

Module Manual

Business Studies (International Advanced Student Program)

Module Manual
Business Studies (International Advanced Student Program)
– as of September 2023 –
Ed.: Faculty 7 – Study Center

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Study plan

Study plan International Advanced Student Program "Business Studies" (IFP-BWL) at the University of Bremen

Recognition Area					University of Bremen			Σ 180 CP
Field Course Business Studies (Compulsory Modules): 30 CP	Field Course Economics (Compulsory Modules): 18 CP	Methods (Compulsory Modules): 21 CP	Electives of Economic Sciences: 33 CP	General Studies Area: 18 CP	Area of Specialization (Compulsory-Elective Modules): 45 CP		Bachelor Thesis (Compulsory Module): 15 CP	
Accounting and Accounts (9 CP)	Microeconomics (6 CP)	Mathematics (6 CP)	Analysis of Economic Data (3 CP) or/and Law (6 CP) or/and Sustainable Management (6 CP) or/and Operations Research (6 CP) or/and Basics of Economics (6 CP) or/and Introductory Econometrics (6 CP) or/and Field Courses (3 CP) or/and Field Courses (6 CP)	Language courses, Internship, other offers of the faculty, complementing, studies etc.				Sem. 1 to 4: 120 CP
Marketing (6 CP)	Macroeconomics Basics (6 CP)	Statistics (9 CP)						
Company Taxation (9 CP)	Economic and Financial Policy (6 CP)	Project Management (6 CP)						
Production and Logistics or Theory of the Firm (6 CP)								
					Area of Specialization (Elective Compulsory Modules 1) (18 CP)	Teaching Project Module (12 CP)		5 th Sem.: 30 CP
					Area of Specialization (Elective Compulsory Modules 1) (6 CP)	Area of Specialization (Elective Compulsory Modules 2) (9 CP)	Module Bachelor Thesis (15 CP)	6 th Sem.: 30 CP

Sem. = Semester, CP = credit points

The study plan is structured as follows:

- a) The recognition area in the amount of 120 CP is provided at partner universities and recognized at the University of Bremen on the basis of a cooperation agreement. This is divided into:
 - Field Course Business Studies, 30 CP;
 - Field Course Economics, 18 CP;
 - Methods, 21 CP;
 - Electives of Economic Sciences, 33 CP; and
 - General Studies Area, 18 CP.

The conversion of grades earned is based on the current grade equivalency table adopted by the Faculty Council of Faculty 7.

- b) The course of study to be completed at the University of Bremen is divided into:
 - Bachelor Thesis, 15 CP and
 - Area of Specialization, 45 CP. In this elective area, four modules of 6 CP each and one module of 9 CP are to be completed. In addition, an elective module of 12 CP must be completed. The modules are picked from the list of courses presented in this module manual.

Area of Specialization (Compulsory Elective Modules), 45 CP

Elective Compulsory Modules 1, 24 CP

Title of the course	Strategic Management
Lecturer	Kensbock
VAK-Nr.	07-B37-5-13-09
Term	Winter term
Preconditions / recommendations for attendance	None
Language	English
Workload / calculation of credit points	Presence: 7 x 4 h = 28 h
	Preparation & follow-up: = 70 h
	Self-study phases: = 82 h
	Preparation for exam:
	Sum 180 h
Learning outcomes	<p>This course prepares students for the following learning objectives and competencies:</p> <ul style="list-style-type: none"> • Basic knowledge: Students are familiar with the most important theoretical and practical approaches to strategic management and are able to use them, particularly against the background of digital transformation. • Methodological knowledge: Students are familiar with established methods of strategic management and can apply them to real-life case studies. • Transfer knowledge: Students will be able to assess the possibilities and limitations of established theories. They can formulate managerial recommendations based on the theories.
Contents of the course	The course focuses on the fundamental theories of strategic management with a special emphasis on digital transformation.
Recommended literature	<p>David, F., & David, F. R. (2016). <i>Strategic management: A competitive advantage approach, concepts and cases</i>. Florence: Pearson-Prentice Hall.</p> <p>(Additional literature will be announced during the course)</p>

Title of the course	Sustainable Digitalisation and Transformation
Lecturer	Hennel
VAK-Nr.	07-B37-5-13-13
Term	Winter term
Preconditions / recommendations for attendance	<ul style="list-style-type: none"> • Interest in everything digital. • Passion for sustainability; including, but not limited to ecologically. • Willingness to actively participate in class and prepare for all sessions independently. • Ability to read scientific papers in English. • Ability to follow and actively participate in discussions in English. • Basic social skills and willingness to work in groups
Language	English

