström, B. (1979). Moral Hazard and Observability, Bell Journal of Economics 10(1), 74-91.</p> <p>Kräkel, M. (2007). Organisation und Management, 3rd edition, Mohr Siebeck Tübingen. Pages 15-34, 34-44, 70-72, 180-184.</p> <p>Lazear, E. P. and S. Rosen (1981): Rank-Order Tournaments as Optimum Labor Contracts. Journal of Political Economy, 89, 841-864.</p> <p>Macho-Stadler, I. and D. Perez-Castrillo (2001). An Introduction to the Economics of Information: Incentives and Contracts, 2nd edition, Oxford University Press. Chapters 2-3.</p> <p>Salanié, B (2005). The Economics of Contracts: A Primer, 2nd edition, The MIT Press. Chapter 5.</p>
Pedagogy:	<p>Lectures, problem sets, and student presentations (group work).</p> <p>Methodologically, we will make use of logic, algebra, geometry and simple calculus. We will also discuss illustrative practical examples. To enhance students' familiarity with the models, problem sets will be distributed and discussed in class. To increase student involvement and in order to extend the theoretical discussion, some meetings will be devoted to student presentations mainly concerned with</p>

	<p>empirical applications and discussions.</p> <p>Depending on the number of participants, the student presentations may be embedded in the course or take place in separate sessions.</p>										
Workload Allocation:	<p>90 h total student's workload, thereof:</p> <table><tr><td>Classes (12 x 90)</td><td>18 h</td></tr><tr><td>Pre-readings & wrap up</td><td>18 h</td></tr><tr><td>Exercises and homework</td><td>16 h</td></tr><tr><td>Group work/presentations</td><td>18 h</td></tr><tr><td>Exam and exam preparation</td><td>20 h</td></tr></table>	Classes (12 x 90)	18 h	Pre-readings & wrap up	18 h	Exercises and homework	16 h	Group work/presentations	18 h	Exam and exam preparation	20 h
Classes (12 x 90)	18 h										
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Exercises and homework	16 h										
Group work/presentations	18 h										
Exam and exam preparation	20 h										

Name of Module:	Studium fundamentale Spring Term	Module No:
Module Owner:	Prof. Dr. Richard Raatzsch	M-PHI4-016
Contact:	richard.raatzsch@ebs.edu	
Programme/-s of Study:	Master in Automotive Management Master in Finance Master in Management Master in Real Estate	
Specialisation:	None	
Mandatory/Elective:	Mandatory	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	3	
Prerequisites:	Course 1: None. This course is not available for EBS BSc graduates. Course 2: EBS Bachelor modules Studium Universale I and II.	
Contribution to Program Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyze the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Graduates detect ethically relevant aspects of economic and business life. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Graduates develop solutions for those problems on the basis of paradigmatic cases discussed in class. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> • Graduates analyse new technological developments with regard to their ethical aspects. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • The discussion of cases is mainly concerned with questioning established solutions – and with figuring out what the limits of these solutions are. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Philosophical analyses end with the person analysing taking a stance – since there are no final (philosophical) justifications. By taking a stance, and thereafter critically questioning it, the student develops his/her capabilities of critical thinking. This, in turn, allows them to take a considered stance, one 	

	<p>which takes into account hitherto neglected aspects.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">• By way of learning about principles in the form of cases, a reliable basis upon which a productive stance towards managing uncertainty is built.																				
Relation to other Programmes/Modules:	<p>Programmes: This module is no applicable to other programmes.</p> <p>Modules: This module is related to various modules in the Master in Management Program like Social Business, Strategic Management and Managerial Decision Making.</p>																				
Workload Allocation:	<p>90 h total student’s workload, thereof:</p> <table><tr><td>Classes (9 x 90)</td><td>13,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>31,5 h</td></tr><tr><td>Essay</td><td>45,0 h</td></tr></table>	Classes (9 x 90)	13,5 h	Pre-readings & wrap up	31,5 h	Essay	45,0 h														
Classes (9 x 90)	13,5 h																				
Pre-readings & wrap up	31,5 h																				
Essay	45,0 h																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation</td><td>Introduction to Ethics</td><td>40</td><td>IG</td></tr><tr><td>Essay</td><td>Introduction to Ethics</td><td>50</td><td>TG</td></tr><tr><td>Class Participation</td><td>Thinking Ethically on Ordinary Matters</td><td>40</td><td>IG</td></tr><tr><td>Essay</td><td>Thinking Ethically on Ordinary Matters</td><td>50</td><td>TG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation	Introduction to Ethics	40	IG	Essay	Introduction to Ethics	50	TG	Class Participation	Thinking Ethically on Ordinary Matters	40	IG	Essay	Thinking Ethically on Ordinary Matters	50	TG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
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Essay	Introduction to Ethics	50	TG																		
Class Participation	Thinking Ethically on Ordinary Matters	40	IG																		
Essay	Thinking Ethically on Ordinary Matters	50	TG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Starting with the 2nd or 3rd classes, there will be short class works relating to the material of earlier classes. Some of these works will be the basis for the evaluation of class participation. The allocation of essay groups will be done by the instructors during the course.</p>																				

1. Course	Introduction to Ethics	Course No.:
Instructor/-s:	Prof. Dr. Richard Raatzsch	L-PHI4-030
Guest Speakers:	Prof. Fabian Freyenhagen PhD, Essex Prof. Dr. Georg Meggle, American University, Cairo Prof. Maria-Isabel Pena Aguado, Santiago de Chile, Chile	
Contact:	richard.raatzsch@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	We will be dealing with the following questions: What is philosophy? What is ethics? What is good(ness)? What are the main ethical ways of thinking?	
Required Readings:	The reader which will be provided	
Further Recommended Reading	None	
Pedagogy:	Interactive lecture.	

2. Course	Thinking Ethically on Ordinary Matters	Course No.:
Instructor/-s:	Prof. Dr. Richard Raatzsch	L-PHI4-031
Guest Speakers:	Prof. Fabian Freyenhagen PhD, Essex Prof. Dr. Georg Meggle, American University, Cairo Prof. Maria-Isabel Pena Aguado,	
Contact:	richard.raatzsch@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	Continuing the classes from BSc, we will strengthen our philosophical capacities by analysing ordinary life cases, including, of course, ordinary business affairs.	
Required Readings:	The reader which will be provided.	
Further Recommended Reading	None	
Pedagogy:	Interactive lecture.	

Name of Module:	Advanced Finance: Capital Markets	Module No:
Module Owner:	Prof. Aya Nasreddine, PhD	M-FIN4-055

Contact:	aya.nasreddine@ebs.edu
Programme of Study:	Master in Finance
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	The module requires a sound understanding of intermediate portfolio theory and derivatives, as well as basic mathematics and econometrics skills.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Students will be initiated to the main principles and fundamental theories that will enable them to understand the functioning of the financial markets. • Students will understand the functioning of the financial system and the role played by capital markets within this system. • Students will be initiated to the most known and used asset pricing models as well as their recent development. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Based on realistic case studies and real databases, this module is engaging and practical. • This module provides a thorough understanding of how the system provides credit, finances trade and investment, raises capital, transfers risk and provides liquidity. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> • Students will learn about the role of technology in the business world and particularly for capital markets. • Students will master analytical and quantitative tools to price financial instruments. • Students will make use of numerical and programming tools during this module.

	<p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none">• Students will train themselves to deliver financial presentations in English to improve their communication skills.• Through this module, students will learn additional financial jargon that will make them succeed in writing a financial dissertation related to capital markets. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none">• Students will analyse business organisations and problems in a multicultural and international environment.• Students will learn to work collaboratively in a team. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">• Graduates will learn financial regulation within capital markets which will make them able to recognise the ethical dilemmas of this field.• Graduates, when recognising unethical behavior on the financial markets, will be able to discuss the ethical dilemmas inherent in many business decisions and propose adequate solutions.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module builds upon learnings from the “Research Methods” and “Financial Modeling” mandatory courses in the Master in Finance, but is also closely linked to some electives such as “Asset Pricing & Derivatives” and “Risk Management”. Students are introduced to advanced and up to date methods in the fields of financial econometrics, optimisation and mathematical modelling so they can implement theoretical concepts properly, e. g. in the context of their MSc thesis.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>45 h</td></tr><tr><td>Project and presentation</td><td>55 h</td></tr><tr><td>Exam and exam preparation</td><td>53 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	45 h	Project and presentation	55 h	Exam and exam preparation	53 h				
Classes (18 x 90)	27 h												
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>90</td><td>TG</td></tr><tr><td>Written Exam</td><td>Complete module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	90	TG	Written Exam	Complete module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Presentation	Complete module	90	TG										
Written Exam	Complete module	90	IG										

Information on Papers, Allocation of Subjects & Groups, Homework etc.	Students (in self selected groups of 3 to 5 students - group grading) are expected to draft a 15 - 25 slides Powerpoint presentation as well as a written report of their work. Students are expected to present their work in front of the whole class. Grading is based on the presentation's content and how the presentation is delivered as a group. This grade is the "presentation" grade which counts for 50 % of the overall course grade.
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1. Course	Empirical Finance	Course No.:
Instructor/-s:	Prof. Dr. Roland Füss	L-FIN4-023
Guest Speakers:	None	
Contact:	roland.fuess@unisg.ch	
ECTS:	6	
Number of Sessions:	18 + 1-Day student presentations	
Language:	English	
Course Description:	<ul style="list-style-type: none"> • Volatility Estimation • Robust Estimation • Portfolio Theory • Asset Allocation Strategies: Performance and Risk Measurement Measures • Value at Risk and Expected Shortfall: Estimation and Stress Testing • Monte Carlo Simulation and Derivative Pricing • Statistical Trading Strategies (if time permits) • Dependence Modeling and Copulas (if time permits) • Regularisation Methods (if time permits) <p>The course takes the form of interactive lectures with exercises in the computer lab. Students will learn to empirically implement theoretical models and test them on real-world data using statistical-mathematical software.</p>	
Required Readings:	<p>Ruppert, D. (2011). Statistics and Data Analysis for Financial Engineering, Springer (selected chapters).</p> <p>Tsay Rue S. (2013). An introduction to analysis of financial data with R, Wiley.</p>	
Further Recommended Reading	<p>Alexander, C. (2003). Market Models - A Guide to Financial Data Models. Chichester et al.</p> <p>Brandimarte, P. (2006). Numerical methods in Finance and Economics, Wiley.</p> <p>Campbell, J. Y., Lo, A. W., MacKinlay, A. C. (1997). The Econometrics of Financial Markets, Princeton.</p> <p>Gilli, M., Maringer, D., Schmann, E. (2012). Numerical Methods and Optimization in Finance, Elsevier Academic Press.</p> <p>Lai, T. L., Xing, H. (2008). Statistical Models and Methods for Financial Markets, Springer.</p> <p>McNeil, A., Frey, R., Embrechts, P. (2005). Quantitative Risk Management, Princeton University Press.</p> <p>Meucci, A. (2005). Risk and Asset Allocation, Springer.</p> <p>Hull, J. C. (2008) Options, Futures, and Other Derivatives, Pearson Prentice Hall, 7th edition.</p> <p>Clelow, L./Strickland, C. (1998) Implementing Derivatives Models, John Wiley & Sons.</p> <p>Chincarini, L. B. and Kim, D. (2006) Quantitative Equity Portfolio Management, McGraw- Hill.</p> <p>Grinold, R. C. and Kahn, R. N. (2000) Active Portfolio Management. McGraw-Hill, 2nd edition.</p>	

Pedagogy:	Lecture in the computer lab.
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Name of Module:	Alternative Investments and Asset Management	Module No:
Module Owner:	Prof. Aya Nasreddine, PhD	M-FIN4-051

Contact:	aya.nasreddine@ebs.edu
Programme/-s of Study:	Master in Finance
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	The module requires a sound understanding of the notions of risk and return as well as a mastering of the different financial instruments. This module requires also some basic notions of portfolio management.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyze the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • The objective of this course is to introduce asset management from a practitioner point of view by systematically linking a series of theoretical concepts to its practical implementation. • Students will learn the principles of strategic asset allocation as well as active and passive investing as well as principles of alternative investments. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • By examining various concrete examples, students will see how the theoretical foundations of asset management are being put at work. • Techniques learnt in class help to understand the main drivers behind the development of the asset management industry by staying as close as possible to what is being implemented in various types of financial institutions. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> • This course allows students to acquire programming techniques that help to implement quantitative methods for alternative investments • Students will learn to build and simulate financial portfolios using programming languages as well as to measure investment performance. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>On successful completion of this module graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p>

	<ul style="list-style-type: none">Students will train themselves to deliver financial presentations in English to improve their communication skillsThrough this module, students will learn additional financial jargon that will make them succeed in writing a financial dissertation related to asset management and alternative investments. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>On successful completion of this module graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">Students will familiarise with the existing products used in alternative investments and asset management which will enable them to use the optimal combination of the previous to leverage business opportunities.By learning performance measures applied to alternative investments and asset management, graduates will learn to adjust their investment strategies to meet the targeted performances.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module builds upon portfolio theory knowledge and basic econometrics. It uses learnings from the “Research Methods” and “Financial Modeling” mandatory courses in the Master of Finance but is also closely linked to some electives such as “Asset Pricing & Derivatives”, “Risk Management” and “Advanced Finance Capital Markets”. This module brings a novel financial discipline to those acquired during fall semester. Special emphasis is made on bridging the gap between financial theory and practice.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>37 h</td></tr><tr><td>Project and presentation</td><td>58 h</td></tr><tr><td>Exam and exam preparation</td><td>58 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	37 h	Project and presentation	58 h	Exam and exam preparation	58 h				
Classes (18 x 90)	27 h												
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Exam and exam preparation	58 h												
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>90</td><td>TG</td></tr><tr><td>Written Exam</td><td>Complete module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	90	TG	Written Exam	Complete module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Presentation	Complete module	90	TG										
Written Exam	Complete module	90	IG										
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students (in self selected groups of 3 to 5 students - group grading) are expected to draft a 15 - 25 slides Powerpoint presentation and present it in front of the whole class. Grading is based on the presentation’s content and how the presentation is delivered as a group. This grade is the “presentation” grade which counts for 50 % of the overall course grade, see above.</p>												

1. Course	Alternative Investments and Asset Management	Course No.:
Instructor/-s:	Dr. Marcus Schulmerich	L-FIN4-075
Guest Speakers:	tba	
Contact:	marcus.schulmerich@alum.mit.edu	
ECTS:	6	
Number of Sessions:	18	
Language:	English	
Course Description:	<p>1. Quantitative Methods for Alternative Investments:</p> <ul style="list-style-type: none"> • Risk and Performance Measures • Value at Risk • Performance Attribution • Risk Decomposition <p>2. Hedge Funds and Managed Futures</p> <p>3. Commodities and Commodity Futures</p> <p>4. Real Estate and REITs</p> <p>5. Infrastructure/PE/VC etc.</p> <p>6. Asset allocation including alternative investments:</p> <ul style="list-style-type: none"> • Diversification and efficient frontier (MPT) • Efficient frontier using volatility and VaR as Risk Measures • Fundamental law of active management • Portfolio construction under constraints 	
Required Readings:	<p>Esch, Kieffer and Lopez: "Asset and Risk Management", Wiley, 2005.</p> <p>Anson, Chambers, Black and Kazemi: "CAIA Level I: An Introduction to Core Topics in Alternative Investments", Wiley, 2012.</p> <p>Anson, Chambers, Black and Kazemi: "CAIA Level II: Advanced Core Topics in Alternative Investments", Wiley, 2012.</p>	
Further Recommended Reading	<p>Chincarini, L. B. and Kim, D. (2006) Quantitative Equity Portfolio Management, McGraw-Hill.</p> <p>Grinold, R. C. and Kahn, R. N. (2000) Active Portfolio Management. McGraw-Hill, 2nd edition.</p>	
Pedagogy:	Lectures, case studies and presentations.	

Name of Module:	Economics of Financial Markets and Crises	Module No:
Module Owner:	Prof. Mrdjan M. Mladjan, PhD	M-FIN4-056

Contact:	mrdjan.mladjan@ebs.edu
Programmes of Study:	Master in Finance Master in Management
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> In this module the students learn about the fundamentals of the economics of money and financial markets, as well as to the recurrent phenomenon of financial crises. The first part of the module examines the economics of money and financial markets, while the second part of the module examines the impact of banks, asset price bubbles and sovereign risk, as well as the patterns of international flow of goods and capital, as the recurrent features of the current and past financial crises. Upon its completion, the students would have a solid understanding of the key theories related to the mechanics of the financial markets and crises and be able to use them to arrive at a deeper understanding of the macroeconomic context at any point in time. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The module gives students a strategic view on the decisions corporate managers need to take both in normal times and in times of financial crises. The understanding of the functioning of the money and financial markets, and the causes and consequences of financial crises, enables future managers to take better informed decisions in an environment of high uncertainty created by the dynamics of the macroeconomic context. Detailed discussion of specific practical and technical issues related to the current policies of the European Central Bank, and the use of current and past data on macroeconomic indicators to predict a financial crisis, especially contribute to this learning objective. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p>

	<ul style="list-style-type: none">Upon completion of the module, the students ought to be able to independently select and interpret the information from the financial press and current and past financial data series. They should be able to process these, using a combination of quantitative analysis and educated judgment, so as to make conclusions about the current and upcoming challenges for businesses stemming from the macroeconomic trends, governments' involvement, and the fluctuations of the financial markets. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">The module helps the students understanding the uncertainty in which macroeconomic policy is conducted and the limits of current policies and economic models in, respectively, controlling and predicting the fluctuations of financial markets. It enables the students to take responsibility as managers in their companies in front of all other stakeholders (such as shareholders, suppliers and customers). In particular, it empowers them to take better informed decisions, use their knowledge to resolve a part of uncertainty, and be clear about the remaining risks that need to be taken into account when entering into any contractual obligation or making any decision.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module relates to the study of firms' operations in the Corporate Finance module and expands the view by considering the consequences of firm's decisions on the state of the wider economy, and the consequences of the state in the wider economy on the firm.</p>												
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>55 h</td></tr><tr><td>Exam and exam preparation</td><td>98 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	55 h	Exam and exam preparation	98 h						
Classes (18 x 90)	27 h												
Pre-readings & wrap up	55 h												
Exam and exam preparation	98 h												
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Economics of Financial Markets</td><td>90</td><td>IG</td></tr><tr><td>Written Exam</td><td>Economics of Financial Crises</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Economics of Financial Markets	90	IG	Written Exam	Economics of Financial Crises	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Written Exam	Economics of Financial Markets	90	IG										
Written Exam	Economics of Financial Crises	90	IG										

Information on Papers, Allocation of Subjects & Groups, Homework etc.	None
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1. Course	Economics of Financial Markets	Course No.:
Instructor/-s:	Prof. Dr. Jan-Christoph Rülke	L-FIN4-086
Guest Speaker/-s:	None	
Contact:	mrdjan.mladjan@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The course deepens students' understanding of financial markets and their paramount role within market economies. It, therefore, explicitly relates the financial market and its institutions to the macroeconomic environment. The first part of the course reviews the key economic issues of financial markets. A particular focus is put on the role of central banks aiming to stabilise financial markets and the design of monetary policy. Building from the national setting, the second part of the course proceeds to examine international finance and international transactions including the foreign exchange market and the international financial system, including its institutions and exchange rate regimes.</p>	
Required Readings:	Class notes	
Further Recommended Readings:	<p>Mishkin, F.S, The Economics of Money, Banking and Financial Markets, 11th ed., Pearson Education, 2015.</p> <p>Copeland, L., Exchange Rates and International Finance, 5th ed., Addison Wesley, 2014.</p>	
Pedagogy:	Lecture.	

