



COURSE SYLLABI

**for the degree programme
MBA in CSR & NGO Management
at the
Bonn-Rhein-Sieg University of Applied Sciences**

Revised version May 2016



Explanations concerning the Master's level of the degree programme according to level 7 of the German Qualifications Framework (DQR) for Master's Degree Programmes

The design of the Master's degree programme complies with the standards of the German Qualifications Framework (DQR) for German university degrees (level 2; Master's level) as well as with the MBA guidelines of the International Association of Quality Assessment and Accreditation Agencies. The syllabus combines the generalist approach of an MBA degree and a specialisation that takes into account the special requirements of NGO and CSR activities. The combination of scientific and practice-oriented knowledge of concepts, methods and techniques of General Management with a focus on strategic and operational problems of NGOs and in the CSR of private companies allows graduates of the degree programme to bring together components of traditional management theory with CSR- and NGO-specific aspects of sustainability and social responsibility. Students not only acquire knowledge of the instruments for the integration of sustainability aspects into the management tasks and the process flow of NGOs and companies, they also learn to critically evaluate which groups benefit from which possibilities and procedures as well as to reflect on the compatibility of individual interests and the greater good.

Knowledge and Understanding

The Master's degree programme builds on existing theoretical and methodological fundamentals of business management and includes advanced concepts, methods and techniques of general management. The aim is to expand the students' available knowledge with regard to strategic and operational problems in NGOs and in the CSR of private companies. They independently apply the acquired technical and methodological knowledge to practice-oriented problems and learn to develop and critically evaluate solution options. Excursions to NGOs and companies foster the transfer of practical knowledge. Furthermore, students are encouraged to critical (self) reflection and abstract thinking. Major attention is paid to raise the students' awareness for the identification of the interests of different actors as well as to the critical analysis of the compatibility of individual interests and the greater good. Besides case studies the range of courses includes in particular role playing and discussions rounds.



1. *Extending Knowledge*

The MBA degree programme

- builds on advanced theoretical foundations
- extends comparative scientific and practice-oriented knowledge
- includes concepts, methods and techniques of general management
- focuses on strategic and functional-operational problems in NGOs and in the CSR of private companies

2. *Consolidating Knowledge*

- No consumer's attitude of the students regarding the knowledge transfer
- Personal responsibility in the learning process
- Encouragement to self-organisation and independent learning
- The teachers' role is to assist and help
- Application of available technical and methodological knowledge
- Taking up of practice-oriented problems
- Development and critical evaluation of solution options
- Teaching content is not static
- Continuous adjustment to the current state of knowledge/ practical requirements
- Transfer is paramount
- Interdisciplinary mixes of subjects and methods

Didactic Methods

- Interactive tutorials
- Discussion rounds
- Presentations
- Practical exercises
- Practice case studies
- Relevance of practical experiences of both teachers and students
- Peer-to-peer learning
- Role playing
- Combination with conventional information reception, ideally with immediate application, exercise and critical reflection
- Excursions to NGOs and companies

Competences

1. Instrumental competences

In view of the multidisciplinary and international focus of the study contents and of the composition of the study groups, students are able to differentiate between universal and contextual factors as well as to use different technical and methodological approaches for the analysis and evaluation of individual topics. These approaches enable the students to apply their knowledge and understanding also to new situations and to explore new topics and working areas.

2. Systemic Competences

The composition of the group of students is heterogeneous in terms of its local, professional and technical origins. This is an integral part of the didactic concept of the degree programme. It notably includes the interdisciplinary and intercultural exchange of practical and methodological



knowledge as well as of problems and solution approaches. Furthermore, it supports a learning process on a joint basis ("peer-to-peer learning"). Generally, the students organise their studies individually and by mutual exchange of experiences. It is the teachers' role to assist and help. Teaching practices like the "flipped classroom" and the students' preparation of the lessons with the help of the LEA platform (e-learning) complement this concept, also because the attendance time is only at the weekends.

3. Communicative Competences

Giving periodic presentations in front of both a heterogeneous group of students and external specialist representatives, the students acquire profound communicative competences and are able to adequately address different target groups. Furthermore, by frequent group work students train the assignment of responsibilities in project planning and implementation.

1) Instrumental Competences

Peer-to-peer learning among the students complements the international, multidisciplinary and practical background of the students as well as the respective composition of the internal and external teaching staff

2) Instrumental Competences

Different types of module examinations:

- Written exam
- Term paper
- Presentation
- Conception of a business plan
- Practice-oriented Master's theses
- Teaching methods like the "flipped classroom"
- Individual preparation with the help of the e-learning platform LEA
- CSR and NGO management demands complex management
- Many stakeholders are involved
- Crossing of country borders
- The effects of the work are hard to measure
- Traditionally, the work environment is characterised by a high level of uncertainty
- Graduates are able to deal with complex issues. They have acquired the competence to evaluate and take decisions also on the basis of fragmentary information