Workload / calculation of credit points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Presence:</td> <td style="width: 20%; text-align: center;">14 x 2 h</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: right;">28 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td></td> <td style="text-align: center;">=</td> <td style="text-align: right;">70 h</td> </tr> <tr> <td>Self-study phases:</td> <td></td> <td style="text-align: center;">=</td> <td style="text-align: right;">82 h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td></td> <td></td> </tr> <tr style="border-top: 1px solid black;"> <td>Sum</td> <td></td> <td></td> <td style="text-align: right;">180 h</td> </tr> </table>	Presence:	14 x 2 h	=	28 h	Preparation & follow-up:		=	70 h	Self-study phases:		=	82 h	Preparation for exam:				Sum			180 h
Presence:	14 x 2 h	=	28 h																		
Preparation & follow-up:		=	70 h																		
Self-study phases:		=	82 h																		
Preparation for exam:																					
Sum			180 h																		
Learning outcomes	<ul style="list-style-type: none"> • Understanding of how digital artifacts are unique compared to physical artifacts. • Understanding of how sustainability can be interpreted as a broad topic, spanning all areas of everyone's lives and impacts everyone. • Understanding of how digital artifacts might be key to solving sustainability issues of all kinds and how organizations must adapt and transform to utilize these. • Understanding of the UN's Sustainable Development Goals • Ability to apply various tools to visualize digital artifacts and their environment and impact. • Ability to develop, evaluate, argue for and against various digital artifacts and necessary transformations regarding their impact on sustainability and the surrounding organization. 																				
Contents of the course	<ul style="list-style-type: none"> • Digital Artifacts • Dimensions and Kinds of Sustainability • Differentiation of Change Management, Organizational Change, and Transformation • Digitalization vs Digital Transformation • The Intersection of Sustainability and Digital Transformation • Where We Are and Where We Need to Be 																				
Recommended literature	<ul style="list-style-type: none"> • Kraus, S., Jones, P., Kailer, N., Weinmann, A., Chaparro-Banegas, N., & Roig-Tierno, N. (2021). Digital Transformation: An Overview of the Current State of the Art of Research. <i>SAGE Open</i>, 11(3). https://doi.org/10.1177/21582440211047576 • Gregory Vial. 2019. Understanding digital transformation: A review and a research agenda. <i>J. Strateg. Inf. Syst.</i> 28, 2 (Jun 2019), 118–144. https://doi.org/10.1016/j.jsis.2019.01.003 • Stuermer, M., Abu-Tayeh, G. & Myrach, T. Digital sustainability: basic conditions for sustainable digital artifacts and their ecosystems. <i>Sustain Sci</i> 12, 247–262 (2017). https://doi.org/10.1007/s11625-016-0412-2 • Serpa, S., & Ferreira, C.M. (2019). Society 5.0 and Sustainability Digital Innovations: A Social Process. <i>Journal of Organizational Culture, Communications and Conflict</i>. • Melville, Nigel. 2010. "Information Systems Innovation for Environmental Sustainability," <i>MIS Quarterly</i>, (34: 1) pp.1-21. • Watson, Richard T. and Kranz, Johann J. (2021) "Guest Editorial: Moving from Good Intentions to Measurable Sustainability Results," <i>MIS Quarterly Executive</i>: Vol. 20: Iss. 2, Article 2. https://aisel.aisnet.org/misqe/vol20/iss2/2 • Kotlarsky, Julia; Oshri, Ilan; and Sekulic, Nevena (2023) "Digital Sustainability in Information Systems Research: Conceptual Foundations and Future Directions," <i>Journal of the Association for Information Systems</i>, 24(4), 936-952. 																				

	<p>DOI: 10.17705/1jais.00825 https://aisel.aisnet.org/jais/vol24/iss4/9</p> <ul style="list-style-type: none"> • Wade, Michael and Shan, Jialu (2020) "Covid-19 Has Accelerated Digital Transformation, but May Have Made it Harder Not Easier," <i>MIS Quarterly Executive</i>: Vol. 19: Iss. 3, Article 7. https://aisel.aisnet.org/misqe/vol19/iss3/7 • Ann Majchrzak, M. Lynne Markus, and Jonathan Wareham. 2016. Designing for digital transformation: lessons for information systems research from the study of ICT and societal challenges. <i>MIS Q.</i> 40, 2 (June 2016), 267–277. https://doi.org/10.25300/MISQ/2016/40:2.03 • Seidel, Stefan; Bharati, Pratyush; Fridgen, Gilbert; Watson, Richard T.; Albizri, Abdullah; Boudreau, Marie-Claude (Maric); Butler, Tom; Kruse, Leona Chandra; Guzman, Indira; Karsten, Helena; Lee, Habin; Melville, Nigel; Rush, Daniel; Toland, Janet; and Watts, Stephanie (2017) "The Sustainability Imperative in Information Systems Research," <i>Communications of the Association for Information Systems</i>: Vol. 40 , Article 3. DOI: 10.17705/1CAIS.04003 http://aisel.aisnet.org/cais/vol40/iss1/3 • Faik, I., Barrett, M.I., & Oborn, E. (2020). How Information Technology Matters in Societal Change: An Affordance-Based Institutional Perspective. <i>MIS Q.</i>, 44. • Selander, L., & Jarvenpaa, S. L. (2016). Digital Action Repertoires and Transforming a Social Movement Organization. <i>MIS Quarterly</i>, 40(2), 331–352. https://www.jstor.org/stable/26628909
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Title of the course	Behavioral Finance		
Lecturer	Laudi		
VAK-Nr.	07-B37-5-14-05		
Term	Winter term		
Preconditions / recommendations for attendance	none		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 70 h
	Self-study phases:		= 56 h
	Preparation for exam:		= 26 h
	Sum		180 h
Learning outcomes	This course introduces the ideas of behavioral finance, which explain anomalies in financial markets by identifying investors as boundedly rational. We first highlight limitations of neoclassical capital market theory, especially in the assumption of rational behavior of market participants. We then explore different forms of bounded rationality and their implications for behavior in financial markets. Finally, we discuss applications of behavioral finance in theory and practice.		
Contents of the course	<ul style="list-style-type: none"> • Neoclassical capital market theory and rational behavior • Limitations of neoclassical capital market theory • Investor behavior from a behavioral finance perspective • Market anomalies as evidence for bounded rationality 		