2. Course	Economics of Financial Crises	Course No.:
Instructor/-s:	Prof. Mrdjan Mladjan, PhD	L-FIN4-077
Guest Speaker/-s:	Tbd Practitioners who frequently need to address the risk of financial crises in their work.	
Contact:	mrdjan.mladjan@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Financial crises are a recurrent feature of financial markets. While each crisis might appear unique, they are usually the result of bubbles in a certain class of assets. Moreover, they are mostly related to a specific kind of financial innovation. The course examines the impact of banks, asset price bubbles and sovereign risk as the recurrent features of the current and past financial crises. For instance, the recent crisis was initiated in the housing market through the collapse of over-inflated housing prices. The shock from the housing market was amplified through the banking system, and the financial innovation of securitised mortgages played an important role. Finally, bailing out of banks, by creating pressure on sovereign budgets, led to a sovereign debt crisis.</p> <p>The course both examines the causes and consequences of financial crises using the modern tools of macroeconomic and international financial theory. The patterns of international trade and capital flows are examined as factors leading to the crisis, and the consequences of crises on the economic growth and development of a country are considered. Modern and historical evidence is used to confront the theoretical predictions with the stylised facts. The course is intended to enable students to take a strategic view of the decisions corporate managers need to take during periods of financial crises.</p>	
Required Readings:	<p><i>Book:</i> Koo, Richard. 2009. The Holy Grail of Macroeconomics: Lessons from Japan's Great Recession. John Wiley & Sons (Asia). Singapore.</p> <p><i>Research Papers, Newspaper Articles, and Videos:</i> Bernanke, Ben, 1983. "Nonmonetary Effects of the Financial Crisis in Propagation of the Great Depression", American Economic Review 73: 257-276.</p> <p>Bordo, Michael D., Barry Eichengreen, Daniela Klingebiel, and Maria Soledad Martinez Peria, 2001. "Financial Crises: Lessons from the Last 120 Years", Economic Policy 16 (April): 51-82.</p> <p>Borio, C., Drehmann, M., 2009. Assessing the risk of banking crises—revisited. BIS Quarterly Review, March.</p> <p>Borio, C., Lowe, P.W., 2002. Asset Prices, Financial and Monetary Stability: Exploring the Nexus. BIS Working Paper 114. doi:10.2139/ssrn.846305.</p> <p>Calomiris, Charles and Joseph Mason. 2003. "Consequences of Bank Distress during the Great Depression". American Economic Review, 93(3): 937-47.</p> <p>De Grauwe, Paul and Yemei Ji. 2012. "Mispricing of sovereign risk and multiple equilibria in the Eurozone". Journal of Common Market Research, 50(6):866-880. and the related text on VoxEU.</p> <p>Eichengreen, Barry. Video interviews: "Why Economics Needs History?" <https://www.youtube.com/watch?v=8uBQ1bV8nXc> and "Economic History, the Great Depression, and the Recent Financial Crisis" <https://www.youtube.com/watch?v=WwFwhyxmIN4>"</p>	

	<p>Gozzi, Juan Carlos and Martin Goetz. 2010. "Liquidity Shocks, Local Banks, and Economic Activity: Evidence from the 2007-2009 Crisis." Working paper.</p> <p>Grossman, Richard. 1994. "The Shoe That Didn't Drop: Explaining Banking Stability During the Great Depression". <i>Journal of Economic History</i>, 54(3): 654-682.</p> <p>Ivashina, Victoria, and David S. Scharfstein. 2010. "Bank Lending During the Financial Crisis of 2008." <i>Journal of Financial Economics</i>, 97(3): 319-338.</p> <p>Jung, Alexander and Gerhard Spoerl. 2011. "Interview with Historian Hans-Joachim Voth: 'The Euro can't survive in its current form'." <i>Spiegel Online International</i>.</p> <p>Koo, Richard. 2010. ""Balance sheet recession"". INET. <https://www.youtube.com/watch?v=HaNxAzLKegU.</p> <p>Koo, Richard. 2011. ""How the West is Repeating Japan's Mistakes"". INET. https://www.youtube.com/watch?v=Tt3KdH1uk-c</p> <p>Mian, Atif and Amir Sufi. 2009. "The Consequences of Mortgage Credit Expansion: Evidence from the U.S. Mortgage Default Crisis". <i>Quarterly Journal of Economics</i>, 124(4): 1449-1496.</p> <p>Mishkin, Frederic S. and Eugene N. White, 2003. "Stock Market Bubbles: When Does Intervention Work?" <i>Milken Institute Review</i>: 44-52.</p> <p>Mladjan, Mrdjan. 2019. "Accelerating into the Abyss: Financial Dependence and the Great Depression". Available at SSRN: http://ssrn.com/abstract=2366291.</p> <p>Romer, Christina. 1990. "The Great Crash and the Onset of the Great Depression". <i>Quarterly Journal of Economics</i>, 105(3): 597-624.</p> <p>Romer, Christina. 1993. "Nation in Depression". <i>Journal of Economic Perspectives</i>, 7(2): 19-39.</p> <p>Voth, Joachim. 2003. "With a Bang, not a Whimper: Pricking Germany's 'Stock Market Bubble' in 1927 and the Slide into Depression". <i>Journal of Economic History</i>, 63(1): 65-99.</p>
Further Recommended Readings:	<p>Acharya, V., Thomas Philippon, Matthew Richardson, and Nouriel Roubini, 2009. "The Financial Crisis of 2007-09: Causes and Remedies", <i>Financial Markets, Institutions, and Instruments</i> 18(2): 89-137.</p> <p>Adrian, Tobias and Hyun, Shin, 2010. "Liquidity and Leverage", FRB of New York Staff Report.</p> <p>Allen, F. and D. Gale (2000), "Bubbles and Crises", <i>Economic Journal</i> 110: 236-256.</p> <p>Almeida, H., M. Campello, B. Laranjeira, and S. Weisbenner, 2009. "Corporate Debt Maturity and the Real Effects of the 2007 Credit Crisis". NBER Working Paper 14990.</p> <p>Brunnermeier, Markus K. 2009. "Deciphering the liquidity and credit crunch 2007-2008". <i>Journal of Economic Perspectives</i>, 23(1): 77-100.</p> <p>Diamond, Douglas and Philip Dybvig, 1983. "Bank Runs, Deposit Insurance, and Liquidity", <i>Journal of Political Economy</i> 91.</p> <p>Koo, Richard, 2011. "Learning Wrong Lessons from the Crisis in Greece". INET Bretton Woods Conference paper.</p> <p>Koo, Richard, "The world in balance sheet recession: causes, cure, and politics", <i>real-world economics review</i>, issue no. 58, 12 December 2011, pp.19-37.</p> <p>Krugman, Paul, Kathryn M. Dominguez, and Kenneth Rogoff. ""It's Baaack: Japan's Slump and the Return of the Liquidity Trap."" <i>Brookings Papers on Economic Activity</i> 1998, no. 2 (1998): 137-205.</p> <p>Ponticelli, Jacopo and Hans-Joachim Voth. 2011. "Austerity and Anarchy: Budget Cuts and Social Unrest in Europe, 1919-2008." Available at SSRN:http://ssrn.com/abstract=1899287 or http://dx.doi.org/10.2139/ssrn.1899287</p>

	<p>Reinhart, Carmen. 2008. "Eight Hundred Years of Financial Folly". MPRA Paper No. 11864.</p> <p>Reinhart, Carmen and Kenneth Rogoff. 2008. "Is the 2007 US Sub-Prime Financial Crisis So Different? An International Historical Comparison". American Economic Review: Papers & Proceedings, 98(2): 339-344.</p>
Pedagogy:	Lecture, seminar.

Name of Module:	FinTech Innovation	Module No:
Module Owner:	Prof. Rasa Karapandza, PhD	M-FIN4-093

Contact:	rasa.karapandza@ebs.edu
Programme/-s of Study:	Master in Finance
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> The students in this module are going to learn the most important theories required to fully grasp the concept of Blockchain and Machine Learning. This covers encryption theory like RSA but also theoretical concepts like Euler's totient function and the distribution of prime numbers. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> In the take home exam, students will be provided with a dataset and will be asked to create and train their own Machine Learning algorithm. Similarly they will have to use some of the most secure encryption techniques that are the basic building block of Blockchain to encrypt and decrypt messages. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Using python and related libraries students will learn how to build and test machine learning algorithms but also how to construct their private blockchains. These two technologies are probably most important and fastest growing technologies in the world of Finance, but also in general. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> Evolution of the Fintech space has lead to democratisation of investments. It is one of the most fundamental changes that has happened in the financial industry. A lot of great value was created, but also fraud was omnipresent in some of the branches of Fintech industry. Fraud potential in Fintech and especially in crypto-currency space will be discussed and covered in great

	<p>detail.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">FinTech innovation is the hottest topic in Financial Services and touches all aspects of industry transformation. Digitising a financial institution or competing with established players requires an interdisciplinary approach. Successful FinTech entrepreneurs and investors need to possess knowledge on 3 key areas: Finance (quantitative methods and behavioural finance), Technology (artificial intelligence, blockchain, API) and Regulation (MIFID2, PSD2, GRDP) to be capable of creating or evaluating innovative business models that can generate revenues. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">The asymmetry of information often leads to great opportunities for fraudulent behaviour. Fintech space is developing fast and in this process, regulators are not able to catch up the industry. Couple that with the asymmetry of information which comes from the great discrepancy of common population and technical pioneers and we have set a stage for a perfect storm. To handle this challenge, we equip the students with tools and knowledge to lead and create.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The module is related to Python prep course, Corporate Finance and M & A modules. Python prep course lays down the basics of algorithms and programming. The FinTech module builds on these foundations and introduces machine learning techniques. Similarly, Corporate Finance and M & A modules build foundations of valuations of firms, while FinTech module builds on these foundations and goes into specifics of valuation startups and even more specific into valuation of FinTech startups.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (19 x 90)</td><td>28,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>37,5 h</td></tr><tr><td>Take-home assignment and essay preparation</td><td>114,0 h</td></tr></table>	Classes (19 x 90)	28,5 h	Pre-readings & wrap up	37,5 h	Take-home assignment and essay preparation	114,0 h						
Classes (19 x 90)	28,5 h												
Pre-readings & wrap up	37,5 h												
Take-home assignment and essay preparation	114,0 h												
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Essay</td><td>Finance, Technology, Regulation</td><td>90</td><td>IG</td></tr><tr><td>Take-home Exam</td><td>Machine learning and blockchain</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Essay	Finance, Technology, Regulation	90	IG	Take-home Exam	Machine learning and blockchain	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Essay	Finance, Technology, Regulation	90	IG										
Take-home Exam	Machine learning and blockchain	90	IG										
Information on Papers, Allocation of Subjects & Groups, Homework etc.													

1. Course	Finance, Technology, Regulation	Course No.:
Instructor/-s:	Paolo Sironi	L-FIN4-138
Guest Speaker/-s:	None	
Contact:	theptionsironi@yahoo.it	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Students will learn how to approach all aspects of FinTech innovation with special focus on the transformation of the industry essence and its revenue sharing mechanism: from transactions (distribution channel of products) to services (a packaging mechanism called advice). This perspective allows to understand how to digitise a financial institution with real client centricity, focusing on investment management and elaborating on corporate banking.</p> <p>They will gain knowledge in the three most important fields of banking innovation:</p> <ul style="list-style-type: none"> • <i>Finance</i>: a criticism to the market efficient hypothesis (MPT) opens for innovation into Behavioural Finance and Goal Based Investing to facilitate holistic digital solution that bundle back all client services on a consistent mathematical framework. Key references will be made to Robo-Advice and Digital Wealth Management. • <i>Technology</i>: how to use digital technology to foster industry transformation and make dollar sense, to learn what, when and how to invest in FinTech innovation. Key references will be made to Artificial Intelligence, blockchain, API micro-services, business models. • <i>Regulation</i>: a review of the regulatory changes after the Global Financial Crises to learn how to use regulation to foster innovation. Key references will be made to European regulation: MiFID2, PSD2, GRDP. <p>Students will develop theoretical and practical understanding of the forces transforming Financial Services Globally and the many entrepreneurial challenges, demystifying social media buzz words and learning from real cases.</p>	
Required Readings:	FinTech Innovation: From Robo-Advisors to Goal Based Investing and Gamification, Paolo Sironi (Wiley, 2016).	
Further Recommended Reading	<p>The FinTech Book, Wiley 2016.</p> <p>Clayton Christensen: The Innovator's dilemma ; The Innovator's solution.</p> <p>Goal Based Wealth Management, Jean Brunnel, Wiley 2015.</p>	
Pedagogy:	Lecture.	

2. Course	Machine learning and blockchain	Course No.:
Instructor/-s:	Prof. Rasa Karapandza, PhD Frederik Wisser	L-FIN4-145
Guest Speakers:	tba	
Contact:	frederik.wisser@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>This is the first course in continental Europe in any Finance programme that introduced Blockchain and AI in great detail to students.</p> <p>Students will learn about different methods and algorithms used in the financial data science industry to prepare, process and analyse large datasets. These include common machine learning and feature engineering methods and their implementation in a commonly used programming language (python). In multiple practical projects students will be able to use the skills learned in class by programming their own predictive model on an interesting real-world dataset.</p> <p>Furthermore, students will learn the foundations of blockchain tech - from why it was created and how cryptography is used to the best examples of blockchain tech usage. The course will cover in detail blockchain and cryptocurrencies, but also all the necessary technology, buzz words and math needed for an in-depth understanding of these new technologies like Cryptography, RSA, Diffie-Hellman key exchange, Euler's totient function, etc. We will be rigorous, but the course will also be tractable without any previous knowledge of these topics. The course will cover theory behind the blockchain and machine learning (AI). But at the same time, we will apply these theoretical concepts using python.</p>	
Required Readings:	<p>Python for data analysis: Data wrangling with Pandas, NumPy, and IPython by McKinney, W., O'Reilly Media, Inc. (2012).</p> <p>Introduction to machine learning with Python: A guide for data scientists. Müller, A. C., & Guido, S., O'Reilly Media, Inc. (2016).</p> <p>Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction by Arvind Narayanan, Joseph Bonneau, Edward Felten, Andrew Miller, Steven Goldfeder (Princeton University Press).</p>	
Further Recommended Readings :		
Pedagogy:	Lecture.	

Name of Module:	Mergers and Acquisitions	Module No:
Module Owner:	Prof. Rasa Karapandza, PhD	M-FIN4-062

Contact:	rasa.karapandza@ebs.edu
Programme of Study:	Master in Finance
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> In the Finance and Economics of M & As, the students learn the aspects of the theory of firm valuation that focus on valuation for acquisitions. They also become familiar with the theory needed to evaluate the impact of mergers on market competition. Furthermore, both aspects of theory are applied on a practical project. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> In the M & A module, the students apply their newly acquired knowledge on a detailed analysis of an actual merger case, preparing them to do so at their future work, too. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> In the project completed within the Finance and Economics of M & As, the students need to use several tools that help with merger analysis. They perform calculations in a software such as Excel, and use internet and Bloomberg terminals to collect information on the merger. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> In the Finance and Economics of M & As, the students complete a major take-home assignment in teams that are diverse in terms of academic and cultural background, becoming experience in managing the work in such teams.

	<p>Graduates will have highly-developed critical thinking skills.</p> <p>On successful completion of this module graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none">• The students need to independently select the information relevant for the merger from all publically available information, interpret it and evaluate it, and transform it using the theory learned to derive conclusions regarding value of control, value of synergy, firm value, justification of the chosen method of sale as well as the appropriateness of the regulatory reaction to the merger. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>On successful completion of this module graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">• In the M & A module, the analysis of a real merger enables the students to develop judgment on what may or may not result in success, and thus enables them to identify firms that match better for M & As, as well as the course of action (including valuation, merger process design, communication with the shareholders, public, and the government, etc.) that will more likely result in a successful merger or acquisition.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module builds on the Corporate Finance module, compulsory within the MSc in Finance, and in particular by extending the knowledge gained in the Fundamentals of Corporate Valuation course within it.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (21 x 90)</td><td>31,5 h</td></tr><tr><td>Pre-readings & wrap up</td><td>33,5 h</td></tr><tr><td>Take-home assignment and presentation preparation</td><td>57,5 h</td></tr><tr><td>Exam and exam preparation</td><td>57,5 h</td></tr></table>	Classes (21 x 90)	31,5 h	Pre-readings & wrap up	33,5 h	Take-home assignment and presentation preparation	57,5 h	Exam and exam preparation	57,5 h				
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Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Take-home Assignment and its <u>Presentation</u>	Finance and Economics of M & As	90	IG										
Written Exam	Legal basis in M & A for non-lawyers	90	IG										
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p><i>Finance and Economics of M & As:</i> The instructor will assign the students into groups for the take-home assignment and its presentations at the beginning of the course so as to assure that groups are comparable in the skill level .The grade will in principle be the same for the whole group, while the instructor keeps the right to assign individual grades in the case of significant discrepancies in the contribution of individual group members.</p>												

1. Course	Legal basis in M & A for non-lawyers	Course No.:
Instructor/-s:	Prof. Dr. iur. Tim Florstedt	L-FIN4-100
Guest Speaker/-s:	Renowned M & A lawyers	
Contact:	tim.florstedt@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>This course addresses legal aspects of M & A transactions. The objective is to enable non-law students to assess and deal with M & A based legal problems in practice. After an introduction into M & A law, students will gain knowledge in the following juridical fields of topics related to M & A:</p> <ul style="list-style-type: none"> • Private M & A: includes understanding of the standard M & A process and its points of contact with civil law • Public M & A: public takeovers according to the German takeover laws (Wertpapiererwerbs- und Übernahmegesetz) • Purchase Price and Liability Regime: price adjustment methods, guarantees and indemnities and legal consequences/liability <p>At all stages graduates will benefit from a close practical relevance, especially through lectures held by experienced M & A practitioners.</p>	
Required Readings:	Slides of presentations (will be handed out in class), no further required readings.	
Further Recommended Reading	<p>Schmidt, Frank, and Mark Wahrenburg. 2004. Mergers and Acquisitions in Germany: Social Setting and Regulatory Framework. In The German Financial System, ed. Jan P. Krahn and Reinhard H. Schmidt, 261-287. Oxford: Oxford University Press.</p> <p>Beinert, Dieter and Burmeister, Frank and Tries, Hermann Josef. Mergers and Acquisitions in Germany.</p> <p>Noerr, Rudolf and Stiefenhofer, Alfred. Takeover Law in Germany, A Handbook and Practitioners' Guide.</p> <p>Denny, Mark Corporate Acquisitions and Mergers in Germany.</p>	
Pedagogy:	Lecture.	