	<ul style="list-style-type: none"> • Bounded rationality in information perception • Bounded rationality in information processing • Bounded rationality in investment decisions • Implications for portfolio theory and asset pricing • Implications for financial professionals • Current developments in behavioral finance
Recommended literature	Statman, M. (2017). Finance for normal people: how investors and markets behave. Oxford University Press. ISBN: 9780190626495

Title of the course	Management Accounting and Decision Making																				
Lecturer	Loy																				
VAK-Nr.	07-BS37-4-14-06																				
Term	Winter term																				
Preconditions / recommendations for attendance	None																				
Language	English																				
Workload / calculation of credit points	<table> <tr> <td>Presence:</td> <td>14 x 2 h</td> <td>=</td> <td>28 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td></td> <td>=</td> <td>70 h</td> </tr> <tr> <td>Self-study phases:</td> <td></td> <td>=</td> <td>56 h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td>=</td> <td>26 h</td> </tr> <tr> <td>Sum</td> <td></td> <td></td> <td>180 h</td> </tr> </table>	Presence:	14 x 2 h	=	28 h	Preparation & follow-up:		=	70 h	Self-study phases:		=	56 h	Preparation for exam:		=	26 h	Sum			180 h
Presence:	14 x 2 h	=	28 h																		
Preparation & follow-up:		=	70 h																		
Self-study phases:		=	56 h																		
Preparation for exam:		=	26 h																		
Sum			180 h																		
Learning outcomes	<ul style="list-style-type: none"> • Understand the purposes and facilities of management accounting and difference between management accounting and financial accounting • Prepare and interpret information to make short-term and long-term decisions 																				
Contents of the course	<ul style="list-style-type: none"> • Accounting as the language of Business • Management accounting • Cost identification and behavior • Overhead analysis • Cost-volume-profit analysis • Decision making • Understanding financial statements • Ratio analysis 																				
Recommended literature	Literature will be announced during the course.																				

Title of the course	Applied Programming in R																
Lecturer	Fehrler																
VAK-Nr.	07-BA35-510-01																
Term	Winter term																
Preconditions / recommendations for attendance	None																
Language	English																
Workload / calculation of credit points	<table> <tr> <td>Project (Presence):</td> <td></td> <td>=</td> <td>56 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td></td> <td>=</td> <td>41 h</td> </tr> <tr> <td>Programming/Self-study phases:</td> <td></td> <td>=</td> <td>41h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td>=</td> <td>42 h</td> </tr> </table>	Project (Presence):		=	56 h	Preparation & follow-up:		=	41 h	Programming/Self-study phases:		=	41h	Preparation for exam:		=	42 h
Project (Presence):		=	56 h														
Preparation & follow-up:		=	41 h														
Programming/Self-study phases:		=	41h														
Preparation for exam:		=	42 h														

	Sum	180 h
Learning outcomes	After completing this course, the participants should have acquired the following skills: <ul style="list-style-type: none"> • Use of the statistics software R • Knowledge on basic elements of programming languages, especially loops, conditional statements and branches 	
Contents of the course	<ul style="list-style-type: none"> • Introduction to the R-System and use of the Command Window • Use of R functions • Writing user-defined functions and scripts • Linear algebra in R • Data structures and data types in R • Creation of graphics with R • Control structures (loops and conditional statements) • Data import and export in R • Optimization in R • Regression in R • Organization and implementation of case studies 	
Recommended literature		

Title of the course	International Management		
Lecturer	Lundan		
VAK-Nr.	07-B37-4-13-01		
Term	Summer term		
Preconditions / recommendations for attendance	None		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 70 h
	Self-study phases:		= 56 h
	Preparation for exam:		= 26 h
	Sum		180 h
Learning outcomes	The theoretical foundations of understanding the boundary choices and the geographical spread of firms, and an appreciation of the heterogeneity of the universe of multinational enterprises.		
Contents of the course	This course is concerned with the internationalization process of firms, their choice of the mode of entry, and the different methods and forms of cross-border organization.		
Recommended literature	Textbook and readings, to be announced.		

Title of the course	Customer Relationship Management		
Lecturer	Eisenbeiß		
VAK-Nr.	07-BS37-4-13-11		
Term	Summer term		
Preconditions / recommendations for attendance	None		
Language	English		

Workload / calculation of credit points	Presence:	14 x 2 h	=	28 h
	Preparation & follow-up:		=	70 h
	Self-study phases:		=	56 h
	Preparation for exam:		=	26 h
	Sum			
Learning outcomes	<p>Students learn</p> <ul style="list-style-type: none"> • the differences between transaction-based and relationship-based marketing, • the importance of a leadership in customer relationship as a strategic success factor, • theoretical and conceptual basics of customer relationship management (CRM), • to apply and systemize metrics to operationalize customer relationships, • to explain and evaluate selected phase-specific instruments of CRM, • to understand CRM as a systematic management approach, and to develop as well as to implement CRM strategies. 			
Contents of the course	<ul style="list-style-type: none"> • Basics and a theoretical foundation of CRM • Conceptualization of CRM • Strategic direction of CRM • Analytic components of CRM • Operational components of CRM <p>Institutional characteristics of CRM, in particular regarding e-commerce business models</p>			
Recommended literature	<p>Kumar, V., & Reinartz, W. (2018). Customer relationship management: Concept, strategy, and tools. Springer-Verlag.</p> <p>Bruhn, M. (2016). Relationship Marketing: Das Management von Kundenbeziehungen. Vahlen-Verlag.</p> <p>Meffert, H., Burmann, C., Kirchgeorg, M., & Eisenbeiß, M. (2018). Marketing: Grundlagen marktorientierter Unternehmensführung Konzepte–Instrumente–Praxisbeispiele. Springer-Verlag.</p>			

Title of the course	Innovation and New Product Management			
Lecturer	Klein			
VAK-Nr.	07-BS37-4-13-12 - no offer in summer term 2023			
Term	Summer term			
Preconditions / recommendations for attendance	None			
Language	English			
Workload / calculation of credit points	Presence:	14 x 2 h	=	28 h
	Preparation & follow-up:		=	70 h
	Self-study phases:		=	56 h
	Preparation for exam:		=	26 h
	Sum			
Learning outcomes	<p>Students...</p> <p>... receive a comprehensive overview of the basic concepts, theories and methods in product innovation management.</p> <p>...acquire the ability to critically examine innovation procedures in organizations.</p>			

	<p>...apply their knowledge in a case study project.</p> <p>The learning objectives of this course include:</p> <ul style="list-style-type: none"> • Understand core issues in new product management • Apply basic and advanced innovation techniques • Understand and apply key ideation techniques • Manage projects with agile project tools • Ability to critically assess innovation ideas • Understand product development challenges in the context of digital transformation • Understand the role of organizational models for new product success
Contents of the course	<p>The course offers a comprehensive overview on the processes of innovation management</p> <p>Perspectives on Innovation</p> <ul style="list-style-type: none"> • Challenges for innovation • Types of innovation • The stage-gate innovation process • Open innovation <p>Tools & Techniques for New Product Development</p> <ul style="list-style-type: none"> • From insights to ideas: Key ideation techniques • Idea attractiveness evaluation <p>Conceptualization and Market Launch</p> <ul style="list-style-type: none"> • Defining and testing concepts • Going to the market and the role of digital channels <p>Student Case Presentation</p>
Recommended literature	<p>Füller, J. / Bartl, M. / Ernst, H. / Mühlbacher, H. (2006): Community based innovation: How to integrate members of virtual communities into new product development, in: Electron Commerce Res, pp. 57 - 73.</p> <p>Grönlund, J., Sjödin, D. R., Frishammar, J. (2010): Open Innovation and the Stage-Gate Process. A revised model for new product development, in: California Management Review, Vol. 52, No. 3, pp. 106 – 131.</p> <p>Thomke, S., von Hippel, E. (2002): Customers as Innovators: A New Way to Create Value, in: Harvard Business Review, April, Vol. 80, No. 4, pp. 74 – 81.</p>

Title of the course	Topics in International Management and Governance		
Lecturer	Lundan		
VAK-Nr.	07-BS37-4-13-13		
Term	Summer term - no offer in summer term 2023		
Preconditions / recommendations for attendance	None		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 44 h
	Self-study phases:		= 70 h
	Preparation for exam:		= 38 h