2. Course	Finance and Economics of M & As	Course No.:
Instructor/-s:	Prof. Mrdjan M. Mladjan, PhD	L-FIN4-101
Guest Speaker:	None	
Contact:	mrdjan.mladjan@ebs.edu	
ECTS:	3	
Number of Sessions:	9 + 3 final sessions of student presentations	
Language:	English	
Course Description:	<p>This course builds on the introduction to M & As and the firm valuation skills mastered within the Corporate Finance core module. It starts by explaining the differences between value of control and value of synergy, and discussing how to estimate the two. It then continues by analysing other challenges involved in the valuation of a merged business or business to be acquired, in particular examining the valuation of young and start-up firms and privately held firms. Open class discussion on the topic of the choice of historical mergers to be analysed by the individual groups for their take-home assignment concludes with an opinion on the appropriateness of the individual deals and the issues that deserve special attention. The M & A process and the M & A auctions and negotiations are then studied. The course further examines the economics of merger regulation and antitrust, which involves the study of the effect of M & A activity on market structure, anticompetitive effects of mergers by merger type (horizontal, vertical, and conglomerate), and antitrust government intervention. The course concludes by a series of student presentations in which the knowledge from the whole course is applied to analysing a historical merger or acquisition.</p>	
Required Readings:	<p>Selected chapters from:</p> <p>Brealey, Richard, Stewart Myers and Franklin Allen. 2009. Principles of Corporate Finance. 10th ed. New York: McGraw-Hill.</p> <p>Damodaran, Aswath. 2006. "Damodaran on Valuation". 2nd edition. John Wiley & Sons.</p> <p>Damodaran, Aswath. 2010. "The Dark Side of Valuation – Valuing Young, Distressed, and Complex Businesses". 2nd edition. John Wiley & Sons.</p> <p>HBS readings:</p> <p>Fruhan, William Jr. 2012. "Company Sale Process". Boston: Harvard Business School Publishing.</p> <p>Lovall, Dan et al. 2007. "Deals Without Delusions" Harvard Business Review.</p> <p>Subramanian, Guhan. 2009. "Negotiation? Auction? A Deal Makers Guide" Harvard Business Review.</p> <p>Subramanian, Guhan and Richard Zeckhauser. 2004. "For Sale, but How? Auctions Versus Negotiations?" Negotiation.</p> <p>Subramanian, Guhan and Richard Zeckhauser. 2004. "On the Block: Choose the Best Type of Auction" Negotiation.</p> <p>Subramanian, Guhan and Richard Zeckhauser. 2005. "Negotiauctions: Taking a Hybrid Approach to the Sale of High-Value Assets" Negotiation.</p> <p>Subramanian, Guhan 2005. "Hands Off! Negotiating Exclusivity" Negotiation.</p> <p>Subramanian, Guhan and Michelle Kalka "2005. "Auction Vignettes". Boston:</p>	

	<p>Harvard Business School Publishing.</p> <p>Wessel, David. 2018. "Is Lack of Competition Strangling the US Economy?" Harvard Business Review.</p> <p>Desai, Mihir and Bellen Villalonga. 2003. HBS Case: Antitrust Regulations in a Global Setting: The EU Investigation of the GE/Honeywell Merger. Boston: Harvard Business School Publishing.</p>
Further Recommended Reading	<p>Damodaran, Aswath. 2015. <http://pages.stern.nyu.edu/~adamodar/></p> <p>European Private Equity & Venture Capital Association – PEREP Analytics. 2015. <http://www.evca.eu/research/about-research/perep-analytics/></p> <p>Institute of Mergers, Acquisitions and Alliances. 2015. <www.imaa-institute.org></p> <p>Schmidt, Frank, and Mark Wahrenburg. 2004. Mergers and Acquisitions in Germany: Social Setting and Regulatory Framework. In The German Financial System, ed. Jan P. Krahn and Reinhard H. Schmidt, 261-287. Oxford: Oxford University Press.</p> <p>Newspaper and magazine articles on M & A topics in finance and economics.</p>
Pedagogy:	Lecture, seminar, case discussion, real life project.

Course Instructor/-s:	Introduction to Python Frederik Wisser	Course No.:
Guest Speaker/-s:	n/a	
Contact:	frederik.wisser@ebs.edu	
Number of Sessions:	2	
Language:	English	
Course Description:	<p>This Python intro course will give you a brief overview of how you can use Python for data analysis tasks. We will discuss:</p> <ul style="list-style-type: none"> - data structures - the Pandas package - loops - writing your own functions - graph plotting - data science tools <p>and their uses based on an exemplary dataset.</p> <p>To make the most of this course it is advised that you bring your own laptop with a working Python version to class. A good way to download Python is by downloading the Anaconda distribution which includes Python and other useful elements such as important packages. Please download the correct Anaconda version for your system from the following website and follow the instructions: https://www.anaconda.com/distribution/</p> <p>Test your installation of Python by opening Spyder (an IDE which comes within the Anaconda distribution) and writing a few lines of code.</p> <p>If you have troubles getting Python to work properly on your computer - Google often knows the answer - or you can always send me an email and I will try my best to help.</p>	
Required Readings:		
Further Recommended Reading	McKinney, W. (2017). Python for Data Analysis (2nd ed.). Sebastopol, USA: O'Reilly Media	
Pedagogy:		

Name of Module:	Risk Management in Financial Institutions	Module No:
Module Owner:	Prof. Rasa Karapandza, PhD	M-FIN4-061

Contact:	rasa.karapandza@ebs.edu
Programme of Study:	Master in Finance
Specialisation:	None
Mandatory/Elective:	Elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • The courses will concentrate on the fundamental concepts and issues in identifying, measuring and controlling risk in a financial setting. • It introduces tools and techniques to measure and manage Financial risks: market, credit and liquidity risks as well as non-financial risks: operational, model and regulatory risks. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • They will have a clearer idea about the functioning of financial markets and financial institutions as well as the role of each market participant. • They will learn how to build hedging strategies using the adequate financial instrument. • They will be capable of hedging against impact of variation of interest rates, underlying price, volatility of underlying asset and time decay using Greeks strategies. • They will be able to measure value at risk and expected shortfall for a financial portfolio or for an institution. • They can evaluate credit risk, market risk and operational risk and take measures to control these different types of risks. • They will be able to propose adequate models for assessing risk and backtest or stresstest these models to confirm their reliability. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p>

	<ul style="list-style-type: none"> • Courses are taught in English to familiarise with the financial and risk jargon. • Lectures offer an overview of the financial system and its functioning for a risk management perspective illustrated by international events and situations. • The presentations constitute a good training to master the financial vocabulary. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • Students will learn to interpret current financial regulations and measure the weakness of the previous ones. • They will be able to judge risk models effectiveness based on backtesting and stresstesting tests to be able to propose adequate forecasts. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> • This module has an important part related to financial regulation which prepares students to become responsible managers who are aware of the current rules applicable to financial institutions. <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none"> • By learning how to measure and assess market risk, credit risk and operational risk, students will be able to manage these risk appropriately which leads to great benefits to financial institutions and avoids the huge losses that can emanate from these kinds of risks. 										
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module represents an extension as well as a direct application of some other modules taught in Msc Finance thanks to empirical illustrations and real case studies. "Risk management in financial institutions" module, thanks to its "Risk assessment and management" and "Risk modelling" courses, puts in practice the acquired knowledge in "Research methods" as well as "Financial modeling" modules. Knowledge gathered in preparatory courses in Matlab and Excel will be extensively used in this course.</p>										
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tbody> <tr> <td>Classes (20 x 90)</td><td>30,0 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>30,0 h</td></tr> <tr> <td>Exercises & homework</td><td>30,0 h</td></tr> <tr> <td>Groupwork and/or presentations</td><td>60,0 h</td></tr> <tr> <td>Exam and exam preparation</td><td>30,0 h</td></tr> </tbody> </table>	Classes (20 x 90)	30,0 h	Pre-readings & wrap up	30,0 h	Exercises & homework	30,0 h	Groupwork and/or presentations	60,0 h	Exam and exam preparation	30,0 h
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Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Written Exam	Risk Assessment and Management	90	IG
	Presentation	Risk Modelling	90	TG
Information on Papers, Allocation of Subjects & Groups, Homework etc.				

1. Course	Risk Assessment and Management	Course No.:
Instructor/-s:	Dr. Volker Stemann (Deutsche Bank)	L-FIN4-098
Guest Speaker/-s:	None	
Contact:	volker.stemann@gmx.de	
ECTS:	3	
Number of Sessions:	11	
Language:	English	
Course Description:	<ul style="list-style-type: none"> 1. Financial Markets, Risk and Institutions <ul style="list-style-type: none"> 1.1 Participants and market structure 1.2 Banks, balance sheet 1.3 Insurance companies 1.4 Mutual Funds and Hedge Funds 2. Financial Markets and Trading <ul style="list-style-type: none"> 2.1 Derivatives in Financial Markets <ul style="list-style-type: none"> 2.1.1 Definition of Derivatives 2.1.2 Derivatives market 2.1.3 Forwards and Futures 2.1.4 Options 2.1.5 Swaps 2.2 Risk Management for Traders <ul style="list-style-type: none"> 2.2.1 Delta Hedging 2.2.2 Linear vs non-linear payouts 2.2.3 Gamma, Vega, Theta, Rho 2.3 Risk management in practice 2.4 Clearing, Initial- and Variation-Margin 3. Market risk management in financial institutions <ul style="list-style-type: none"> 3.1 Interest rate Risk <ul style="list-style-type: none"> 3.1.1 Swap Rates 3.1.2 Libor Curves 3.1.3 PCA, Nelson Siegel Model 3.1.4 Duration / Convexity 3.2 Volatility <ul style="list-style-type: none"> 3.2.1 Definition 3.2.2 Stylised facts: clustering, fat tails, non-linear dependence 3.2.3 EWMA and GARCH model 3.2.4 Implied volatility 4. VAR and Expected Shortfall <ul style="list-style-type: none"> 4.1 General Definition of risk (measurement and measure) 4.2 Value at Risk <ul style="list-style-type: none"> 4.2.1 VaR Interpretation 4.2.2 Three Steps to calculate VaR 4.2.3 Issues with VaR 4.2.4 Manipulating VaR 4.3 Coherent measurement 4.4 Expected Shortfall <ul style="list-style-type: none"> 4.4.1 Definition 4.4.2 Calculation of ES 4.5 Analytical VaR for Options and Bonds 	

	<p>4.6 Historical Simulation for VaR and ES</p> <p>5. Credit Risk</p> <p>5.1 Definition and sources</p> <p>5.1.2 Credit Rating</p> <p>5.1.3 Altman's Z-Score</p> <p>5.2 Estimating Default Probabilities</p> <p>5.2.1 Historical Data, Transition Matrix</p> <p>5.2.2 Credit Spreads, CDS and Bond prices</p> <p>5.2.3 Merton Model</p> <p>5.3. Correlation and Copulas</p> <p>5.3.1 Correlation and Covariance</p> <p>5.3.2 Factor Models</p> <p>5.3.3 Gaussian Copula</p> <p>5.3.4 Credit Default Correlation, PD and p</p> <p>5.4 Credit Crisis of 2007</p> <p>5.4.1 CDOs</p> <p>5.4.2 Waterfall principle</p> <p>6. XVA</p> <p>6.1 FVA, role of funding in the pricing of derivatives</p> <p>6.1.1 Derivatives - The ISTA loan</p> <p>6.1.2 Credit Support Annex</p> <p>6.1.3 Discounting with a Credit-Curve</p> <p>6.2 CVA, credit value adjustment</p> <p>6.2.1 Credit risk in a hedged position?</p> <p>6.2.2 Calculation of the credit charge for derivatives</p> <p>6.3 DVA, the other side of the coin</p> <p>6.4 KVA, resources are costly</p> <p>7. Regulation of Financial Institutions</p> <p>7.1 A tour through regulation</p> <p>7.2 Basel II</p> <p>7.2.1 Credit Risk Regulation</p> <p>7.2.2 Standardized approach</p> <p>7.2.3 Internal model approach</p> <p>7.2.4 Operational risk regulation</p> <p>7.3 Basel II.5</p> <p>7.3.1 Stressed VaR</p> <p>7.3.2 Incremental risk charge</p> <p>7.4 FRTB (Fundamental Review of the Trading book)</p> <p>7.4.1 Trading Book vs Banking Book</p> <p>7.4.2 ES instead of VaR</p> <p>7.5 Basel III</p> <p>7.5.1 Capital definition and requirements</p> <p>7.5.2 Various capital buffers</p> <p>7.5.3 Leverage Ratio / Liquidity Coverage Ratio / Net Stable Funding Ratio</p> <p>7.6 Dodd Frank Act and GBSA</p>
Required Readings:	John C. Hull, Risk Management and Financial Institutions, 5th Edition, Wiley Finance, 2018.
Further Recommended Readings:	<p>John C. Hull, Options, Futures and Other Derivatives, Pearson</p> <p>Frederic S. Mishkin and Stanley G. Eakins, Financial Markets and Institutions, 9th Global Edition, 2017.</p> <p>John Danielsson, Financial Risk Forecasting, Wiley Finance, 2011.</p>
Pedagogy:	Lectures.

2. Course	Risk Modelling	Course No.:
Instructor/-s:	Dr. Eric Barthalon (Global Head of Research – Allianz)	L-FIN4-099
Guest Speaker/-s:	None	
Contact:	ERIC.BARTHALON@allianz.com	
ECTS:	3	
Number of Sessions:	9 + 3 sessions student presentation	
Language:	English	
Course Description:	<p>The course will cover the following topics:</p> <ol style="list-style-type: none"> 1. Perceived risks in retrospect: the backward looking bias in the World Economic Forum's Risk Reports (2008-2018) <ol style="list-style-type: none"> 1.1 A chronological review of changes in perceived top risks 1.2 A clear pattern: a backward looking bias 1.3 How the WEF's 2019 risk report is likely to look 1.4 Investors' current consensus 1.5 What we should not do 1.6 Black swans and the Cassandra problem 2. Why do we have this backward looking bias? What should we try to do when assessing risks? <ol style="list-style-type: none"> 2.1 Keep in mind the distinction between risk and uncertainty 2.2 Understand expectations under uncertainty, rational inattention and the cognitive biases brought to light by behavioural finance 3. Known unknowns and the risk of a single security <ol style="list-style-type: none"> 3.1 The random walk model <ol style="list-style-type: none"> 3.1.1 Throwing dices and convergence towards the normal distribution 3.1.2 Value-at-Risk 3.1.3 Risk, return and the quadratic utility function 3.1.4 How much of the past is relevant to estimate risk? 3.2 Shortcomings of the random walk model <ol style="list-style-type: none"> 3.2.1 Non-stationarity, heteroskedasticity of most financial times series 3.2.2 Fat-tailed distributions, auto-correlation, volatility clusters 3.2.3 Implied volatility: is it really a forward-looking gauge of risk? 3.2.4 Is risk independent of value? 3.3 What if total return is not the relevant variable? A case in point: credit risk 3.4 The economics of survival, the probability of ruin and Levy's arcsine distribution 3.5 The production of wild randomness by amplitude- and frequency- modulated almost periodic function <ol style="list-style-type: none"> 3.5.1 Classic "randomness generation": Weyl's theorem 3.5.2 Enhanced "randomness generation": Allais's T-theorem 4. Known unknowns and the risk of a portfolio <ol style="list-style-type: none"> 4.1 The Markowitz mean-variance approach to portfolio optimization 4.2 Shortcomings of the Markowitz mean-variance approach to portfolio optimisation 4.3 Mapping correlations and tracking their changes through time 4.4 Alternative approaches: Monte-Carlo simulations 4.5 From the Allais paradox to rank-dependent expected utility/generalized expected utility/cumulative prospect theory <ol style="list-style-type: none"> 4.5.1 A non-quadratic utility function: losses loom larger than gains 4.5.2 A probability transformation function: impact on small probabilities of extreme events 	

	<p>4.6 Rank-dependent expected utility and portfolio construction: good and bad correlations</p> <p>5. Unknown unknowns and systemic risk</p> <p>5.1 Risk is a social phenomenon</p> <p>5.2 Liquidity risk</p> <p>5.2.1 Transactions balances, precautionary balances and the variability of money velocity</p> <p>5.2.2 The financial velocity of money in the New York stock market in the 1920s and in China's equity market today</p> <p>5.2.3 The Allais-Baumol model of optimal cash holdings</p> <p>5.3 The Fisher-Minsky-Kindleberger model of financial crisis: stability begets instability</p> <p>5.4 Financial regulation: objectives, principles, successes and failures</p>
Required Readings:	J. Danielsson, Financial Risk Forecasting, Wiley Finance, 2011
Further Recommended Reading	R. Tsay, Analysis of Financial Time Series, Wiley, 2010.
Pedagogy:	Lectures.

Name of Module:	German Language & Culture I	Module No:
Module Owner:	Dr. Faranak Mensch	M-LAN0-030
Contact:	faranak.mensch@ebs.edu	
Programmes of Study:	Master in Automotive Management Master in Finance Master in Management Master in Real Estate MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term, Spring Term	
Module Duration:	1 Semester	
Frequency:	Bi-yearly	
ECTS:	6	
Prerequisites:	Course A1: none Courses A2 – C1.1: The courses have to be chosen depending on the entry level of the student.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The skills acquired on the module enable the students to successfully perform professional everyday tasks and activities in Germany. German language knowledge significantly influences the finding of a suitable internship. Therefore students on level B1 and B2/C1.1 will be additionally prepared for the Test WiDaF Basic – if desired - and Test WiDaF as a means of evaluation and certification of their German language skills, especially for students wishing to apply for positions in the German working environment that require proof of German language proficiency. After passing the module the students should: <ul style="list-style-type: none"> Be able to address customers, partners and private individuals following the rules of German communication. Recognise the main structural elements of the German language and be able to transfer their knowledge to understanding new (not known) German words and phrases. Have basic knowledge about grammatical elements of the German language. <p>Graduates will be capable of taking different roles in an international</p>	

	<p>environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none">• The aim of the module “German Language & Culture I” is to provide the students with both language skills, as well as a profound knowledge about culture and daily life in Germany. The students reflect differences between their personal cultural background and the German culture and get prepared to successfully work within or with a corporate environment that is strongly influenced by German culture and values, based on a broad understanding of the concepts of intercultural communication.• After passing the module the students should:<ul style="list-style-type: none">• Be able to have elementary to more complex conversations in German.• Have knowledge about intercultural issues that affect working in multi-national teams and working apart from the own home country.• Key transferable skills: Language skills, communication, behaviour in different cultural frames.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as a mandatory module for all non-German speaking MBA Students.</p> <p>Modules: This module is one of 3 modules called “German Language & Culture“. Based on entry level students complete the adequate German course in this module and continue with the next level in the modules German Language & Culture II and German Language & Culture III. The aim is a continuous progression. Reverting to a lower level is not possible.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Lectures/Classes for A1, A2, B1, B2 (45 x 90)</td><td>67,5 h</td></tr><tr><td>Homework assignment</td><td>72,5 h</td></tr><tr><td><i>Lectures/Classes for C1.1 (35 x 90)</i></td><td><i>52,5 h</i></td></tr><tr><td><i>Homework assignment</i></td><td><i>87,5 h</i></td></tr><tr><td>Presentation and its preparation</td><td>20,0 h</td></tr><tr><td>Exam & exam preparation</td><td>20,0 h</td></tr></table>	Lectures/Classes for A1, A2, B1, B2 (45 x 90)	67,5 h	Homework assignment	72,5 h	<i>Lectures/Classes for C1.1 (35 x 90)</i>	<i>52,5 h</i>	<i>Homework assignment</i>	<i>87,5 h</i>	Presentation and its preparation	20,0 h	Exam & exam preparation	20,0 h								
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Exam & exam preparation	20,0 h																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Room Participation</td><td>All courses</td><td>40</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>All courses</td><td>20</td><td>IG</td></tr><tr><td><u>Oral Exam /</u> Presentation</td><td>All courses</td><td>30</td><td>IG</td></tr><tr><td>Written Exam</td><td>All courses</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Room Participation	All courses	40	IG	Evaluated Exercise	All courses	20	IG	<u>Oral Exam /</u> Presentation	All courses	30	IG	Written Exam	All courses	90	IG
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Written Exam	All courses	90	IG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Since language progression can only be achieved through regular practice, focus is placed on attendance and active participation in discussions during classes.</p>																				

1. Course	German A1	Course No.:
Instructor/-s:	Dr. Faranak Mensch Aysha Kolmer Erika Stiller	L-LAN0-121
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for visiting students without any knowledge of the German language. The fundamentals in German grammar will be taught as well as vocabulary and idiomatic expressions used in everyday situations.</p> <p>The course will begin with easy listening comprehensions and texts and increase in difficulty, enabling the students to cope with small talk and start dealing with people in business.</p> <ul style="list-style-type: none"> • Basic grammar • Idiomatic language • Listening and reading comprehension • Interviews <p>Short presentations: biography</p>	
Required Readings:	Menschen, Deutsch als Fremdsprache, Kursbuch, Niveau A1. Hueber Verlag.	
Further Recommended Readings :	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