	Sum	180 h
Learning outcomes	The seminar Topics in International Management and Governance aims to encourage a discussion of contemporary issues in International Business. Students will acquire a theoretical foundation that outlines the interrelationship between multinational enterprises and their political, institutional as well as natural environment. Using interactive case studies, the students learn to assess these issues from the perspective of firms and policymakers. Results will be discussed via group presentations. Students will advance both their management and consulting capabilities with a specific focus on global governance.	
Contents of the course	Main contents of the seminar: - Changes in the multinational tax regime - The role of A.I. in International Business - FDI screening policies - Multinational enterprises and climate change	
Recommended literature	Core literature: Dunning, John H.; Lundan, Sarianna M. (2008): Multinational Enterprises and the Global Economy. Paperback edition, second edition. Cheltenham, UK: Edward Elgar. Cantwell, John; Dunning, John H.; Lundan, Sarianna M. (2010): An evolutionary approach to understanding international business activity: The co-evolution of MNEs and the institutional environment. In: Journal of International Business Studies 41 (4), S. 567–586 The course builds on recent literature. Below are some suggestions for further reading: Anwar, Syed Tariq (2012): FDI Regimes, Investment Screening Process, and Institutional Frameworks: China versus Others in Global Business. In: Journal of World Trade 46 (2), S. 213–248. Pinkse, Jonatan; Kolk, Ans (2010): International business and global climate change. Reprinted. London: Routledge. van Tulder, Rob; Piscitello, Lucia; Verbeke, Alain (Hg.) (2019a): International business in the information and digital age. First edition. United Kingdom: Emerald Publishing (Progress in international business research, volume 13).	

Title of the course	Business Game		
Lecturer	Zimmermann		
VAK-Nr.	07-B37-4-14-11 - no offer in summer term 2023		
Term	Summer term		
Preconditions / recommendations for attendance	Online access via standard browser		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 70 h
	Self-study phases:		= 56 h
	Preparation for exam:		= 26 h

	Sum	180 h
Learning outcomes	<p>Students manage their own (business game) company and learn to apply business related content through practical application. Specifically, this means:</p> <ul style="list-style-type: none"> • Learning content-based decision-making of operational decisions and discovering the role as a decision-maker • Coordinating all business units and corporate functions and direct them towards operational objectives • Deepen the knowledge of selected business topics and their practical application <p>Moreover, students acquire social skills, especially self-organization and conflict management through:</p> <ul style="list-style-type: none"> • Experiencing management as a matter of teamwork • Entrepreneurial thinking 	
Contents of the course	<p>The following aspects will be integratively combined:</p> <ol style="list-style-type: none"> (1) Market and competition (marketing: product characteristics, price, sales and communication; competitive strategies: cost leadership, differentiation, niche strategy; portfolio management: cash cows, dogs, questions marks, stars) (2) Production/resource planning (production planning and capacity management; investment decisions; personnel management; raw-material purchasing and logistics; make-or-buy decision) (3) Financing (internal and external financing; accounts receivable and accounts payable management) (4) Controlling/accounting (value-based management; financial reports: balance sheet, income statement, cash flow statement, segment report; cost accounting: full cost and partial cost accounting, cost unit accounting; key figure driven management, liquidity, financing, asset structure; foreign currency und exchange rate hedging) 	
Recommended literature	Will be announced in the respective tutorial sessions.	

Elective Compulsory Modules 2, 9 CP

Title of the course	Consumer Insights and Basics of Consumer Behavior		
Lecturer	Klein		
VAK-Nr.	07-B37-6-13-25		
Term	Summer term		
Preconditions / recommendations for attendance	None		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 84 h
	Self-study phases:		= 80 h
	Preparation for exam:		= 78 h
	Sum		270 h

Learning outcomes	This course will introduce the basic scientific reasons for the behaviour of the targeted groups within Marketing and in particular, the behaviour of the consumer. A systematic overview of terminology and theories of the Consumer Behaviour framework will be given.
Contents of the course	<ul style="list-style-type: none"> • Methodological Introduction, theoretical framework of consumer behaviour • The following topics will be covered (among others) <ul style="list-style-type: none"> • Involvement /Activation • Feelings / Emotions • Knowledge / Cognition • Motivation / Needs • Attitudes • Values • Lifestyles • Neuromarketing • Heuristics
Recommended literature	SOLOMON: Consumer Behavior; Pearson Education TROMMSDORF: Konsumentenverhalten; Stuttgart 2004 KROBER-RIEL/WEINBERG: Konsumentenverhalten; München 2003

Title of the course	Market Research																				
Lecturer	Burmann																				
VAK-Nr.	07-B37-6-13-26 - no offer in summer term 2023																				
Term	Summer term																				
Preconditions / recommendations for attendance	None																				
Language	English																				
Workload / calculation of credit points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Presence:</td> <td style="width: 10%;">14 x 2 h</td> <td style="width: 10%;">=</td> <td style="width: 20%; text-align: right;">28 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td></td> <td>=</td> <td style="text-align: right;">84 h</td> </tr> <tr> <td>Self-study phases:</td> <td></td> <td>=</td> <td style="text-align: right;">80 h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td>=</td> <td style="text-align: right;">78 h</td> </tr> <tr> <td colspan="3">Sum</td> <td style="text-align: right; border-top: 1px solid black;">270 h</td> </tr> </table>	Presence:	14 x 2 h	=	28 h	Preparation & follow-up:		=	84 h	Self-study phases:		=	80 h	Preparation for exam:		=	78 h	Sum			270 h
Presence:	14 x 2 h	=	28 h																		
Preparation & follow-up:		=	84 h																		
Self-study phases:		=	80 h																		
Preparation for exam:		=	78 h																		
Sum			270 h																		
Learning outcomes	The students will have a basic understanding of the goals, the approach and the methods of market research. In addition they will be able to carry out market research studies, the evaluation and preparation of Data as well as the statistical analysis and interpretation of data in a business context.																				
Contents of the course	<ul style="list-style-type: none"> • Focus and functions of Market Research • Data collection • Statistical evaluation • Sales forecasts 																				
Recommended literature	Literature will be announced during the course.																				

Title of the course	Global Logistics
Lecturer	Kinra

VAK-Nr.	07-B37-6-15-15		
Term	Summer term		
Preconditions / recommendations for attendance	None		
Language	English		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 70 h
	Self-study phases:		= 102 h
	Preparation for exam:		= 70 h
	Sum		270 h
Learning outcomes	<ul style="list-style-type: none"> • Arranging transportation of goods over thousands of miles • Understanding the trade-offs between the different modes of transportation • Making sure that goods are packed properly for the journey (security measures + regulations imposed) • Understanding the risks the goods face while in transit to insure them • Minimizing the risks associated with international payments by selecting the right payment currency or the right hedging strategy • Making sure that the goods are accompanied with proper documents to clear customs in the country of destination • Defining properly who, between them and their foreign counterparts, is responsible for which aspects of the voyage and which documents following security measures designed to prevent damage 		
Contents of the course	<ul style="list-style-type: none"> • International Transportation, Trade and Infrastructure • International Logistics, SCM and Network Optimization • International Air Transport • International Road and Rail Transport • International Sea Transport • Trade and Customs Procedures • Regulation, Uncertainty and Control • Case Studies Presentations & Discussion 		
Recommended literature	<p>Beresford, A; Pettit, S. (2017): International Freight Transport: Cases, Structures and Prospects, KoganPage</p> <p>Chopra, S; Meindl, P. (2013): Supply Chain Management: Strategy, Management and Operation, Pearson</p> <p>Dovbischuk, I. (2015): Sustainable regional development through the establishment of innovation-oriented cluster management, Hamburg, Kovac, 2015.</p> <p>David, P. (2013): International Logistics: The Management of International Trade Operations, Cicero Books</p> <p>Feenstra, R. C.; Taylor, A. M. (2014): International Economics, Worth Publishers</p> <p>Mangan, J.; Lalwani, C. L. (2016): Global Logistics and Supply Chain Management, Wiley</p>		

Title of the course	A Naturalistic Approach to Economics
Lecturer	Cordes

VAK-Nr.	07-B37-6-13-28																				
Term	Summer term																				
Preconditions / recommendations for attendance	None																				
Language	English																				
Workload / calculation of credit points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Presence:</td> <td style="width: 20%; text-align: right;">14 x 2 h</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: right;">28 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td></td> <td style="text-align: center;">=</td> <td style="text-align: right;">84 h</td> </tr> <tr> <td>Self-study phases:</td> <td></td> <td style="text-align: center;">=</td> <td style="text-align: right;">80 h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td style="text-align: center;">=</td> <td style="text-align: right;">78 h</td> </tr> <tr> <td colspan="3">Sum</td> <td style="text-align: right;">270 h</td> </tr> </table>	Presence:	14 x 2 h	=	28 h	Preparation & follow-up:		=	84 h	Self-study phases:		=	80 h	Preparation for exam:		=	78 h	Sum			270 h
Presence:	14 x 2 h	=	28 h																		
Preparation & follow-up:		=	84 h																		
Self-study phases:		=	80 h																		
Preparation for exam:		=	78 h																		
Sum			270 h																		
Learning outcomes	<p>This lecture will systematically dwell into the motivational underpinnings of human behavior in economic contexts. To do so, we will draw on insights from various disciplines to gain a deeper understanding of human behavior and cognition in consumption, organizations, or political decisions. Hence, the underlying materials cut across disciplinary boundaries into, for example, psychology, biology, or anthropology. Participants will be able to understand and critically reflect the behavioral assumptions underlying most of economics and to creatively enhance this starting-point of economic theorizing themselves.</p>																				
Contents of the course	<p>Introduction</p> <ol style="list-style-type: none"> 1. "A Naturalistic Approach to Economics" 2. "The Egoistic Gene and the Dual Inheritance Theory" 3. "The Human Adaptation for Culture and Some Normative Implications" 4. "Cultural Learning and the Diffusion of Innovations" <p>A Naturalistic Theory of the Firm and Organizational Behavior</p> <ol style="list-style-type: none"> 5. "A Developmental Approach to the Firm" 6. "The Role of 'Instincts' in the Development of Corporate Cultures" 7. "A Naturalistic Approach to the Firm" 8. "Corporate Cultures and Industry Evolution" <p>Consumption Behavior and Cultural Evolution</p> <ol style="list-style-type: none"> 9. "Social Learning and the Engel Curve" 10. "Sustainable Consumption and Cultural Evolution" 11. "Role Models that Make You Unhappy – Light Paternalism, Social Learning, and Welfare" <p>Some Naturalistic Aspects of Technological Change</p> <ol style="list-style-type: none"> 12. "Long-Term Developments in Human Labor and Their Political Implications" 13. "Long-Term Tendencies in Technological Creativity – A Preference-Based Approach" 14. "A Potential Limit of Competition" 15. Conclusions 																				
Recommended literature	<p>Cordes, Christian (2006): "Darwinism in Economics: From Analogy to Continuity", <i>Journal of Evolutionary Economics</i>, Vol. 16, No. 5, pp. 529-541.</p> <p>Soltis, Joseph, Boyd, Robert and Richerson, Peter J. (1995): "Can Group-functional Behaviors Evolve by Cultural Group Selection? An Empirical Test", <i>Current Anthropology</i>, Vol. 36, No. 3, pp. 473-494.</p>																				