2. Course	German A2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Wilga Hörichs Joram Behrendt Daniel Hubert Erika Stiller	L-LAN0-122
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for visiting students who have a good basic to lower intermediate level of German and leads them to level A2.</p> <p>Basic Grammar and active vocabulary will be taught and revised and students will be able to hone their existing skills of the language. The course is supported through texts and exercises with focus on German everyday life, culture and economy.</p> <p>The goal of the course is to provide students with the possibility to further develop their expertise of German as well as deepen their knowledge of customs, communication and working life in Germany.</p> <ul style="list-style-type: none"> • Everyday life in Germany • Current topics on culture and customs in Germany • Working life • Intercultural communication • Grammar 	
Required Readings:	Menschen, Deutsch als Fremdsprache, Kursbuch, Niveau A2. Hueber Verlag.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

3. Course	German B1	Course No.:
Instructor/-s:	Dr. Faranak Mensch Wilga Hörichs Joram Behrendt Daniel Hubert Klaus Hellemeier	L-LAN0-123
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for students who have a good intermediate level of the German language and leads them to level B1.</p> <p>Grammar and vocabulary will be revised and upgraded and students will be able to hone their existing skills in the language. The course is supported through a lecture book and additional texts in accordance with the students level of language focusing on everyday matters, intercultural aspects and working life in Germany. The goal of the course is to provide students with the possibility to further develop their expertise of German as well as deepen their knowledge of business in German.</p> <ul style="list-style-type: none"> • Current topics on everyday life and culture in Germany • German economy and working life • Intercultural communication • Presentation skills and presentation • Grammar as needed <p>In addition students will be prepared for the <i>Test WiDaF Basic</i>, if desired. Participation in test optional, but strongly recommended. The <i>Test WiDaF Basic</i> is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Lecture book will be indicated by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

4. Course	German B2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Klaus Hellemeier Wilga Hörichs Joram Behrendt	L-LAN0-124
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for students who have a good command of the German language.</p> <p>The course aims to intensify existing language skills according to requirement and deepen their business vocabulary as well as to provide the opportunity to discuss current German economical, cultural and political topics.</p> <ul style="list-style-type: none"> • Current topics on culture, business and politics • Training listening and reading skills • Improve writing and discussion skills • Advanced grammatical structures as needed <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Sicher! B2, Hueber Verlag, Test material for the <i>Test WiDaF</i> provided by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media	

5. Course	German C1.1	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-125
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	35	
Language:	German	
Course Description:	<p>Introduction into Advanced German.</p> <p>This course is for students with a very advanced knowledge of German who are preparing to work or do an internship in Germany. The aim of the course is to provide them with the necessary skills that will enable them to use the language effectively and flexibly in social and professional life.</p> <p>Choice of topics:</p> <ul style="list-style-type: none"> • Advanced reading and writing skills • Advanced listening comprehensions • German working environment • Good grammar as required <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	<p>Lecture book indicated by the teacher.</p> <p>Test material for the <i>Test WiDaF</i> will be provided by the teacher.</p>	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

Name of Module:	German Language & Culture II	Module No:
Module Owner:	Dr. Faranak Mensch	M-LAN0-031
Contact:	faranak.mensch@ebs.edu	
Programmes of Study:	Master in Automotive Management German Track Master in Finance German Track Master in Management German Track Master in Real Estate German Track MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term, Spring Term	
Module Duration:	1 Semester	
Frequency:	Bi-yearly	
ECTS:	6	
Prerequisites:	German Language & Culture I Courses A2 – C1.1: The courses have to be chosen depending on the entry level of the student.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • The aim of the module “German Language & Culture II” is to provide the students with both language skills, as well as a profound knowledge about culture and daily life in Germany. • The skills acquired on the module enable the students to successfully perform professional everyday tasks and activities in Germany • German language knowledge significantly influences the finding of a suitable internship. Students on level B1 and B2/C1.1 will be prepared for the <i>Test WiDaF Basic</i> – if desired - and Test WiDaF (globally recognised by business and industrial companies) as a means of evaluation and certification of their German language skills, especially for students wishing to apply for positions in the German working environment that require proof of German language proficiency. • After passing the module the students should: <ul style="list-style-type: none"> • Be able to address customers, partners and private individuals following the rules of German communication. • Be able to have elementary to more complex conversations in German. • Recognise the main structural elements of the German language and be able to transfer their knowledge to understanding new (not known) German words and phrases. 	

	<ul style="list-style-type: none">Have basic knowledge about grammatical elements of the German language <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none">The students reflect differences between their personal cultural background and the German culture and get prepared to successfully work within or with a corporate environment that is strongly influenced by German culture and values, based on a broad understanding of the concepts of intercultural communication.The students are able to show their understanding and their respect for the German culture.After passing the module the students should:<ul style="list-style-type: none">Have knowledge about intercultural issues that affect working in multi-national teams and working apart from their own home country.Key transferable skills: Language Skills, communication, behaviour in different cultural frames.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as a mandatory module for all non-German speaking MBA Students.</p> <p>Modules: This module is one of 3 modules called “German Language & Culture“. Based on entry level students complete the adequate German course in this module and continue with the next level in the modules German Language & Culture II and German Language & Culture III. The aim is a continuous progression. Reverting to a lower level is not possible.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Lectures/Classes for A2, B1, B2 (45 x 90)</td><td>67,5 h</td></tr><tr><td>Homework assignment</td><td>72,5 h</td></tr><tr><td><i>Lectures/Classes for C1.1, C1.2 (35 x 90)</i></td><td><i>52,5 h</i></td></tr><tr><td><i>Homework assignment</i></td><td><i>87,5 h</i></td></tr><tr><td>Lectures/Classes for C2 (30 x 90)</td><td>45,0 h</td></tr><tr><td>Homework assignment</td><td>95,0 h</td></tr><tr><td>Presentation</td><td>20,0 h</td></tr><tr><td>Exam & exam preparation</td><td>20,0 h</td></tr></table>	Lectures/Classes for A2, B1, B2 (45 x 90)	67,5 h	Homework assignment	72,5 h	<i>Lectures/Classes for C1.1, C1.2 (35 x 90)</i>	<i>52,5 h</i>	<i>Homework assignment</i>	<i>87,5 h</i>	Lectures/Classes for C2 (30 x 90)	45,0 h	Homework assignment	95,0 h	Presentation	20,0 h	Exam & exam preparation	20,0 h				
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Presentation	20,0 h																				
Exam & exam preparation	20,0 h																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Room Participation</td><td>All courses</td><td>40</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>All courses</td><td>20</td><td>IG</td></tr><tr><td>Oral Exam/ Presentation</td><td>All courses</td><td>30</td><td>IG</td></tr><tr><td>Written Exam</td><td>All courses</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Room Participation	All courses	40	IG	Evaluated Exercise	All courses	20	IG	Oral Exam/ Presentation	All courses	30	IG	Written Exam	All courses	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
Class Room Participation	All courses	40	IG																		
Evaluated Exercise	All courses	20	IG																		
Oral Exam/ Presentation	All courses	30	IG																		
Written Exam	All courses	90	IG																		

Information on Papers, Allocation of Subjects & Groups, Homework etc.	Since language progression can only be achieved through regular practice, focus is placed on attendance and active participation in discussions during classes.

1. Course	German A2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Wilga Hörichs Joram Behrendt Daniel Hubert Erika Stiller	L-LAN0-122
Guest Speaker/s:	None	
Contact:	faranak.mensch@ebs.edu@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for visiting students who have a good basic to lower intermediate level of German and leads them to level A2.</p> <p>Basic Grammar and active vocabulary will be taught and revised and students will be able to hone their existing skills of the language. The course is supported through texts and exercises with focus on German everyday life, culture and economy.</p> <p>The goal of the course is to provide students with the possibility to further develop their expertise of German as well as deepen their knowledge of customs, communication and working life in Germany.</p> <ul style="list-style-type: none"> • Everyday life in Germany • Current topics on culture and customs in Germany • Working life • Intercultural communication • Grammar 	
Required Readings:	Menschen, Deutsch als Fremdsprache, Kursbuch, Niveau A2. Hueber Verlag.	
Further Recommended Reading	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations.	

2. Course	German B1	Course No.:
Instructor/-s:	Dr. Faranak Mensch Wilga Hörichs Joram Behrendt Daniel Hubert Klaus Hellemeier	L-LAN0-123
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for visiting students who have a good intermediate level of the German language and leads them to level B1.</p> <p>Grammar and vocabulary will be revised and upgraded and students will be able to hone their existing skills in the language. The course is supported through a lecture book and additional texts in accordance with the students level of language focusing on everyday matters, intercultural aspects and working life in Germany. The goal of the course is to provide students with the possibility to further develop their expertise of German as well as deepen their knowledge of business in German.</p> <ul style="list-style-type: none"> • Current topics on everyday life and culture in Germany • German economy and working life • Intercultural communication • Presentation skills and presentation • Grammar as needed <p>In addition students will be prepared for the <i>Test WiDaF Basic</i>, if desired. Participation in test is optional, but strongly recommended. The <i>Test WiDaF Basic</i> is recognised by businesses and educational institutions to measure German language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	<p>Lecture book will be indicated by the teacher.</p> <p>Material for the <i>Test WiDaF Basic</i> will be provided by teacher.</p>	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

3. Course	German B2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Klaus Hellemeier Wilga Hörichs Joram Behrendt	L-LAN0-124
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for students who have a good command of the German language. The course aims to intensify existing language skills according to requirement and deepen their business vocabulary as well as to provide the opportunity to discuss current German cultural, economic and political topics.</p> <ul style="list-style-type: none"> • Current topics on culture, business and politics • Training listening and reading skills • Improve writing and discussion skills • Advanced grammatical structures as needed <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>® is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Sicher! B2, Hueber Verlag, material for the <i>Test WiDaF</i> will be provided by teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media	

4. Course	German C1.1	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-125
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	35	
Language:	German	
Course Description:	<p>Introduction into Advanced German.</p> <p>This course is for students with a very advanced knowledge of German who are preparing to work or do an internship in Germany. The aim of the course is to provide them with the necessary skills that will enable them to use the language effectively and flexibly in social and professional life.</p> <p>Choice of topics:</p> <ul style="list-style-type: none"> • Advanced reading and writing skills • Advanced listening comprehensions • German working environment • Good grammar as required <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	<p>Lecture book indicated by the teacher.</p> <p>Test material for the <i>Test WiDaF</i> will be provided by the teacher.</p>	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

5. Course	German C1.2	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-126
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	35	
Language:	German	
Course Description:	<p>This course leads the students of advanced German on to further express themselves spontaneously and fluently, improve their professional language skills on a highly advanced level and to adapt themselves well to the German working environment.</p> <p>Choice of topics:</p> <ul style="list-style-type: none"> • Advanced reading and writing skills • Significance of soft-skills in management • German working environment • Good grammar as required <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Lecture book and course material will be indicated by the teacher. Test material for the <i>Test WiDaF</i> will be provided by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work.	

6. Course	German C2	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-138
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	30	
Language:	German	
Course Description:	<p>This course is for students who already have a profound and advanced knowledge of the German language on level C1 and who aim to use German socially and professionally or academically on a very high level.</p> <p>After the course the students will be able to understand a wide range of challenging, longer texts, grasp implicit meanings and express themselves with high fluency and precision.</p> <ul style="list-style-type: none"> • Introduction into German academic reading and writing skills (academic texts, newspaper articles) • Advanced listening comprehensions • Presentations on scientific, political or economical topics <p>In addition students have the possibility to take part in the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency.</p> <p>Test and certificate fee-paying.</p>	
Required Readings:	Lecture book and course material will be indicated by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

Name of Module:	German Language & Culture III	Module No:
Module Owner:	Dr. Faranak Mensch	M-LAN0-032
Contact:	faranak.mensch@ebs.edu	
Programmes of Study:	Master in Automotive Management German Track Master in Finance German Track Master in Management German Track Master in Real Estate German Track MBA	
Specialisation/Major:	None	
Mandatory/Elective:	Mandatory	
Semester:	Fall Term, Spring Term	
Module Duration:	1 Semester	
Frequency:	Bi-yearly	
ECTS:	6	
Prerequisites:	German Language & Culture I, German Language & Culture II Courses B1 – C2: The courses have to be chosen depending on the entry level of the student...	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • The aim of the modules “German Language & Culture III” is to provide the students with both language skills, as well as a profound knowledge about culture and daily life in Germany • The skills acquired on the module enable the students to successfully perform professional everyday tasks and activities in Germany. The students are able to show their understanding and their respect for the German culture. • German language knowledge significantly influences the finding of a suitable internship. Students on level B1 and B2/C1.1 will be prepared for the <i>Test WiDaF Basic</i> – if desired - and <i>Test WiDaF</i> (globally recognised by business and industrial companies) as a means of evaluation and certification of their German language skills, especially for students wishing to apply for positions in the German working environment that require proof of German language proficiency. • After passing the module the students should: <ul style="list-style-type: none"> • Be able to address customers, partners and private individuals following the rules of German communication. • Be able to have basic/complex conversations in German • Recognise the main structural elements of the German language and be able to transfer their knowledge to understanding new (not known) German words and phrases. 	

	<ul style="list-style-type: none">Have basic/advanced knowledge about grammatical elements of the German language. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none">The students reflect differences between their personal cultural background and the German culture and get prepared to successfully work within or with a corporate environment that is strongly influenced by German culture and values, based on a broad understanding of the concepts of intercultural communicationAfter passing the module the students should have knowledge about intercultural issues that affect working in multi-national teams and working apart from their own home country. <p>Key transferable skills:</p> <p>Language Skills, communication, behaviour in different cultural frames.</p>																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as a mandatory module for all non-German speaking MBA Students.</p> <p>Modules: This module is one of 3 modules called “German Language & Culture“. Based on entry level students complete the adequate German course in this module and continue with the next level in the modules German Language & Culture II and German Language & Culture III. The aim is a continuous progression. Reverting to a lower level is not possible.</p>																				
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Lectures/Classes for B1, B2 (45 x 90)</td><td>67,5 h</td></tr><tr><td>Homework assignment</td><td>72,5 h</td></tr><tr><td><i>Lectures/Classes C1.1, C1.2 (35 x 90)</i></td><td><i>52,5 h</i></td></tr><tr><td><i>Homework assignment</i></td><td><i>87,5 h</i></td></tr><tr><td>Lectures/Classes for C2 (30 x 90)</td><td>45,0 h</td></tr><tr><td>Homework assignment</td><td>95,0 h</td></tr><tr><td>Presentation</td><td>20,0 h</td></tr><tr><td>Exam & exam preparation</td><td>20,0 h</td></tr></table>	Lectures/Classes for B1, B2 (45 x 90)	67,5 h	Homework assignment	72,5 h	<i>Lectures/Classes C1.1, C1.2 (35 x 90)</i>	<i>52,5 h</i>	<i>Homework assignment</i>	<i>87,5 h</i>	Lectures/Classes for C2 (30 x 90)	45,0 h	Homework assignment	95,0 h	Presentation	20,0 h	Exam & exam preparation	20,0 h				
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Homework assignment	95,0 h																				
Presentation	20,0 h																				
Exam & exam preparation	20,0 h																				
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Room Participation</td><td>All courses</td><td>40</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>All courses</td><td>20</td><td>IG</td></tr><tr><td><u>Oral Exam/</u> Presentation</td><td>All courses</td><td>30</td><td>IG</td></tr><tr><td>Written Exam</td><td>All courses</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Room Participation	All courses	40	IG	Evaluated Exercise	All courses	20	IG	<u>Oral Exam/</u> Presentation	All courses	30	IG	Written Exam	All courses	90	IG
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Written Exam	All courses	90	IG																		

Information on Papers, Allocation of Subjects & Groups, Homework etc.	Since language progression can only be achieved through regular practice, focus is placed on attendance and active participation in discussions during classes.
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1. Course	German B1	Course No.:
Instructor/-s:	Dr. Faranak Mensch Wilga Hörichs Joram Behrend Daniel Hubert Klaus Hellemeier	L-LAN0-123
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for visiting students who have a good intermediate level of the German language and leads them to level B1.</p> <p>Grammar and vocabulary will be revised and upgraded and students will be able to hone their existing skills in the language. The course is supported through a lecture book and additional texts in accordance with the students level of language focusing on everyday matters, intercultural aspects and working life in Germany. The goal of the course is to provide students with the possibility to further develop their expertise of German as well as deepen their knowledge of business in German.</p> <ul style="list-style-type: none"> • Current topics on everyday life and culture in Germany • German economy and working life • Intercultural communication • Presentation skills and presentation • Grammar as needed <p>In addition students will be prepared for the <i>Test WiDaF Basic</i>, if desired. Participation in test is optional, but strongly recommended. The <i>Test WiDaF Basic</i> is recognised by businesses and educational institutions to measure German language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	<p>Lecture book will be indicated by the teacher.</p> <p>Material for the <i>Test WiDaF</i> will be provided by the teacher.</p>	
Further Recommended Reading	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

2. Course	German B2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Joram Behrendt Wilga Hörichs Klaus Hellemeier	L-LAN0-124
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	45	
Language:	German	
Course Description:	<p>This course is for students who have a good command of the German language.</p> <p>The course aims to intensify existing language skills according to requirement and deepen their business vocabulary as well as to provide the opportunity to discuss current German cultural, economic and political topics.</p> <ul style="list-style-type: none"> • Current topics on culture, business and politics • Training listening and reading skills • Improve writing and discussion skills • Advanced grammatical structures as needed <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>® is recognised by businesses and educational institutions to measure German language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Sicher! B2, Hueber Verlag, material for the <i>Test WiDaF</i> will be provided by teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

3. Course	German C1.1	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-125
Guest Speakers:	None	
Contact:	faranak.mensch@ebs.edu bertrand.reisner@ebs.edu	
ECTS:	6	
Number of Sessions:	35	
Language:	German	
Course Description:	<p>Introduction into Advanced German:</p> <p>This course is for students with a very advanced knowledge of German who are preparing to work or do an internship in Germany. The aim of the course is to provide them with the necessary skills that will enable them to use the language effectively and flexibly in social and professional life.</p> <p>Choice of topics:</p> <ul style="list-style-type: none"> • Advanced reading and writing skills • Advanced listening comprehensions • German working environment • Good grammar as required <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Course book will be indicated by the teacher. Test material for the <i>Test WiDaF</i> provided by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

4. Course	German C1.2	Course No.:
Instructor/-s:	Dr. Faranak Mensch Bertrand Reisner Sénélar	L-LAN0-126
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	35	
Language:	German	
Course Description:	<p>This course is for students who have already a profound and advanced knowledge of the German language on level C1.1 and who aim to use German socially and professionally or academically on a very high level.</p> <p>After the course the students</p> <ul style="list-style-type: none"> • will be able to understand a wide range of challenging, longer texts, grasp implicit meanings and • express themselves spontaneously and fluently. They can use the language effectively and flexibly, • make clear, structured and detailed statements on complex topics and apply various means of text association appropriately in the process. <p>Choice of topics:</p> <ul style="list-style-type: none"> • Introduction into German academic reading and writing skills (academic texts, newspaper articles) • Advanced listening comprehensions • Presentations on scientific, political or economical topics <p>In addition students will be prepared for the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>® is recognised by businesses and educational institutions to measure German-language proficiency. Test and certificate fee-paying.</p>	
Required Readings:	Lecture book and course material will be indicated by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

5. Course	German C2	Course No.:
Instructor/-s:	Bertrand Reisner-Sénélar Dr. Faranak Mensch	L-LAN0-138
Guest Speakers:	None	
Contact:	bertrand.reisner@ebs.edu faranak.mensch@ebs.edu	
ECTS:	6	
Number of Sessions:	30	
Language:	German	
Course Description:	<p>This course is for students who already have a profound and advanced knowledge of the German language on level C1 and who aim to use German socially and professionally or academically on a very high level.</p> <p>After the course the students will be able to understand a wide range of challenging, longer texts, grasp implicit meanings and express themselves with high fluency and precision.</p> <ul style="list-style-type: none"> • Introduction into German academic reading and writing skills (academic texts, newspaper articles) • Advanced listening comprehensions • Presentations on scientific, political or economical topics <p>In addition students have the possibility to take part in the <i>Test WiDaF</i>. Participation in test is optional, but strongly recommended. The <i>Test WiDaF</i>[®] is recognised by businesses and educational institutions to measure German-language proficiency.</p> <p>Test and certificate fee-paying.</p>	
Required Readings:	Lecture book and course material will be indicated by the teacher.	
Further Recommended Readings:	None	
Pedagogy:	Lectures, role plays, group & pair work, listening practices, presentations & media.	

Name of Module:	Communication Management	Module No:
Module Owner:	Prof. Dr. Franz-Rudolf Esch	M-MKT4-023

Contact:	julia.pitz@ebs.edu
Programme/-s of Study:	Master in Management Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track
Specialisation:	Marketing
Mandatory/Elective:	Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Suggested textbooks to be read before in general: Esch, F.-R. (2018): Strategie und Technik der Markenführung, 9. Aufl., München: Vahlen. Keller, K.L. (2012): Strategic Brand Management, 4. Global Edition, Pearson Prentice Hall.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>On successful completion of this module graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> This module teaches the most important theories and principles on how to implement strong brands through communication by taking into consideration the relevant target groups and markets and communication conditions. <p>On successful completion of this module graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> The students of the module will apply the conveyed knowledge by using real life examples and case studies. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>On successful completion of this module graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Every student is required to hold presentations in the module as well as to write an essay on the assigned topic.

	<p>On successful completion of this module graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Due to the internationality of the course, students will work in international teams and get to know different brand communication approaches from different countries. <p>Graduates will have highly-developed critical thinking skills.</p> <p>On successful completion of this module graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • The students will learn the relevant theories and principles of brand communication. Subsequently, students need to apply this transferred knowledge to practical examples and case studies. <p>On successful completion of this module graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Students need to apply the conveyed knowledge within their group to solve case studies within a given time period. On the last day of the course, students will present their results in front of the course. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>On successful completion of this module graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none"> • Students will slip into the role of a brand manager and learn how to develop and implement a strong brand through communication activities by understanding the needs of the target group, by defining relevant markets, and by designing brand communication activities subsequently. 								
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module is not applicable to other modules.</p>								
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1" data-bbox="491 1451 1177 1641"> <tr> <td>Classes (20 x 90)</td><td>30 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>40 h</td></tr> <tr> <td>Case presentation & discussion</td><td>90 h</td></tr> <tr> <td>Essay</td><td>20 h</td></tr> </table>	Classes (20 x 90)	30 h	Pre-readings & wrap up	40 h	Case presentation & discussion	90 h	Essay	20 h
Classes (20 x 90)	30 h								
Pre-readings & wrap up	40 h								
Case presentation & discussion	90 h								
Essay	20 h								

Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Essay	Strategies and Social Techniques of Communication Management	50	TG
	Presentation	Strategies and Social Techniques of Communication Management	30	IG
	Class Participation	Strategies and Social Techniques of Communication Management	10	IG
	Presentation	Applied Communication Management	90	IG

Information on Papers, Allocation of Subjects & Groups, Homework etc.	Students have to reflect their theoretical knowledge by solving practical cases using the theoretical frameworks learned during class. For each lecture, a learning team will be defined to summarise the content and present it during the next session in front of class.
	<i>Strategies and Social Techniques of Communication Management:</i>
	For the examination tasks (essay and presentation), the students will be subdivided into groups of approximately 5 people and a topic will be allocated to each group. The essay and the presentation will cover the same topic.
	Essay: 10 pages in total
	Presentation: 5 minutes per student
	The individual grade for the presentation is based on the presentation style of the student as well as on the content of the entire presentation (team performance). Furthermore, students are evaluated according to their participation in class, which refers to the quality of their contributions and not to the quantity.
	<i>Applied Communication Management:</i>
	For the examination task (lecture summary and case presentation), the students will be subdivided into groups of approximately 5 students. For each lecture, one group will summarise the content of the previous session and present it in front of the class. For the last session, all groups will give a case presentation applying the frameworks learned during the lectures.
	Presentation (Lecture Summary): 15 minutes in total
	Case Presentation: 5 minutes per student
The individual grade for the presentation is based on the presentation style of the student as well as on the content of the entire presentation (team performance).	
The module « MSc Communication Management » is restricted to 40 participants. Participants are selected on a first come, first serve basis.	

1. Course	Strategies and Social Techniques of Communication Management	Course No.:
Instructor/-s:	Prof. Dr. Franz-Rudolf Esch	L-MKT4-040
Guest Speakers:	None	
Contact:	julia.pitz@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>Today, people are confronted with a huge amount of communication messages through above- and below-the-line-communication. In this course, the students will be made aware of the communication conditions and challenges brands have to overcome to be perceived by consumers. Different communication channels and different target groups call for different measures. Furthermore, they will learn to break down overall goals, like for example "increase sales by 10 %", into achievable and measurable sub-goals and which role communication measures play in reaching these goals. A tool for developing a brand identity will be presented in detail. Afterwards, different forms of brand positioning and positioning goals will be discussed (awareness, functionality, and emotion as a positioning goal as well as mixed positioning goals). To understand how these goals can be reached, students will be taught how communication works. They learn how to effectively influence and persuade consumers, i. e. how to attract attention, how to convey messages and emotions, how to become memorable and to create behavioural intentions and word of mouth. Due to the increasing relevance of digital marketing and social media, the course will also address the challenges and pitfalls of communication in this context. Finally, students will be able to evaluate and design effective communication measures. Real life examples, best and worst practices, ranging from print to Social Media will be analysed.</p> <p><u>Topics:</u></p> <p>A: Conditions of advertising</p> <ol style="list-style-type: none"> 1. Communication conditions 2. Market conditions 3. Changes in values in society <p>B: Target system of advertising</p> <ol style="list-style-type: none"> 1. Formulating goals 2. Choosing aims of influencing behaviour <p>C: Strategies of advertising</p> <ol style="list-style-type: none"> 1. Identity as the starting point of positioning 2. Forms of positioning 3. Implementation of positioning <p>D: Social Techniques of Advertising</p> <ol style="list-style-type: none"> 1. Basics of communicative effects 2. Model of advertising effect pathways 3. Employ social techniques effectively <ol style="list-style-type: none"> 3.1 Establish contact 3.2 Secure the reception of the advertising message and achieve understanding 3.3 Convey emotions 3.4 Be memorable 3.5 Create behavioural intention and word of mouth 	
Required Readings:	None	

Further Recommended Reading	<p>Kroeber-Riel, W./Esch, F.-R. (2015): Strategie und Technik der Werbung; Verhaltenswissenschaftliche und neurowissenschaftliche Erkenntnisse (8th ed.). Kohlhammer Edition Marketing.</p> <p>Esch, F.-R. (2018): Strategie und Technik der Markenführung, 9. Aufl., München: Vahlen.</p> <p>Rossiter, J. R./Bellman, S. (2005): Marketing Communications; Theory and Applications. Frenchs Forest, NSW: Pearson-Prentice Hall.</p> <p>Percy, L./Rosenbaum-Elliott, Richard (2012): Strategic Advertising Management. Oxford: Oxford University Press.</p> <p>Belch, G./Belch, M. (2008): Advertising and Promotion; An Integrated Marketing Communications Perspective (8th ed.). Boston, MA: Irwin/McGraw-Hill.</p>
Pedagogy:	Lecture, exercises, case discussions.

2. Course	Applied Communication Management	Course No.:
Instructor/-s:	Prof. Dr. Simone Roth	L-MKT4-041
Guest Speaker:	None	
Contact:	julia.pitz@ebs.edu	
ECTS:	3	
Number of Sessions:	10	
Language:	English	
Course Description:	<p>The aim of this course is the practical transformation, creation, and monitoring of communication strategies in companies. By means of case studies, the content of the course builds a bridge to enable the transfer of findings from theory and behavioural sciences into practice. Deep insights into the development of communicative measures are reached through a 360° analysis that looks at above-the-line (print and TV) and below-the-line activities (digital, events, etc.) as well as the design of the Point of Sale (POS). Students will learn to formulate briefings for advertising agencies to implement communication strategy ideas. Different advertising measures will be analysed in detail and students will be asked to develop recommendations for improvement. Finally, the course closes with information about evaluating and controlling the success of communication measures, especially by means of quantitative success indicators.</p> <p><u>Applied Brand Communication:</u></p> <ol style="list-style-type: none"> 1. 360° Brand communication 2. Product communication <ol style="list-style-type: none"> 2.1 Objectives 2.2 Design elements 2.3 Path to purchase 2.4 Case study 2.5 Briefing process 2.6 Golden rules of design 3. Above the line (TVC & Print) <ol style="list-style-type: none"> 3.1 Target setting of above the line communication 3.2. Recap influence techniques 3.3 TVC & Print Development process 3.4. Principles of communication 3.5 Agency set up 3.6 Media set up 4. Below the line (digital, events) & point of sale <ol style="list-style-type: none"> 4.1 Objective 4.2 Target setting 4.4 Best practice cases 4.5 Principles of digital campaigns 4.6 Digital trends 4.7 Evaluation framework 4.8 Beyond digital campaigns 5. Communication performance measurement 	
Required Readings:	None	
Further Recommended Reading	Kroeber-Riel, W./Esch, F.-R. (2015): Strategie und Technik der Werbung; Verhaltenswissenschaftliche und neurowissenschaftliche Erkenntnisse (8th ed.). Kohlhammer Edition Marketing.	

	<p>Rossiter, J. R./Bellman, S. (2005): Marketing Communications; Theory and Applications. Frenchs Forest, NSW: Pearson-Prentice Hall.</p> <p>Percy, L./Rosenbaum-Elliott, Richard (2012): Strategic Advertising Management. Oxford: Oxford University Press.</p> <p>Belch, G./Belch, M. (2008): Advertising and Promotion; An Integrated Marketing Communications Perspective (8th ed.). Boston, MA: Irwin/McGraw-Hill.</p>
Pedagogy:	Workshop & case discussions.

Name of Module:	Social Entrepreneurship	Module No:
Module Owner:	Prof. Dr. Karin Kreutzer	M-STR4-040

Contact:	karin.kreutzer@ebs.edu
Programme of Study:	Master in Management Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track
Specialisation:	Entrepreneurship
Mandatory/Elective:	Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> This course offers a profound and comprehensive introduction on the principles, concepts and theories in Social Business and Social Entrepreneurship. This is achieved through a theoretical in-class introduction to most relevant theories, principles and methods, including case discussions to foster application of theory. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> In addition to the theoretical in-class introduction based on cases, students directly apply their new theoretical knowledge in practice. In the context of the "Social Business Consulting Challenge", students solve real-world business problems of social entrepreneurs in small groups. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> Students are required to actively participate in the lecture, present the outcomes of their consulting challenge in English and to write an essay on one social enterprise. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> The teams for the consulting challenge are composed based on (a) personal

	<p>topic-related interests of the student and (b) based on a multicultural composition of the team which promotes the collaboration skills in a diverse group context.</p> <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none">Students have to work self-organised in the context of the group work as well as for their essays. They have to contact their respective entrepreneur in case they face questions and problems and need to elaborate novel solutions independently. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">Students will learn within this module that solving problems in the context of social enterprises is not as straight forward as it is in other contexts, as social enterprises pursue two diverging goals (maximisation of social impact and financial outcome). All business decisions have to therefore be evaluated on both dimensions which inherently results in different options that need to be weighted up against each other in order to stay true to the social end ethical goals of the enterprise by simultaneously ensuring profit. Like that students will be able to discuss the difficulties in making business relevant decisions.												
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: This module is an introduction to social entrepreneurship in theory and practice. It allows students to gain a holistic understanding about the responsibility of managers and entrepreneurs. Links are set to strategy, leadership, sustainable management, organisational behaviour, and finance.</p> <p>The module “Social Entrepreneurship” complements the module “Social Innovation”. Both modules can be selected individually, or in combination.</p>												
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (22 x 90)</td><td>33 h</td></tr><tr><td>Pre-readings & course preparation</td><td>27 h</td></tr><tr><td>Essay</td><td>60 h</td></tr><tr><td>Project work & presentation</td><td>60 h</td></tr></table>	Classes (22 x 90)	33 h	Pre-readings & course preparation	27 h	Essay	60 h	Project work & presentation	60 h				
Classes (22 x 90)	33 h												
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Complete module</td><td>90</td><td>TG</td></tr><tr><td>Essay</td><td>Complete module</td><td>90</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Complete module	90	TG	Essay	Complete module	90	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Presentation	Complete module	90	TG										
Essay	Complete module	90	IG										
Information on Papers, Allocation of Subjects &	<p>Each session has to be prepared through intensive studies of the literature indicated. Detailed requirements will be delivered at the beginning of the course.</p> <p>Students are asked to write an essay, analysing a social business of their choice</p>												

Groups, Homework etc.	along the basic concepts and contents which have been discussed in the course: vision & mission, theory of change, business model, strategy, leadership, financials, impact measurement etc. This module is limited to 20 participants.
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1. Course	Social Entrepreneurship and Social Business	Course No.:
Instructor/-s:	Prof. Dr. Karin Kreutzer	L-STR4-068
Guest Speaker:	tba	
Contact:	karin.kreutzer@ebs.edu	
ECTS:	6	
Number of Sessions:	20 + 2 sessions guest speaker	
Language:	English	
Course Description:	<p>Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. This course is about individuals and their organisations creating social impact in an entrepreneurial way. Social businesses pursue financial and social goals contemporaneously and apply commercial strategies to maximise improvements in human and environmental well-being.</p> <p>Students will gain a broad overview about social entrepreneurship and social business from a practical viewpoint and learn how to tackle the most crucial problems. Case studies will allow us to reflect on the opportunities and threats of managing social businesses.</p> <p>"Social Business Consulting Challenge"</p> <p>Social entrepreneurs will be invited to the course and present their businesses including the actual challenges they are facing at the moment. In teams, students will act as consultants, prepare solutions and present them to the social entrepreneurs in the final session.</p> <p>Students are asked to write an essay, analysing a social business of their choice along the basic concepts and contents which have been discussed in the course: mission, business model, strategy, leadership, financials, impact measurement etc.</p> <p>The course is structured as follows:</p> <ul style="list-style-type: none"> • Setting the scene: Social entrepreneurship, Social Business, the Third Sector, Nonprofit Organisations • Managing Social Businesses: mission, strategy, leadership • Managing growth in Social Business, case study • Financing social ventures • Social impact measurement • 1-Day Workshop: Social Business Consulting Challenge (Social entrepreneurs present their ventures and the "challenge") • Intermediary feedback to teams • 1-Day Workshop: Final team presentations to social entrepreneurs 	
Required Readings:	<p>Battilana, J. and S. Dorado (2010). "Building Sustainable Hybrid Organizations: The Case of Commercial Microfinance Organizations." <i>Academy of Management Journal</i> 53(6): 1419 - 1440.</p> <p>Mair, J. and I. Martí (2006). "Social entrepreneurship research: A source of explanation, prediction, and delight." <i>Journal of World Business</i> 41(1): 36-44.</p> <p>Mair, J., J. Robinson and K. Hockerts (2006). "Social Entrepreneurship". Palgrave Macmillan, Basingstoke UK.</p> <p>Jäger, U. (2010). „Managing Social Business: Mission, Governance, Strategy and Accountability." Palgrave Macmillan, Basingstoke UK.</p> <p>Yunus, M., B. Moingeon, et al. (2010). "Building Social Business Models: Lessons from the Grameen Experience." <i>Long Range Planning</i> 43(2-3): 308-325.</p>	

Further Recommended Reading	None
Pedagogy:	Lecture, workshop, project work.

Name of Module:	Business Process & Value Based Management	Module No:
Module Owner:	Prof. Niels Dechow, PhD	M-STR4-092

Contact:	niels.dechow@ebs.edu
Programme/-s of Study:	Master in Management
Specialisation:	None
Mandatory/Elective:	mandatory (option 1) Students choose one module out of option 1 and 2.
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Fundamentals in management.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students will be able to analyse and assess the processes by which administrative routines unfold. Moreover, students will know the principles by which value-based management unfolds. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> Students will be able to understand the visualisations of modern fintech firms in terms of the technologies that facilitate and premise their analysis. In addition to modern software packages, students will be familiar with the intellectual planning and control technologies by which value based management unfolds. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> Based on the knowledge obtained in class students will be able to differentiate the visualisation of process analysis from its implication. By this knowledge they will be able to assess the quality of corporate business process management. Based on their value-based management work students will be able to assess the extent to which management in an organisation is able to narrate and moderate the idea of value based management. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none"> As both courses in this module engage critically with the question what types of transformation facilitate transactional excellence and value-based management, both courses enable students to lead organisational change

	processes.																											
Relation to other Programmes/Modules:	Programmes: This module is not applicable to other programmes. Modules: This module is linked to Managerial Decision Making, Operations Management, and Consulting Field Studies. Stated differently, this module is a very valuable supplement for those majoring in strategy and consulting																											
Workload Allocation:	180 h total student’s workload, thereof: <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>83 h</td></tr><tr><td>Preparation of presentation</td><td>25 h</td></tr><tr><td>Exam and exam preparation</td><td>45 h</td></tr></table>				Classes (18 x 90)	27 h	Pre-readings & wrap up	83 h	Preparation of presentation	25 h	Exam and exam preparation	45 h																
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Grading:	180 Examination Points <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Presentation</td><td>Transactional Excellence & Management</td><td>45</td><td>TG</td></tr><tr><td>Class Participation</td><td>Transactional Excellence & Management</td><td>30</td><td>IG</td></tr><tr><td>Presentation</td><td>Power-steering Activist Shareholders by VBM</td><td>45</td><td>TG</td></tr><tr><td>Class Participation</td><td>Power-steering Activist Shareholders by VBM</td><td>30</td><td>IG</td></tr><tr><td>Evaluated Exercise</td><td>Complete Module</td><td>30</td><td>IG</td></tr></table>				Types of Examination	Related Course	Points	Team Grading / Individual Grading	Presentation	Transactional Excellence & Management	45	TG	Class Participation	Transactional Excellence & Management	30	IG	Presentation	Power-steering Activist Shareholders by VBM	45	TG	Class Participation	Power-steering Activist Shareholders by VBM	30	IG	Evaluated Exercise	Complete Module	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																									
Presentation	Transactional Excellence & Management	45	TG																									
Class Participation	Transactional Excellence & Management	30	IG																									
Presentation	Power-steering Activist Shareholders by VBM	45	TG																									
Class Participation	Power-steering Activist Shareholders by VBM	30	IG																									
Evaluated Exercise	Complete Module	30	IG																									
Information on Papers, Allocation of Subjects & Groups, Homework etc.	tba																											

1. Course	Transactional Excellence & Management	Course No.:
Instructor/-s:	Prof. Niels Dechow, PhD	L-STR4-163
Guest Speaker/-s:	tba	
Contact:	niels.dechow@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Years ago business process reengineering (BPR) was used to streamline organisations. Meanwhile business process management (BPM) is being revolutionised by the introduction of RPA - robotic process automation and analysis.</p> <p>This course is anchored in the belief that technology will transform the streamlining of organisations and possibly the constitution of human workforces. That said, digitalisation is not a solution in and of itself. Robotics and process automation is premised on the ability to analyse and – not least - visualise processes.</p> <p>With point of departure in the introduction to the process mining value proposition of state-of-the-art Fintechs, this course unpacks the skill-set necessary to quantify and qualify process analysis. In so doing, it traces modern day RPA back to the principles of latter-day BPR.</p> <p>In addition to a single 90 minute lecture laying out the structure, content and focus this course is taught by 180 minute sessions. Consulting/product presentations will be mixed with case analysis and literature discussions in order to analyse and differentiate the concepts of process analysis and management.</p> <p>Course grading will be based on a mix of in-class presentations, individual participation scores and written home-work.</p>	
Required Readings:	tba	
Further Recommended Reading	tba	
Pedagogy:	A mix of literature discussions, case presentations and company presentations.	