	Witt, Ulrich (2001): "Learning to Consume – A Theory of Wants and the Growth of Demand", Journal of Evolutionary Economics, Vol. 11, pp. 23-36.
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Teaching Project, 12 CP

Title of the course	Teaching Project Agile Project Management and Digital Innovation															
Lecturer	Hennel															
VAK-Nr.	07-B37-5-13-21															
Term	Winter term															
Preconditions / recommendations for attendance	<ul style="list-style-type: none"> • Interest in everything digital and how digital artefacts are developed. • Interest in the intersection of the socio-technical • Willingness to learn new programming languages, development methods, and skills. • Ability to read scientific papers in English. • Ability to follow and actively participate in discussions in English. <p>Basic social skills and willingness to work in groups.</p>															
Language	English															
Workload / calculation of credit points	<table> <tr> <td>Presence:</td> <td>=</td> <td>30 h</td> </tr> <tr> <td>Preparation & follow-up:</td> <td>=</td> <td>30 h</td> </tr> <tr> <td>Self-study phases:</td> <td>=</td> <td>120 h</td> </tr> <tr> <td>Preparation for exam:</td> <td></td> <td></td> </tr> <tr> <td>Sum</td> <td></td> <td>180 h</td> </tr> </table>	Presence:	=	30 h	Preparation & follow-up:	=	30 h	Self-study phases:	=	120 h	Preparation for exam:			Sum		180 h
Presence:	=	30 h														
Preparation & follow-up:	=	30 h														
Self-study phases:	=	120 h														
Preparation for exam:																
Sum		180 h														
Learning outcomes	<ul style="list-style-type: none"> • Knowledge of different forms of development for different kinds of digital artefacts, especially Agile Methods. • Ability to discuss and reason for or against specific forms of development considering all relevant influencing factors. • Ability to analyze issues in teams and projects regarding their organization and management. • Understanding and ability to reason for the importance of socio-technical aspects in (digital) project management. • Ability to apply methods for creative thinking and structured innovation, as well as evaluation. • Ability to work as a team on complex issues to creatively innovate and prototype <p>Develop a widened scope for the impacts of digital artefacts and innovation on various stakeholders and ancillary affected persons and organizations</p>															
Contents of the course	<ul style="list-style-type: none"> • Project Management Basics and Teamwork • Information Systems Development Methods • Agile Project Management and Virtual/Remote Teams • Innovation Management <p>Design Thinking and Prototyping</p>															
Recommended literature	<ul style="list-style-type: none"> • Liedtka, J. (2018). Why design thinking works. <i>Harvard Business Review</i>, 96(5), 72-79. • Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? <i>Review of Educational Research</i>, 82(3), 330–348. https://doi.org/10.3102/0034654312457429 • Denning, P.J. (2013). Design thinking. <i>Commun. ACM</i>, 56, 29-31. • Augustine, S., Payne, B., Sencindiver, F., & Woodcock, S. (2005). Agile project management: steering from the edges. <i>Commun. ACM</i>, 48, 85-89. 															