2. Course	Power-Steering Activist Shareholders by VBM	Course No.:
Instructor/-s:	Prof. Niels Dechow, PhD	LSTR4-164
Guest Speaker/-s:	tba	
Contact:	niels.dechow@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>VBM abbreviates value-based management, which is a concept by which focuses on the development of shareholder value-added.</p> <p>This course is anchored in the belief that activist investors (investors who seek to take a stake in and/or replace corporate management) can constitute an important resource for corporate development and transformation. This, however, is possible only to the extent that corporate management (the C-Level) is able in straight-forward ways to communicate and calculate their approach to the development of shareholder value-added.</p> <p>Mixing readings with a case- and game-based approach, this course develops a strategic focus on the different ways management needs to develop and lay-out the idea of shareholder value-added internally and externally.</p> <p>In addition to a single 90 minute lecture laying out the structure, content and focus this course is taught in a series of 180 min lectures</p> <p>Course grading will be based on a mix of in-class presentations, individual participation scores and written home-work.</p>	
Required Readings:	Reading packs to be distributed in class.	
Further Recommended Reading	tba	
Pedagogy:	A mix of literature discussions, case presentations and competitive game rounds.	

Name of Module:	Digital Strategy and Technologies	Module No:
Module Owner:	Prof. Dr. Christian Landau	M-STR4-095
Contact:	christian.landau@ebs.edu	
Programme/-s of Study:	Master in Management Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track MBA	
Specialisation:	Strategy and Consulting Digital Business	
Mandatory/Elective:	Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective MBA: elective	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study. Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students have to apply/discuss learned concepts to a real life project and work together with practitioners on their presentations. <p>Graduates will be capable of taking different roles in an international environment. Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The entire module is taught in English language and students will have to hold a presentation and write an essay about innovation and technology management in English language. <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Students will work on their group assignments in multi-cultural teams. <p>Graduates will have highly-developed critical thinking skills. Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> Information about current technologies is scarce and often contradictory. By 	

	<p>collecting and evaluating the information about an emerging technology students will learn how to approach these difficulties.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">• In the course Digital Technologies, students will discuss the ethical dilemmas of new emerging technologies. <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">• Students will learn about the economic impact of emerging technologies in the past and evaluate business opportunities of currently evolving technologies.																								
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: This module does not relate to any other module.</p>																								
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (10 x 90 min.)</td><td>15 h</td></tr><tr><td>4 one-day workshops</td><td>24 h</td></tr><tr><td>Pre-readings & wrap up</td><td>75 h</td></tr><tr><td>Preparation of presentation/project</td><td>45 h</td></tr><tr><td>Exam and exam preparation</td><td>21 h</td></tr></table>	Classes (10 x 90 min.)	15 h	4 one-day workshops	24 h	Pre-readings & wrap up	75 h	Preparation of presentation/project	45 h	Exam and exam preparation	21 h														
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Project</td><td>Multi-sided Platforms and Ecosystems</td><td>30</td><td>TG</td></tr><tr><td>Written Exam</td><td>Multi-sided Platforms and Ecosystems</td><td>60</td><td>IG</td></tr><tr><td>Presentation</td><td>Digital Technologies</td><td>15</td><td>TG</td></tr><tr><td>Class Participation</td><td>Digital Technologies</td><td>15</td><td>IG</td></tr><tr><td>Learning Journal</td><td>Digital Technologies</td><td>60</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Project	Multi-sided Platforms and Ecosystems	30	TG	Written Exam	Multi-sided Platforms and Ecosystems	60	IG	Presentation	Digital Technologies	15	TG	Class Participation	Digital Technologies	15	IG	Learning Journal	Digital Technologies	60	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																						
Project	Multi-sided Platforms and Ecosystems	30	TG																						
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Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>The module contains two assignments conducted in groups. Groups are formed by the lecturer at the beginning of the course, once the final number of participants is known. Different groups are formed for the two courses of the module. Topics are assigned to groups by the instructor. A key element of the didactical approach of the course on digital technologies is the learning journal to be completed by students throughout the semesters. In this journal, students reflect the insight provided and generated in class vis-a-vis the academic literature and their own experience of living and working in a world characterised by the rise of digital technologies.</p> <p>The module is strictly limited to a maximum of 25 participants. In case of a higher</p>																								

	number of interested students, students will be required to submit their CV, previous academic achievements, and a 1 page motivation letter.
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1. Course	Multi-sided Platforms and Ecosystems	Course No.:
Instructor/-s:	Nasar-um Minullah Virk	L-STR4-167
Guest Speaker/-s:	tba at the beginning of the semester depending on the company partner for the project	
Contact:	nasar-um.minullah@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	Students are familiarised with the economic foundations and managerial implications of multi-sided markets and business/innovation ecosystems. In a world increasingly characterised by digitalisation, these forms of organising economic value creation have become a pivotal element of modern strategising and business innovation. Students are provided with the economic foundations such as demand side economies of scale and standards and the underlying strategy and innovation concepts, such as open innovation and open strategy. Furthermore, they are familiarised with empirical insights from academic research. Based on this, students learn to apply on a real life project conducted with a company partner.	
Required Readings:	<p>Choudary, S. P. Platform Scale: How a new breed of start-ups is building large empires with minimum investment. Singapur, 2015.</p> <p>Tiwana, Amrit. Platform ecosystems: aligning architecture, governance, and strategy. Newnes, 2013.</p> <p>Varian, Hal R., Joseph Farrell, and Carl Shapiro. The economics of information technology: An introduction. Cambridge University Press, 2004.</p>	
Further Recommended Readings:	tba at the beginning of the semester depending on the company partner for the project	
Pedagogy:	Lectures, case studies, exercises, real life project.	

2. Course	Digital Technologies	Course No.:
Instructor/-s:	Prof. Dr. Christian Landau Andreas Baier	L-STR4-149
Guest Speaker/-s:	Partners, managers, and consultants of Accenture	
Contact:	christian.landau@ebs.edu	
ECTS:	3	
Number of Sessions:	1 kick-off session + 4 one-day workshops	
Language:	English	
Course Description:	Digital technologies play a key role in driving change and innovation in the business world and in society at large and are a key element for enabling platform markets and business ecosystems. The course addresses the commercialisation of new technologies and their effects at the makro, meso, and micro level. Students will be familiarised with currently emerging digital technologies and learn how they affect society, the strategies of companies, the way organisations are organised, and the effects on teamwork and leadership. In parallel to sessions addressing these topics from a theoretical perspective, students will work in teams on investigating the effects of a current technological trend, for example IoT or AR/VR. They will be coached in this by an expert from the company partner Accenture who co-teach this course together with the lecturer.	
Required Readings:	Schilling, Melissa A. Strategic management of technological innovation. McGraw-Hill Education, 2010. Tidd, Joe, and John Bessant. Strategic innovation management. John Wiley & Sons, 2014.	
Further Recommended Readings:	tba at the beginning of the semester, depending on technologies addressed in the current semester.	
Pedagogy:	Guest speeches, exercises, reflection essays, presentations, workshops.	

Name of Module:	Economic Aspects of Law and Innovation	Module No:
Module Owner:	Prof. Dr. Jenny Kragl	M-ECO4-029

Contact:	jenny.kragl@ebs.edu
Programme/-s of Study:	Master in Management
Specialisation:	none
Mandatory/Elective:	mandatory (option 2) Students choose one module out of option 1 and 2.
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	Undergraduate courses in Microeconomics.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Students develop thorough understanding of the most important economic theories of property law, contract law, liability law, legal process, and criminal law and learn how to apply these concepts in practice. Students become familiar with important theoretical and empirical aspects of the economics of innovation including the role of government, intellectual property and patents. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> Students learn about different legal regimes and have an understanding of the behavioural impact of law and legal practices by analysing and discussing actual cases and examples. Students are exposed to the relationship between various market structures and the incentives and constraints they imply concerning innovative activities (such as R & D and patenting) and thereby understand how competitive forces affect business practices. A thorough discussion of the use and abuse of IP protection instruments such as patents provides insights into the challenges of business innovation in practice. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> The lecture, discussions, papers as well as examinations will be in English.

	<p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Students prepare presentations in multicultural teams that help improve their cooperation and discussion skills with other students. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> The papers format ensures that students are able to interpret and critically evaluate information or further advance it. Students will critically evaluate controversial policy questions (e. g. the effect of gun control laws on crime or the role of patents in fostering or suppressing innovative activities) using relevant economic and behavioural concepts. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> Students are able to independently solve problems and direct their own learning process by reading the course material and discussing cases and issues studied in class. The papers format strengthens students' ability to develop a thorough opinion about a topic and anticipate possible objections. 										
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The approaches and reasoning applied in the module draw on basic microeconomic theories and concepts such as efficiency, transaction-cost economics, agency theory, theory of the consumer, the theory of the firm and industrial organisation. Thereby it links to the modules Managerial Economics, Managerial Decision Making, and courses on Strategy.</p>										
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (24 x 90)</td><td>36 h</td></tr> <tr> <td>Pre-readings & wrap up</td><td>60 h</td></tr> <tr> <td>Homework</td><td>36 h</td></tr> <tr> <td>Group work</td><td>12 h</td></tr> <tr> <td>Exam and exam preparation</td><td>36 h</td></tr> </table>	Classes (24 x 90)	36 h	Pre-readings & wrap up	60 h	Homework	36 h	Group work	12 h	Exam and exam preparation	36 h
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Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading / Individual Grading
	Evaluated Exercise	Business Law and Economics	30	TG
	Written Exam	Business Law and Economics	60	IG
	Written Exam	Economic Aspects of Innovation	60	IG
	Evaluated Exercise	Economic Aspects of Innovation	30	TG
Information on Papers, Allocation of Subjects & Groups, Homework etc.	In both courses, students will be graded on individual and group work. Group assignments and tasks will be introduced during the first session.			

1. Course	Business Law and Economics	Course No.:
Instructor/-s:	Elena Jarocinska, PhD	L-ECO4-044
Guest Speaker/-s:	None	
Contact:	elena.jarocinska@ebs.edu	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course Description:	<p>This course introduces students to the fundamentals of law and economics. We will cover five key areas of law: property law, contract law, liability law, legal process, and criminal law. Our approach will be that of an economist trying to understand key laws and institutions. We will study such questions as “When is private ownership efficient?”; “What is the optimal patent term?”; “How to design remedies for breach of contract?” or “What is the best way to regulate accidents?”</p> <p>This course complements the course on Economics Aspects of Innovation by studying patents in a broader framework of property law.</p> <p>Prior knowledge of specific legal fields or methods employed is not required, as there will be a short review of concepts where necessary.</p>	
Required Readings:	Cooter, R., Ulen, T. (2014). Law and Economics (6th ed.). Pearson New International Edition (or earlier editions) [available online]	
Further Recommended Reading	<p>Thomas Miceli (2008). The Economic Approach to Law. Stanford University Press, 2nd Edition.</p> <p>Hans-Bernd Schäfer and Claus Ott (2005), The Economic Analysis of Civil Law. Edward Elgar Publishing.</p>	
Pedagogy:	Lectures and assignments in small groups.	

2. Course	Economic Aspects of Innovation	Course No.:
Instructor/-s:	Prof. Benjamin Bental, Ph.D.	L-ECO4-053
Guest Speaker/-s:	none	
Contact:	bbental@econ.haifa.ac.il	
ECTS:	3	
Number of Sessions:	12	
Language:	English	
Course Description:	<p>Innovation is the undisputed engine of economic growth both at the firm and economy levels. Therefore, understanding the forces driving or hindering innovative activities is of utmost importance for businesses and for policy makers. The course will provide insights into these issues by covering both theoretical and empirical aspects related to innovative activities.</p> <p>The public good nature of knowledge and spill-over effects of innovation imply “market failures”. For this reason governments tend to be heavily involved in innovative activities both directly by subsidising them, and indirectly by regulating them. Specifically, the adverse effects created by the protection of intellectual property and the associated monopolisation of knowledge required to incentivise innovation must be weighed against the benefits accruing by the dissemination of knowledge throughout the economy. A thorough discussion of the impact of R & D subsidies as well as the use and abuse of IP protection instruments such as patents will provide insights into these complex issues.</p> <p>For the purpose of the analysis the course will focus on some of the prevailing models in the field of industrial organisation dealing with the incentives and constraints affecting innovative activities as well as the latter’s relation with competition, imitation, spillovers, firm size and market structure.</p>	
Required Readings:	<p>Arrow K. J., Economic Welfare and the Allocation of Resources to Invention, in R.R. Nelson (ed.), <i>The Rate and Direction of Economic Activity</i>, Princeton University Press, N.Y., 609-626, 1962.</p> <p>Arthur, W. B., The structure of invention. <i>Research Policy</i>, 36(2), 274-287, 2007.</p> <p>Belleflamme, Paul and Martin Peitz: <i>Industrial Organization: Markets and Strategies</i>, Cambridge University Press, 2010, Chapters 18-19.</p> <p>Cimoli M., G. Dosi. R. Nelson and J. E. Stiglitz: Institutions and policies shaping industrial development, LEM WP series 2006/2.</p> <p>Dasgupta, P. and J. E. Stiglitz., Industrial Structure and the Nature of Innovative Activity, <i>The Economic Journal</i> 90, 266-93, 1980.</p> <p>Cohen W. M. and D. A. Levinthal, Innovation and Learning: The Two Faces of R&D, <i>The Economic Journal</i> 99 (397), 569-596, 1989.</p> <p>Hall B. and R. Ziedonis, The patent paradox revisited: an empirical study of patenting behaviour in the US semiconductor industry: 1979-1995. <i>Rand Journal of Economics</i>, Spring 2001.</p> <p>Mokyr, J., The contribution of economic history to the study of innovation and technical change: 1750–1914. <i>Handbook of the Economics of Innovation</i>, 1, 11-50, 2010.</p> <p>Swann, G. P. M.: <i>The Economics of Innovation</i>, Edward Elgar Publishing Limited, 2009, Chapters. 1-8, 11, 13, 15, 16, 22.</p>	

Further Recommended Reading	tba
Pedagogy:	Lectures, classroom discussion of practical cases, and assignments in small groups.

Name of Module:	Entrepreneurial Finance	Module No:
Module Owner:	Prof. Ulrich Hommel, PhD	M-FIN4-069
Contact:	ulrich.hommel@ebs.edu menglong.nan@ebs.edu	
Programme of Study:	Master in Management Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track	
Specialisation:	Entrepreneurship	
Mandatory/Elective:	Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	None	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Graduates will gain an in-depth overview of valuation and financing techniques and how they can be applied in a case-specific context. • Graduates will discover a selection of the academic literature studying the underlying conceptual challenges of funding new ventures. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • Graduates will have acquired the skill to value start-up companies and seed investments. They are able to use valuation insights in negotiation settings describing the interaction between venture capital investors and their portfolio companies. • Graduates will be able to develop funding pitches for start-up ideas (white papers) and will develop an in-depth understanding how to tie their business proposal to funding structures (e. g. initial coin/token offerings). <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> • Upon graduation, students will have developed an understanding of the global start-up scene (investor community and new venture scene) and have become acquainted with international business etiquettes. 	

	<ul style="list-style-type: none"> • Graduates will have completed tasks (assignments, projects, facilitation exercises) in international teams, i. e. the courses utilise the cultural mix in the student body pro-actively. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> • Graduates will have practiced whether and how to value and finance new business ventures with state-of-the-art methods. • Graduates will have studied the limitations of state-of-the-art valuation and financing methods in the presence of uncertainty about the future prospect of a typical business venture and data limitations. <p>Graduates are able to independently solve problems and direct their own learning processes. (LO 7):</p> <ul style="list-style-type: none"> • Graduates will have solved a series of problems independently in teams and will have discussed their solutions with the faculty and other participants. • For each course, graduates will have completed a take-home assignment requiring them to apply valuation and financing techniques to real-life cases. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> • Graduates will have been given to reflect on issues of corporate responsibility in the context of evaluating the impact of controversial business models such as Airbnb and Uber.
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The module builds on the methodologies of basic corporate finance. These will be introduced during the course and supplemented with out-of-class review activities. They are not defined as prerequisites. The module covers conceptual linkages to Entrepreneurship and Strategy.</p>

Workload Allocation:	180 h total student’s workload, thereof: <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>34 h</td></tr><tr><td>Exercises and homework</td><td>44 h</td></tr><tr><td>Case studies & presentations</td><td>75 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	34 h	Exercises and homework	44 h	Case studies & presentations	75 h																				
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Evaluated Exercise	Venture Valuation	30	IG																										
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>In both component courses of the module, students will complete case studies in teams. This activity will involve case-based problem solving and creative idea development. Students will present their work in class and discuss with other course participants. As part of the course provision, student teams can receive work assignments and use outcomes for contributing to in-class facilitation.</p> <p>This module is limited to 50 participants.</p>																												

1. Course	Venture Financing	Course No.:
Instructor/-s:	Prof. Ulrich Hommel, PhD	L-FIN4-112
Guest Speakers:	None	
Contact:	ulrich.hommel@ebs.edu menglong.nan@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	Part I of the module focuses on the interaction between entrepreneur and early-stage investors. It covers the venture financing cycle and focuses in particular on venture capital financing and contracting, i.e., the selection of financing instruments and supplementary covenants, syndication and staging as well as the venture capitalist's strategies for value creation and exit.	
Required Readings:	J. C. Leach & R. W. Melicher, Entrepreneurial Finance, South-Western, 2017. Additional required and supplementary readings will be specified in the syllabus.	
Further Recommended Reading	Brealey, Richard A. / Myers, Stewart C. / Allen, Franklin: Principles of Corporate Finance, 12th edition, New York: McGraw-Hill, 2016.	
Pedagogy:	Lecture, group and case discussions, group work.	

2. Course	Venture Valuation	Course No.:
Instructor/-s:	Niklas Bartelt	L-FIN4-113
Guest Speaker/-s:	None	
Contact:	menglong.nan@ebs.edu	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>Part II of the module focuses on the valuation of ventures. It will give students practical knowledge and tools of how to successfully fund a venture and maximise their value as founders. The course covers standard valuation techniques along the different stages of a venture and gives insights in how deal structures, conflicting interests, practical challenges and the exit can impact the value. As the lecturer is a founder, the course is coupled with real-life insights from a venture. During the course, students will create their own business model and prepare an investor pitch. They will also write a short review paper to assess the presented investment ideas of their fellow students.</p>	
Required Readings:	<p>Damodaran, Investment Valuation, 3rd ed., Wiley, 2012 (Selections). Damodaran, The Dark Side of Valuation, 2nd ed., Wiley, 2015 (Selections). Further course materials will be distributed via campus.net.</p>	
Further Recommended Readings:	Further readings may be assigned during the course.	
Pedagogy:	Lecture, Excel-based exercises, case studies & presentation.	

Name of Module:	Managing Strategic Alliances and Mergers & Acquisitions	Module No:
Module Owner:	Prof. Dr. Markus Kreutzer	M-STR4-094

Contact:	markus.kreutzer@ebs.edu
Programme/-s of Study:	Master in Management Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track
Specialisation:	Strategy & Consulting
Mandatory/Elective:	Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None. Basic knowledge on strategic management recommended.
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Relevant theoretical perspectives for the phenomena covered (mergers and acquisitions (M & A) versus alliance formation) are discussed (including, for example, transaction cost theory, resource dependence theory, and learning theory). • Contemporary frameworks, principals and methods on managing strategic alliances and M & A are introduced and applied in exercises. <p>Graduates are able to directly transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> • In the group presentation, students select a real case and apply the knowledge (theories, frameworks, principals and methods) to that case. • Throughout the course, graduates are encouraged to think about how learnings from tools/frameworks presented and case studies discussed can be transferred to practices and other cases <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates demonstrate excellent written and oral communication skills in English. (LO 4):</p> <ul style="list-style-type: none"> • Students are asked to demonstrate their oral communications skills in an evaluated presentation on a real strategic alliance or M&A deal and in class discussions.

	<ul style="list-style-type: none">• In the literature review, graduates can demonstrate their excellence in written communication in English. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none">• Graduates are required to select, interpret, and critically evaluate information for the graded literature review and presentation in this module.• Throughout the course, graduates are encouraged to think about how learnings from tools/frameworks presented and case studies discussed can be transferred to new contexts. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">• During an in-class negotiation exercise, the graduates are asked to simulate the negotiations that precede the formation of a strategic alliance or an M & A deal. This exercise gives graduates the opportunity to set up a team with different functional roles and to practice balancing their own interest with the interest of the counterparty in the negotiation.• Teams of graduates are asked to become experts for short classroom presentations and to lead the discussion about their topic.																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The module builds on the learnings of mandatory modules such as Strategic Management.</p>																
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes (22 x 90 min)</td><td>33 h</td></tr><tr><td>Pre-readings & wrap up</td><td>55 h</td></tr><tr><td>Preparation of presentation</td><td>46 h</td></tr><tr><td>Exam and exam preparation</td><td>46 h</td></tr></table>	Classes (22 x 90 min)	33 h	Pre-readings & wrap up	55 h	Preparation of presentation	46 h	Exam and exam preparation	46 h								
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Written Exam	Complete module	90	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	Further information on group presentation and individual literature review at the beginning of the module.																

1. Course	Managing Strategic Alliances	Course No.:
Instructor/-s:	Prof. Dr. Markus Kreutzer	L-STR4-165
Guest Speaker:	tba	
Contact:	markus.kreutzer@ebs.edu	
ECTS:	3	
Number of Sessions:	11	
Language:	English	
Course Description:	After successfully completing this course, the student will be able to understand and apply issues and analytical arguments related to cooperative relationships (i.e., strategic alliances and alliance networks). The student will be aware of the essential issues and problems of cooperative strategies experienced by managers.	
Required Readings:	No textbook required; the required readings will be articles out of current journals. These readings will be published in the session plan in due time before the semester starts.	
Further Recommended Reading	Distributed in the first session.	
Pedagogy:	Case discussion, lectures, guest lectures, group presentation.	

2. Course	Managing Mergers & Acquisitions	Course No.:
Instructor/-s:	Prof. Dr. Markus Kreutzer	L-STR4-166
Guest Speaker:	tba	
Contact:	markus.kreutzer@ebs.edu	
ECTS:	3	
Number of Sessions:	11 (9 lecture sessions and 2 sessions of student presentations)	
Language:	English	
Course Description:	After successfully completing of this course the student will be able to understand and apply issues and analytical arguments related to mergers and acquisitions. The student will be aware of the essential issues and problems of mergers and acquisitions experienced by managers in all phases (from the strategic rationale for M & A to the post-merger integration).	
Required Readings:	No textbook required; the required readings will be articles out of current journals. These readings will be published in the session plan in due time before the semester starts.	
Further Recommended Reading	Distributed in the first session.	
Pedagogy:	Case discussion, lectures, guest lectures, group presentation.	

Name of Module:	Strategic Foresight	Module No:
Module Owner:	Prof. Dr. Christian Landau	M-STR4-078

Contact:	christian.landau@ebs.edu
Programme/-s of Study:	Master in Management
Specialisation/Major:	Specialisation in Strategy & Consulting
Mandatory/Elective:	elective
Semester:	Spring Term
Module Duration:	1 Semester
Frequency:	Yearly
ECTS:	6
Prerequisites:	None
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> Strategic Foresight comprises a set of fundamental frameworks that serve the discipline by providing a thinking school in order to ground the analysis and, much more, the synthesis of knowledge. A thorough discussion of the principles underlying Strategic Foresight widens and deepens the perspectives of the students and practically enables students to conduct futures-related thinking and arguing “on the go”, in a time of change. <p>Graduates are able to leverage technology relevant to their field of study. (LO3):</p> <ul style="list-style-type: none"> The students will be introduced to a proprietary platform of artificial intelligence to conduct and analyse appropriate scanning and scoping exercises. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 5):</p> <ul style="list-style-type: none"> Strategic Foresight values a diverse set of perspectives on a matter (see differently) and therefore explicitly invites a comprehensive decision-making process reflecting a broad set of competencies, opinions and experiences (see jointly). <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods. (LO 6):</p> <ul style="list-style-type: none"> With its view on the long-term, Strategic Foresight questions the status quo and invites discussion on what matters will change in the future, as change is a

	<p>constant in our world. This will be aided by sophisticated sense-making concepts that will augment our own thinking.</p> <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none">Strategic Foresight encourages active participation in shaping the future. The future will arise out of our actions today. To create our preferred future, we will need to be aware of the individual and collective morals & ethics as well as our worldviews. Those change too. Our values govern our choices and make the future “value-able”. <p>Graduates are able to handle leadership challenges. (LO 10):</p> <ul style="list-style-type: none">Strategic Foresight translates the requirement for actively shaping our future into distinct sets of leadership approaches. These will enable the students to navigate future rapids. This includes a discussion of the relationship of leader and follower.																
Relation to other Programmes/Modules:	<p>Programmes: This module is not applicable to other programmes.</p> <p>Modules: The module builds on the learning of mandatory modules such as Strategic Management and relates to other advanced management elective modules, for example Managing Strategic Alliances and Mergers & Acquisitions and International Strategic Management.</p>																
Workload Allocation:	<p>180 h total student’s workload, thereof:</p> <table><tr><td>Classes</td><td>27 hours</td></tr><tr><td>Pre-class preparation</td><td>26 hours</td></tr><tr><td>Essay</td><td>50 hours</td></tr><tr><td>Preparation Presentation</td><td>45 hours</td></tr><tr><td>Exam preparation</td><td>32 hours</td></tr></table>	Classes	27 hours	Pre-class preparation	26 hours	Essay	50 hours	Preparation Presentation	45 hours	Exam preparation	32 hours						
Classes	27 hours																
Pre-class preparation	26 hours																
Essay	50 hours																
Preparation Presentation	45 hours																
Exam preparation	32 hours																
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading/ Individual Grading</th></tr><tr><td>Written exam</td><td>Strategic Foresight</td><td>90</td><td>IG</td></tr><tr><td>Presentation</td><td>Strategic Foresight</td><td>45</td><td>TG</td></tr><tr><td>Essay</td><td>Strategic Foresight</td><td>45</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading/ Individual Grading	Written exam	Strategic Foresight	90	IG	Presentation	Strategic Foresight	45	TG	Essay	Strategic Foresight	45	IG
Types of Examination	Related Course	Points	Team Grading/ Individual Grading														
Written exam	Strategic Foresight	90	IG														
Presentation	Strategic Foresight	45	TG														
Essay	Strategic Foresight	45	IG														
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Groups for team exercises and group evaluations will be formed by the instructors. Group compositions are announced during the semester together with detailed task descriptions.</p> <p>This module is restricted to 30 participants.</p>																

1. Course	Strategic Foresight	Course No.:
Instructor/-s:	Jan Berlage	L-STR4-115
Guest Speaker/-s:	Jan Berlage	
Contact:	jan.berlage@ebs.edu	
ECTS:	6	
Number of Sessions:	18	
Language:	English	
Course Description:	<p>The future is relevant to all of us. This course thus offers interested students the opportunity to gain in-depth knowledge about the frameworks and methodologies of strategic foresight, for corporate managers, strategy consultants, as well as to entrepreneurs. It provides skill-development for those students with a career focus on leadership positions in the corporate sector, industry sectors and for those who pursue a career in other functional areas, but who wish to acquire general competencies in the strategic foresight process. After completion of the module, students are able to apply key concepts during their leadership or consulting projects – either inhouse, or externally.</p> <p>Students will become familiar with the skills they need to manage the proper strategic foresight processes that all types of organisations go through, in particular in times of re-orientation. The module also includes close interaction with practitioners who in turn help the students to recognise real life challenges and act upon them responsibly. With help of theoretical insights, the students get equipped with academic concepts that improve the rigour of their decisions.</p> <p>The course provides student with an overview of Strategic Foresight. Students will be introduced to the unique nature of preparing for the future through reflective strategic reasoning. After reviewing the state of the art of academic knowledge on strategic foresight, the course will turn to the issue of applying selected foresight methodologies. In this part, students will work in a number of group works to explore issues such as the trends, weak signals and sense-making. Students will have to show their ability to analyse and deal with such issues by reviewing challenges in groups as an additional form of evaluation complementing the individual final exam. After completing the course students will be familiar with the contents and workings of Strategic Foresight.</p> <p>Strategic Foresight is a meta-level perspective on various matters, including but not restricted to strategic management, marketing, investment management or HR management.</p>	
Required Readings:	tba	
Further Recommended Reading	tba	
Pedagogy:	Lectures, group discussions, exercises.	

Name of Module:	Real Estate Development	Module No:
Module Owner:	Prof. Dr. Kerstin Hennig	M-REM4-039
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
Programme/-s of Study:	Master in Real Estate Master in Management MBA Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track	
Specialisation:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management : elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective MBA: elective	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	BSc Real Estate Principles, or a thorough understanding of Miles et al. (2007), Chapters 1, 10-12, 16-19.	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates shall be able to transfer their knowledge to practice. (LO2):</p> <ul style="list-style-type: none"> There will be a practical case study integrated into the module. Students will be asked to work on a concrete real estate development case and present their results to practitioners. The full scope of aspects regarding a real estate development case shall be considered. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>On successful completion of this module graduates demonstrate excellent written and oral communication skills in English (LO 4):</p> <ul style="list-style-type: none"> As part of the examination of this module, students will have to hand in a written valuation report. In addition to the written valuation report, students also have to present their findings at two different presentations in front of class. <p>On successful completion of this module graduates are capable of contributing effectively to multicultural teams (LO 5):</p> <ul style="list-style-type: none"> As in other modules, this module contains a group case study, in which students have to work in a team and present in team in front of the class as 	

	<p>well.</p> <ul style="list-style-type: none">During the construction of groups, it is made sure, that the international students are spread equally across all groups to ensure an obligatory collaboration among multicultural teams. <p>Graduates will have highly-developed critical thinking skills.</p> <p>On successful completion of this module graduates are able to independently solve problems and direct their own learning processes (LO 7):</p> <ul style="list-style-type: none">The real estate development assignment requires the students to deeply understand the property under consideration. Since each property is different, standard development methods do not exist. The proposed development has to be tailored to the site and concept. In doing, students encounter numerous conceptual, financial, administrative, economical and legal issues, which they need to holistically solve. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities. (LO 9):</p> <ul style="list-style-type: none">Students will work on a concrete real estate development case. The solution to the case involves to explore numerous business ideas to best suit the property. Students thereby self explore, evaluate, and decide on different business ideas.												
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module <i>MSc Real Estate Development</i> relates to all preceding specialised modules in real estate, namely, <i>MSc Real Estate Economics</i>, <i>MSc Real Estate Fundamentals</i>, <i>MSc Real Estate Finance</i>, and <i>MSc Real Estate Valuation</i>. These modules provide students with the knowledge required to invest and manage into real estate during the usage phases of the life-cycle. This module, however, provides the knowledge necessary to manage real estate in the planning, construction, and demolition phase and thereby closes the life cycle. Additionally, the knowledge attained in previous modules is adapted and extended.</p>												
Workload Allocation:	<p>180 h total student´s workload, thereof:</p> <table><tr><td>Classes (19 x 90)</td><td>28,5 h</td></tr><tr><td>Fieldtrip</td><td>6,0 h</td></tr><tr><td>Pre-readings & wrap up</td><td>28,0 h</td></tr><tr><td>Exercises and homework</td><td>14,0 h</td></tr><tr><td>Group work/case studies/presentations</td><td>78,0 h</td></tr><tr><td>Exam and exam preparation</td><td>25,5 h</td></tr></table>	Classes (19 x 90)	28,5 h	Fieldtrip	6,0 h	Pre-readings & wrap up	28,0 h	Exercises and homework	14,0 h	Group work/case studies/presentations	78,0 h	Exam and exam preparation	25,5 h
Classes (19 x 90)	28,5 h												
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Group work/case studies/presentations	78,0 h												
Exam and exam preparation	25,5 h												
Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Class Participation</td><td>Methods of Real Estate Development</td><td>10</td><td>IG</td></tr><tr><td>Written Exam</td><td>Methods of Real Estate Development</td><td>80</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Class Participation	Methods of Real Estate Development	10	IG	Written Exam	Methods of Real Estate Development	80	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading										
Class Participation	Methods of Real Estate Development	10	IG										
Written Exam	Methods of Real Estate Development	80	IG										

	Project*	Applied Real Estate Development	60	IG
	Presentation*	Applied Real Estate Development	30	IG
	* includes team member evaluation as will be explained in class			
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students are expected to attend each lecture, do their readings prior to each lecture, as their content may count towards class participation, and to actively participate in class-room discussions.</p> <p>The field trip will take place in Frankfurt/Main or another major German city and will be a guided tour by one or several of the major real estate development firms such as Hines, ArtInvest, or Tishman Speyer. Students will have an intermediate presentation in front of their lecturer, on which they receive non-graded feedback. At the end of the semester, they will present their final project to representatives of the real estate companies which provided their sites for analysis.</p> <p>Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random. The exact topics and instructions will be provided during class.</p>			

1. Course	Methods of Real Estate Development	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig Prof. Dr. Alexander Goepfert Christoph Cellarius	L-REM4-085
Guest Speaker/-s:	Lars Huber, Hines Interests LP	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	10 lectures + 1 guest speaker	
Language:	English	
Course Description:	<p>The course <i>Methods of Real Estate Development</i> aims at providing profound knowledge in the key areas of property development and thereby combines and extends knowledge attained in previous courses. The topics covered are of theoretical as well as practical nature and aim to provide students with the knowledge necessary to analyse and make development decisions. As such, the course curriculum spans a wide array of topics such as:</p> <p>Topic 1: Feasibility Analysis and Development Calculation Topic 2: Theory of Real Estate Development Topic 3: Financing Real Estate Developments Topic 4: Private and Public Building Law</p> <p>The course is rounded off by a guest speaker presentation, who is an industry practitioner in his/her specialised field of real estate development.</p>	
Required Readings:	<p>Jarchow, S.P. (1991). <i>Graaskamp on Real Estate</i>. Washington: Urban Land Institute, Chapters 3, 5.</p> <p>Geltner, D.M., & Miller, N.G. (2013). <i>Commercial Real Estate Analysis and Investments</i> (3rd ed.). Mason: Thomson Higher Education, Chapters 27-28.</p> <p>Brueggeman, W. & Fisher, J. (2011): <i>Real Estate Finance and Investments</i> (14th ed.), New York: McGraw-Hill, Chapters 16-17.</p> <p>Geltner, D.M., & Miller, N.G. (2013). <i>Commercial Real Estate Analysis and Investments</i> (3rd ed.). Mason: Thomson Higher Education, Chapters 3-6, 12, 29.</p>	
Further Recommended Readings:	<p>Rogers, P.R., Jalal, K.F. & Boyd, J.A. (2006). <i>An Introduction to Sustainable Development</i>. Cambridge: Harvard University Press.</p> <p>Kinateder, T. (2011): Immobilien-Projektentwicklung, in: Rottke, N. / Thomas, M. (Hrsg.): <i>Immobilienwirtschaftslehre</i>, Bd. 1, Management, Kap. C4-5.</p> <p>Schäfer, J. & Conzen, G. (2007). <i>Praxishandbuch der Immobilien-Projektentwicklung</i>. München: C.H. Beck.</p> <p>Lorenz, D.P. (2006). <i>The Application of Sustainable Development Principles to the Theory and Practice of Property Valuation</i>. Karlsruhe: Universitätsverlag Karlsruhe.</p> <p>Brundtland, G.H. (1987). <i>Our Common Future</i>. Oxford: Oxford University Press.</p>	
Pedagogy:	Lecture.	

2. Course	Applied Real Estate Development	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig Prof. Dr. Anja Kleinke Dr. Tarkan Barin	L-REM4-010
Guest Speaker/-s:	None	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures + 2 field trip + 4 student presentations	
Language:	English	
Course Description:	<p>The course <i>Applied Real Estate Development</i> provides students with a profound knowledge in the areas adjacent to the core real estate development process and therefore supplementing them. These include all social and urban topics, as well as marketing.</p> <p>Topic 1: Introduction to City Planning Topic 2: Introduction to Architecture Topic 3: Introduction to Technical Aspects Topic 4: Real Estate Marketing</p> <p>The project will be conducted in cooperation with a renowned real estate development firm and will be presented in front of a panel of industry experts, potentially at the company's offices.</p>	
Required Readings:	<p>Jarchow, S.P. (1991). Graaskamp on Real Estate. Washington: Urban Land Institute, Chapters 3, 5.</p> <p>Geltner, D.M., & Miller, N.G. (2013). Commercial Real Estate Analysis and Investments (3rd ed.). Mason: Thomson Higher Education, Chapters 27-28.</p> <p>Usinger, W., & Schneider H.-J. (Eds., 2008). Real Property in Germany. Legal and Tax Aspects of Development and Investment (7th ed.). Frankfurt/M.: Knapp, Chapters 5-7.</p> <p>Brueggeman, W. & Fisher, J. (2011): Real Estate Finance and Investments (14th ed.), New York: McGraw-Hill, Chapters 16-17.</p> <p>Geltner, D.M., & Miller, N.G. (2013). Commercial Real Estate Analysis and Investments (3rd ed.). Mason: Thomson Higher Education, Chapters 3-6, 12, 29.</p>	
Further Recommended Readings:	<p>Rogers, P.R., Jalal, K.F. & Boyd, J.A. (2006). An Introduction to Sustainable Development. Cambridge: Harvard University Press.</p> <p>Kinater, T. (2011): Immobilien-Projektentwicklung, in: Rottke, N. / Thomas, M. (Hrsg.): Immobilienwirtschaftslehre, Bd. 1, Management, Kap. C4-5.</p> <p>Schäfer, J. & Conzen, G. (2007). Praxishandbuch der Immobilien-Projektentwicklung. München: C.H. Beck.</p> <p>Lorenz, D.P. (2006). The Application of Sustainable Development Principles to the Theory and Practice of Property Valuation. Karlsruhe: Universitätsverlag Karlsruhe.</p> <p>Brundtland, G.H. (1987). Our Common Future. Oxford: Oxford University Press.</p>	
Pedagogy:	Lecture, real life project, presentation, field trip.	