	<ul style="list-style-type: none"> • Conforto, E. C., Salum, F., Amaral, D. C., da Silva, S. L., & de Almeida, L. F. M. (2014). Can Agile Project Management be Adopted by Industries Other than Software Development? <i>Project Management Journal</i>, 45(3), 21–34. https://doi.org/10.1002/pmj.21410 • Hoda, R., & Murugesan, L.K. (2016). Multi-level agile project management challenges: A self-organizing team perspective. <i>J. Syst. Softw.</i>, 117, 245-257. • Volberda, H.W., Van Den Bosch, F.A.J. and Heij, C.V. (2013), Management Innovation: Management as Fertile Ground for Innovation. <i>European Management Review</i>, 10: 1-15. https://doi.org/10.1111/emre.12007 • Nambisan, S., Lyytinen, K., Majchrzak, A., & Song, M. (2017). Digital Innovation Management: Reinventing Innovation Management Research in a Digital World. <i>MIS Quarterly</i>, 41(1), 223–238. https://www.jstor.org/stable/26629644 • Nambisan, S., Lyytinen, K., Majchrzak, A., & Song, M. (2017). Digital Innovation Management: Reinventing Innovation Management Research in a Digital World. <i>MIS Quarterly</i>, 41(1), 223–238. https://www.jstor.org/stable/26629644 <p>Yoo, Y., Boland Jr, R. J., Lyytinen, K., & Majchrzak, A. (2012). Organizing for innovation in the digitized world. <i>Organization science</i>, 23(5), 1398-1408.</p>
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Title of the course	Teaching Project Integrated Reporting		
Lecturer	Shygun		
VAK-Nr.	07-B37-5-14-14		
Term	Winter term		
Preconditions / recommendations for attendance	Keine		
Language	Englisch		
Workload / calculation of credit points	Presence:	14 x 2 h	= 28 h
	Preparation & follow-up:		= 140 h
	Self-study phases:		= 112 h
	Preparation for exam:		= 80 h
	Sum		360 h
Learning outcomes	<p>The project module on Integrated Reporting is designed to study the regulatory framework and practical approaches to the preparation of Integrated Reporting by enterprises. While studying the project, students acquire knowledge and skills, in particular:</p> <ul style="list-style-type: none"> • Knowledge of the basic concepts of enterprise reporting, its types and users • Knowledge and understanding of the requirements for compiling and submitting integrated reporting in force in the EU and worldwide • Understanding of the principles of collecting information from various sources for the preparation of the Integrated Report • Ability to select sources for gathering information for the preparation of the Integrated Report of the company • Ability to present available financial and non-financial information in various forms - monetary, quantitative and qualitative for inclusion in the Integrated Report 		

	<ul style="list-style-type: none"> • Ability to publish the Company's Integrated Report correctly and according to requirements for different users • Ability to work in a team • Ability to establish relationships with other divisions of the enterprise for the purposes of data collection for the preparation of the Integrated Report <p>Ability to communicate on the principles of ethical behavior</p>
Contents of the course	<p>The contents of the course depend on the specific topics and may change every academic year. Possible topics might be:</p> <ol style="list-style-type: none"> 1. Economic basis of integrated reporting of the enterprise 2. Fundamental concepts of integrated reporting of the enterprise 3. Principles of integrated reporting of the enterprise 4. Elements of integrated report and its structure 5. Preparing the Integrated report 6. Integrated Reporting and Cost of Capital for the company 7. Current Integrated Reporting Practices
Recommended literature	<p>REQUIRED LITERATURE:</p> <ul style="list-style-type: none"> - INTERNATIONAL <IR> FRAMEWORK (2021). The International Integrated Reporting Council // https://www.integratedreporting.org/ - Eccles, R.G., M.P. Krzus, and S. Ribot. 2015. The integrated reporting movement: Meaning, momentum, motives, and materiality. Hoboken \ NJ: John Wiley & Sons. - Integrated Reporting: A New Accounting Disclosure (2016). Edited by Chiara Mio. Palgrave Macmillan / Springer Nature. London <p>SUGGESTED ADDITIONAL READING:</p> <ul style="list-style-type: none"> - Flower, J. 2015. The International Integrated Reporting Council: A story of failure. <i>Critical Perspectives on Accounting</i> 27: 1–17. - EY. 2014. Integrated reporting. Elevating value. http://www.ey.com/Publication/vwLUAssets/EY-Integrated-reporting/\$FILE/EY-Integrated-reporting.pdf - PWC. 2012. Integrated reporting: The future of corporate reporting. http://www.pwc.de/de/rechnungslegung/assets/integrated_reporting.pdf KPMG. 2011. Integrated reporting. Performance insight through better business reporting. https://www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/Documents/road-to-integrated-reporting.pdf

Bachelor Thesis (Compulsory Module), 15 CP

Title of the course	Module Bachelor Thesis
VAK	07-B37-6-26
Lecturer	The first examiner can be any lecturer as specified by the Bachelor Examination Board (BPA). Second examiner to be discussed with first examiner.
Frequency of the offer	Each semester
Language	English
Composition	<ul style="list-style-type: none"> - Bachelor thesis (12 CP), graded, and - Accompanying seminar (3 CP), ungraded. <p>The module grade (15 CP) results from the grade of the Bachelor thesis.</p>
Workload	12 CP + 3 CP
Compulsory/ Elective	Compulsory
Requirements for the registration of the Bachelor thesis and the accompanying seminar	The acquisition of 132 CP, thereof 12 CP from the University of Bremen
Teaching offer	<ul style="list-style-type: none"> - Each first examiner will give his or her supervised students the opportunity to participate in a seminar on the Bachelor thesis. This can take place, for example, within block seminars. - If appropriate, e.g. in case of closely cooperating research groups, chairs can also offer joint seminars.
Contents of the accompanying seminar	<ul style="list-style-type: none"> - General explanations on the scientific requirements for the Bachelor thesis (learning objective: scientific work), - Details on the scientific characteristics of the subject concerned (e.g. methods, theories, most important journals, subject areas), - Exchange between the students on the respective work results
Examination organization	Students register for the accompanying seminar with the registration of their Bachelor's thesis. The first examiner certifies successful participation in a seminar with the grade notification of the Bachelor thesis.