Name of Module:	Real Estate Investment Structuring	Module No:
Module Owner:	Prof. Jan Mutl, PhD	M-REM4-005
Contact:	jan.mutl@ebs.edu	
Programme/-s of Study:	Master in Real Estate Master in Management MBA Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track	
Specialisation:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management : elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective MBA: elective	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	Knowledge at the level of one of the following courses: <ul style="list-style-type: none"> • <i>MSc Real Estate Finance</i> • <i>BSc Real Estate Investment & Finance</i> 	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Students will be introduced to the basics of forecasting as well as causal inference and will be asked to apply these in an investment setting. • This module gives an advanced understanding of international correlations and dependencies in the real estate industry. <p>Graduates are able to leverage technology relevant to their field of study. (LO 3):</p> <ul style="list-style-type: none"> • Students will not only understand the economic theories that explain the relationship among relevant variables, such as house prices, rents, construction costs, location, and the vacancy rate, they will also be able to apply these theories to real world data using appropriate statistical techniques. Students will learn the user-friendly and powerful econometric software such as EViews (or its open source equivalent Gretl) and GIS. <p>Graduates will have highly-developed critical thinking skills.</p> <p>Graduates are able to select, interpret and critically evaluate information and create</p>	

	<p>novel answers using advanced scientific methods (LO 7):</p> <ul style="list-style-type: none">Students will be presented a number of different fiscal and legal aspects of different investment structures and their applicability, pros and cons. Students are therefore required to critically consider all aspects and independently draw conclusions to reach comparability. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates can identify and leverage business opportunities (LO 9):</p> <ul style="list-style-type: none">Among the array of different available legal structuring alternatives students will be able to recognise and discuss the optimal structure to optimise the structure according to the business' needs.																				
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module <i>MSc Real Estate Investment Structuring</i> strongly relates to the module <i>MSc Real Estate Finance</i> by providing the practical knowledge how to fiscally structure a real estate investment vehicle and its tax implications. The valuation knowledge attained in the module <i>MSc Real Estate Valuation</i> therefore provides the input legally required for certain investment vehicles, accounting and taxation purposes.</p>																				
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table><tr><td>Classes (18 x 90)</td><td>27 h</td></tr><tr><td>Pre-readings & wrap up</td><td>43 h</td></tr><tr><td>Exercises and homework</td><td>19 h</td></tr><tr><td>Group work/case studies/presentations</td><td>38 h</td></tr><tr><td>Exam and exam preparation</td><td>53 h</td></tr></table>	Classes (18 x 90)	27 h	Pre-readings & wrap up	43 h	Exercises and homework	19 h	Group work/case studies/presentations	38 h	Exam and exam preparation	53 h										
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Grading:	<p>180 Examination Points</p> <table><tr><th>Types of Examination</th><th>Related Course</th><th>Points</th><th>Team Grading / Individual Grading</th></tr><tr><td>Written Exam</td><td>Real Estate Investment Vehicles</td><td>60</td><td>IG</td></tr><tr><td>Case Study</td><td>Real Estate Investment Vehicles</td><td>30</td><td>TG</td></tr><tr><td>Written Exam</td><td>Data Analysis for Real Estate</td><td>60</td><td>IG</td></tr><tr><td>Essay</td><td>Data Analysis for Real Estate</td><td>30</td><td>IG</td></tr></table>	Types of Examination	Related Course	Points	Team Grading / Individual Grading	Written Exam	Real Estate Investment Vehicles	60	IG	Case Study	Real Estate Investment Vehicles	30	TG	Written Exam	Data Analysis for Real Estate	60	IG	Essay	Data Analysis for Real Estate	30	IG
Types of Examination	Related Course	Points	Team Grading / Individual Grading																		
Written Exam	Real Estate Investment Vehicles	60	IG																		
Case Study	Real Estate Investment Vehicles	30	TG																		
Written Exam	Data Analysis for Real Estate	60	IG																		
Essay	Data Analysis for Real Estate	30	IG																		
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students are expected to attend each lecture, do their readings prior to each lecture, and to actively participate in class-room discussions.</p>																				

1. Course	Real Estate Investment Vehicles	Course No.:
Instructor/-s:	Prof. Jan Mutl, PhD Dr. Thomas Jesch Patricia Volhard	L-REM4-008
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The course <i>Real Estate Investment Vehicles</i> aims to provide students with a deeper understanding of the indirect investment vehicles. Besides listed structures, such as REITs, students will also be introduced to non-listed real estate investment vehicles, such as closed-end and open-end funds. The particular focus of the course will be on German, Luxembourg, UK and US structures. By analysing different investment vehicles, students will learn to evaluate the indirect investment opportunities and structures that are available to international real estate investors.</p> <p>The course is taught by a number of renown professionals, who are each experts in their specific area of real estate investment structuring.</p>	
Required Readings:	<p>Brueggeman, W., & Fisher, J. (2011). <i>Real Estate Finance and Investments</i> (14th ed.), New York: McGraw-Hill.</p> <p>Rottke, N.B. (2008). <i>Handbook Real Estate Capital Markets</i>, Cologne.</p>	
Further Recommended Readings:	<p>Sebastian, S. P., & Tyrell, M. (2006). Open Real Estate Funds - Diamond or Danger?, <i>Working Paper Series Finance and Accounting Working Paper</i>, Johann Wolfgang Goethe University, Frankfurt/M., pp. 1 – 37.</p> <p>Schilder, A. et al., in: Jesch, T./Schilder, A./Striegel, A. (2009), <i>Rechtshandbuch Immobilien-Investitionen</i> (1st ed.), pp. 167. Munich: C.H. Beck.</p> <p>Hammer, M. (2007). <i>Spezialfonds im Steuerrecht aus Investorensicht</i> (1st ed.). Frankfurt/M.: Knapp.</p> <p>Usinger, W., & Schneider, H.-J. (2009). <i>Real Property in Germany. Legal and Tax Aspects of Development and Investment</i> (7th ed.), pp. 23. Frankfurt/M.: Knapp.</p> <p>Jesch, T. et al., in: Jesch, T./Schilder, A./Striegel, A. (2009), <i>Rechtshandbuch Immobilien-Investitionen</i> (1st ed.), pp. 549. Munich: C.H. Beck.</p> <p>Rottke, N. (2006). <i>Investitionen mit Real Estate Private Equity</i> (1st ed.). Cologne: Rudolf Müller.</p> <p>Cadmus, A., & von Bodecker, M. in: Schulte, K.-W./Bone-Winkel, S./Thomas, M. (2005): <i>Handbuch Immobilien-Investition</i> (2nd ed.), pp. 123. Cologne: Rudolf Müller.</p> <p>McGreal S., & Sotelo, R. (2008). <i>The Introduction of REITs in Europe-A Global Perspective</i>, Vienna: Real Estate Publishers, pp. 12 -62, 118 – 139.</p> <p>Korte, A., Tal, M., & Klopffleisch, R. in: Jesch, T./Schilder, A./Striegel, A. (2009), <i>Rechtshandbuch Immobilien-Investitionen</i> (1st ed.), pp. 675.</p> <p>Baum, A. (2009). <i>Commercial Real Estate Investment</i> (2nd ed.). Maryland Heights: Elsevier Science & Technology, pp. 201 – 228.</p> <p>Jesch, T. (2005). The Taxation of "Opportunistic" Real Estate Private Equity Funds and U.S. Real Estate Investment Trusts (REITs)-An Investor's Comparative Analysis, <i>Real Estate Law Journal</i>, Vol. 34, pp. 275. Boston: Warren, Gorham & Lamont.</p>	

	<p>Platt, E. (2003). Using U.S. REITs in Cross-Border Transactions, <i>Tax Notes International</i>, Vol. 31, pp. 147.</p> <p>Mull, S., & Soenen, L. (1997). U.S. REITs as an Asset Class in International Investment Portfolios, <i>Financial Analysts Journal</i>, Vol. 53, pp. 55.</p> <p>Stones, R. (2006). UK REITs - The Property Vehicle of the Future?, <i>Butterworths Journal of International Banking and Financial Law</i>, Vol. 21, pp. 379. London: Butterworth & Co.</p> <p>McAuley, C., Morpeth, I., & Wistow, M. (2005), UK REITs-A Step Closer, <i>The Real Estate Finance Journal</i>, Vol. 21, pp. 55.</p> <p>PricewaterhouseCoopers (2010), <i>Luxembourg Real Estate Vehicles</i> (1st ed.). Luxembourg: PricewaterhouseCoopers.</p> <p>Larkin, D., Babin, M., & Rose, C. (2004), Structuring European Real Estate Private Equity Funds, <i>Briefings in Real Estate Finance</i>, Vol. 3, pp. 229.</p>
Pedagogy:	Lecture.

2. Course:	Data Analysis for Real Estate	Course No.:
Instructor/-s:	Prof. Dr. Joachim Zietz	L-REM4-086
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9	
Language:	English	
Course Description:	<p>The course provides a hands-on introduction to and intuitive understanding of some essential tools of analysis. These tools will allow students to understand and appreciate work in areas of concern to real estate economics, such as valuation and house price inflation, and to put these to use for basic types of analysis in real estate market analysis. The course will consist of the following components:</p> <p>Topic 1: Economic fundamentals and key quantitative concepts Topic 2: Regression analysis Topic 3: Geographical information system</p>	
Required Readings:	<p>QGIS Tutorial: http://www.qgistutorials.com/en/index.html</p> <p>Eurostat, Handbook on Residential Property Prices Indices: http://ec.europa.eu/neurostat/web/hicp/methodology/housing-price-statistics/residential-property-handbook.</p> <p>Adkins, L. (2015). Using GRETl for Principles of Econometrics, 4th edition. (http://www.learneconometrics.com/gretl/index.html)</p> <p>Gareth, J., Witten, D., Hastie, T., & Tibshirani, R. (n.d.). An Introduction to Statistical Learning with Applications in R; free download of PDF version from the webpage of the lead author at USC: http://www-bcf.usc.edu/~gareth/ISL/</p> <p>Hyndman, R.J., & Athanasopoulos, G. (2015). Forecasting: Principles and Practice, (https://www.otexts.org/fpp) - open-access online textbook.</p> <p>QGIS Tutorials at http://www.qgistutorials.com/en/index.html</p>	
Further Recommended Readings:	<p>Varian, H.R. (2014). Big Data: New Tricks for Econometrics. Journal of Economic Perspectives, 28(2), 3-28.</p> <p>Choi, H., & Varian, H.R. (2012). Predicting the Present with Google Trends, Economic Record, 88 (June), 2 - 9.</p> <p>Rottke, N. / Thomas, M. (Hrsg.): Immobilienwirtschaftslehre, Bd. 2, Oekonomie, Kap. B1 - 6, E1 - 5.</p>	
Pedagogy:	Lecture, case discussion.	

Name of Module:	Real Estate Management	Module No:
Module Owner:	Prof. Dr. Kerstin Hennig	M-REM4-071
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
Programme/-s of Study:	Master in Real Estate Master in Management MBA Master in Finance, 3 rd semester German Track Master in Automotive Management, 3 rd semester German Track	
Specialisation:	None	
Mandatory/Elective:	Master in Real Estate: mandatory Master in Management: elective Master in Finance, 3 rd semester German Track: elective Master in Automotive Management, 3 rd semester German Track: elective MBA: elective	
Semester:	Spring Term	
Module Duration:	1 Semester	
Frequency:	Yearly	
ECTS:	6	
Prerequisites:	<ul style="list-style-type: none"> • <i>MSc Real Estate Finance</i> - or - <ul style="list-style-type: none"> • advanced skills in Microsoft Excel 	
Contribution to Programme Learning Goals and Objectives:	<p>Graduates will be highly competent in their field of study.</p> <p>Graduates are able to apply and analyse the most important theories, principles and methods of their field of study and related disciplines. (LO 1):</p> <ul style="list-style-type: none"> • Goal of the module is to provide students with the basic understanding of the microeconomic and macroeconomic forces that drive international real estate markets. • This module gives an advanced understanding of international correlations and dependencies in the real estate industry. <p>Graduates will be capable of taking different roles in an international environment.</p> <p>Graduates are capable of contributing effectively to multicultural teams. (LO 4):</p> <ul style="list-style-type: none"> • Students will specifically learn about real estate markets and therefore about culture and living situations and standards in various countries. This requires them to think along different lines of the patterns they are used to and thereby become a better member of multicultural teams in the future. <p>Graduates will have highly-developed critical thinking skills.</p>	

	<p>Graduates are able to select, interpret and critically evaluate information and create novel answers using advanced scientific methods (LO 6):</p> <ul style="list-style-type: none"> Students will learn to use data to critically analyse, evaluate and think about the economy and real estate. Since the situations and questions, students are exposed to be outside of their regular thinking, they are triggered to develop new ideas and draw new conclusions. As part of the international real estate markets classes, students will learn about very different real estate markets and therefore be asked to understand the underlying assumptions and infer conclusions about each market. <p>Graduates have the foundation for becoming a responsible leader in an uncertain rapidly changing world.</p> <p>Graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and derive solutions. (LO 8):</p> <ul style="list-style-type: none"> The process of real estate management requires numerous stakeholders and puts the manager into conflicts of interest between its client, tenants, the environment, and contractors. To manage these without compromising social responsibility and loyalty towards the client is at the core of real estate management. 												
Relation to other Programmes/Modules:	<p>Programmes: This module serves as an elective for the MBA program in order to provide students with the option to focus on a specific area of knowledge.</p> <p>Modules: The module <i>MSc Real Estate Management</i> builds on the entirety of the previously taught real estate courses and broadens the students' horizon by exposing them to new markets and therefore new correlations and reasoning. For example, different economic prerequisites or megatrends may be present than those drawn from <i>MSc Real Estate Economics</i>, or the financial industry has developed different than the one explained in <i>MSc Real Estate Finance</i>.</p>												
Workload Allocation:	<p>180 h total student's workload, thereof:</p> <table border="1"> <tr> <td>Classes (18 x 90)</td><td>27 h</td></tr> <tr> <td>Fieldtrip</td><td>6 h</td></tr> <tr> <td>Pre-Readings & wrap up</td><td>14 h</td></tr> <tr> <td>Exercises and homework</td><td>78 h</td></tr> <tr> <td>Group work/case studies/presentations</td><td>40 h</td></tr> <tr> <td>Exam and exam preparation</td><td>15 h</td></tr> </table>	Classes (18 x 90)	27 h	Fieldtrip	6 h	Pre-Readings & wrap up	14 h	Exercises and homework	78 h	Group work/case studies/presentations	40 h	Exam and exam preparation	15 h
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Grading:	180 Examination Points			
	Types of Examination	Related Course	Points	Team Grading/ Individual Grading
	Case Study*	Real Estate Asset Management	30	IG
	Written Exam	Real Estate Asset Management	60	IG
	Class Participation	Real Estate Portfolio Management	10	IG
	Case Study*	Real Estate Portfolio Management	40	IG
	Essay	Real Estate Portfolio Management	40	IG
	* includes team member evaluation as will be explained in class			
Information on Papers, Allocation of Subjects & Groups, Homework etc.	<p>Students are expected to attend each lecture, do their readings prior to each lecture, as their content may count towards class participation, and to actively participate in class-room discussions.</p> <p>Group formation required for case studies and any group work is generally assigned by the lecturer or performed at random. The exact topics and instructions will be provided during class.</p>			

1. Course:	Real Estate Portfolio Management	Course No.:
Instructor/-s:	Prof. John Glascock, PhD Prof. Justus Vollrath	L-REM4-007
Guest Speaker/-s:	tba (high profile industry participant)	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures+ 1 guest speaker	
Language:	English	
Course Description:	<p>The course exposes students to real estate in an international environment. This entails managing international portfolios, but also gaining awareness for international real estate markets. In order to achieve this goal, the course will focus on providing first hand experiences of lecturers, who have a long tenure in international real estate markets and can therefore provide first hand experience from academia, industry, and consulting. Secondly, the course will provide a quantitative approach to international real estate portfolio management. The course will consist of the following components:</p> <p>Topic 1: International Real Estate Markets Topic 2: International Capital Flows Topic 3: Real Estate Portfolio Management</p> <p>The course is rounded off by a guest speaker presentation, who is an industry practitioner in his/her specialised field of real estate and with substantial experience in managing real estate internationally.</p>	
Required Readings:	Brueggeman, W. & Fisher, J. (2011). <i>Real Estate Finance and Investments</i> (14th ed.). New York: McGraw-Hill, Chapt. 9, 10, 12, 13, 22.	
Further Recommended Readings:	<p>Lutz, U. & Klaproth, T. (Ed.) (2004). <i>Riskmanagement im Immobilienbereich</i>. Berlin et al.: Springer Verlag.</p> <p>Maier, K. (2007). <i>Risikomanagement im Immobilienwesen</i> (3rd ed.). Frankfurt a. M.: Fritz Knapp Verlag.</p> <p>Rottke, N. (2011): Immobilieninvestition und Immobilien-Risikomanagement, in: Rottke, N. / Thomas, M. (Hrsg.): <i>Immobilienwirtschaftslehre</i>, Bd. 1, Management, Kap. E3-4.</p> <p>Wernecke, M. & Rottke, N. (Eds.) (2006). <i>Praxishandbuch Immobilienzyklen</i>. Köln: Rudolf Müller.</p>	
Pedagogy:	Lecture.	

2. Course	Real Estate Asset Management	Course No.:
Instructor/-s:	Prof. Dr. Kerstin Hennig Prof. Dr. Alexander Goepfert	L-REM4-085
Guest Speaker/-s:	tbd (high profile practitioner)	
Contact:	Research Assistants at EBS Real Estate Institute (assistenten@ebs-remi.de)	
ECTS:	3	
Number of Sessions:	9 lectures + 2 field trip + 1 guest speaker	
Language:	English	
Course Description:	<p>The course aims to familiarise students the real estate asset management, as a discipline driven by the goal to create value. It follows the hierarchical perspective from asset via property to facility management. Students are therefore expected to learn the differences among the disciplines, and the varying levers to add value to a real estate investment.</p> <p>As such, operational, tactical, and strategic measures are discussed for a wide array of investor types.</p> <p>This close working with the physical property shall ground the students' understanding of real estate as an asset class, in which you can actually touch and feel your investment and therefore teach them the responsibility towards the building and its tenants, including its legal framework.</p> <p>Topic 1: Real Estate Asset Management Topic 2: Property & Facility Management Topic 3: Tenant Law</p> <p>The course is rounded off by a field trip to a commercial property, where students get to experience real estate management at first hand and a guest speaker presentation, who is an industry practitioner in his/her specialised field of real estate asset management.</p>	
Required Readings:	<p>Cotts, D., & Rondeau, E.P. (2004). <i>The Facility Manager's Guide to Finance and Budgeting</i>. New York: AMACOM.</p> <p>Haupt, K., Faraz, I., Dawn, H., Jarman, D., & Reiner, J. (2012). <i>Property Management</i> (1st ed.). Bellevue: Rockwell Publishing.</p> <p>Möller, J.C., Mütze, M., & Senff, T. (2012). <i>Real Estate Investments in Germany: Transactions and Development</i>. Berlin: Springer Verlag.</p> <p>Usinger, W., & Schneider H.-J. (2008). <i>Real Property in Germany. Legal and Tax Aspects of Development and Investment</i> (7th ed.). Frankfurt/M.: Knapp, pp. 1-22 and 169-178.</p>	
Further Recommended Readings:	<p>Asson, T. (2002). Real Estate Partnerships – a new approach to corporate real estate outsourcing. <i>Journal of Corporate Real Estate</i>, 4/2002, 327-333.</p> <p>Joroff, M., Lourgand, M., Lambert, S., & Becker, F. (1993). Strategic Management of the Fifth Resource: Corporate Real Estate. <i>Site Selection & Industrial Management</i>, Vol. 38, No. 5, 51-59.</p> <p>Karp, J., & Klayman, E. (2005). <i>Real Estate Law</i> (6th ed.). Chicago: Dearborn Real Estate Education.</p> <p>Rondeau, E. P., Brown, R. K., & Lapides, P. D. (2006). <i>Facility Management</i> (2nd ed.). Hoboken: John Wiley & Sons.</p> <p>Siedel, G., Aalberts, R. J., & Cheezem, J. K. (2003). <i>Real Estate Law</i> (5th</p>	

	<p>edition). Mason: South-Western Educational Publishing.</p> <p>Teichholz, E. (2001). <i>Facilities Design and Management Handbook</i>. New York City: McGraw-Hill Professional.</p> <p>Turner, W.C., & Doty, S. (2009). <i>Energy Management Handbook</i> (7th ed.). Lilburn: Fairmont Press.</p>
Pedagogy:	Lecture, case discussion, field trip, presentation.