3) Communicative Competences

- Students benefit from practical experience of the teachers
- Education includes current issues
- Beneficial use of heterogeneous group of students (different national, professional, academic backgrounds)
- Learning content supports international/ intercultural sensitivity
- Frequent group work (business plan, presentations, group discussions)
- Assignment of responsibilities in project planning and implementation is being trained
- Supports target group-oriented communication
- Supports critical observation and reflection



Course Syllabi

1 Preparatory Courses

1.1 Academic Writing

2 Basics of CSR & NGO Management

2.1 Concepts, Functions and Actors in CSR & NGO Management

2.2 Introduction to Governance, Business and Project Management

3 General Management

3.1 General Management 1: Information & Communication

3.1.1 Marketing

3.1.2 Fundraising, Lobbying and Campaigning

3.2 General Management 2: Leadership & Human Resource Management

3.2.1 Individual and Group Behaviour

3.2.2 Human Resources and Leadership

3.3 General Management 3: Statistics & Accounting

3.3.1 Applied Statistics

3.3.2 Management Accounting

3.4 General Management 4: Investment & Finance

3.4.1 Investment and Finance

3.4.2 Social Investment

3.4.3 Business Simulation

3.5 General Management 5: Logistics & Quality Management

3.5.1 Logistics

3.5.2 TQM and Business Excellence

4 CSR & NGO Management

4.1 Management of Complex Projects

4.2 NGO Business Strategy and Organisation

4.3 Corporate Social Responsibility

4.4 Business Plan Development

5 External Environment:

5.1 External Environment: Politics & Ethics

5.1.1 International Politics

5.1.2 Global and Business Ethics

5.2 External Environment: Economics

5.2.1 Sustainability Economics

5.2.2 International Economics

6 Electives

7 Group & Individual Coaching

8 Master Thesis



1 PREPARATORY COURSES

Module coordinator	Mr. Max Bolz		
Number of ECTS-Credits	n.a.		
SWS	0,5		
Workload composition	Self-study	Attendance time	Overall workload
	according to personal needs	0,5 SW / 7,5 h	variable
Workload specification	<p>The courses within this module are the introductory framework programme in the welcome week. An introductory lecture in academic writing is offered to all freshmen on an optional basis. Students will be introduced / refreshed into the universities guidelines in scientific writing via in-class lecture with exercises on how to write well-structured scientific papers, how to review a scientific paper and good scientific practice. Interaction with peers and Instructors in classroom is a basic teaching approach in this course. Due to the fact that this course is optional, self-study workload is based on the individual need of each student.</p>		
Share in overall average grade	n.a. (optional)		
Form of exam / prerequisites for awarding credit points	n.a. (optional)		
Courses of the module	1.1 Academic Writing		

1.1 Academic Writing

Course-Nr./ Code	1.1
Course name	Academic Writing
Semester or trimester	1
Duration of Course	One semester
Form of course (compulsory, elective, etc.)	Optional courses
Frequency of course offering	p.a.



Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	n.a.
Language of instruction	English
Form of exam / prerequisites for awarding credit points	n.a. (optional course)
Share in overall average grade	n.a. optional course
Qualification objectives of the course	Understanding the importance and the meaning of academic writing.
Content of the course	As a preparatory course this class provides the students with an overview of several academic writing styles and refreshes knowledge about structure, referencing and academic tone, as well as an overview of the common mistakes in academic writing and solutions on how to avoid them.
Teaching and learning methods of the course	Lecturing, individual and group work
Specials (online proportion, practical input, guest lecturers etc.)	n.a.
Literature (compulsory readings/ recommended additional literature)	Obligatory textbooks: n.a.



2 BASICS OF CSR & NGO MANAGEMENT

Module coordinator	Ms. Isabella Kern		
Number of ECTS-Credits	8		
SWS	4,5		
Workload composition	Self-study	Attendance time	Overall workload
	67,5 h	4,5 SW / 172,5 h	240 h
Workload specification	<p>Due to the attendance requirement, this course mainly encompasses high share of class hours with frontal teaching on site. The prior preparation on each course is required in order to establish a good basic understanding on the introduction level in the entire group. Lecturing based on the script and notes provided by the respective lecturers in advance, are being checked during group discussions, by working on case studies and practice-approaches in the class. Finally, learning results in the class are proved in a written exam based on simplistic pass/fail criteria. Exam preparation involves to the highest share of self-study hours in this course.</p>		
Share in overall average grade	n.a.		
Form of exam / prerequisites for awarding credit points	In accordance to §14(4) of the examination regulations		
Courses of the module	2.1 Concepts, Functions and Actors in CSR & NGO Management		
	2.2 Introduction to Governance, Business and Project Management		

Module-Nr./ Code	2
Module name	Basics of CSR & NGO Management
Semester or trimester	1st Semester
Duration of module	One semester
Form of module (compulsory, elective, etc.)	Obligatory courses
Frequency of module offering	p.a.



Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	1. Prof. Dr. Harald Meier 2. Dr. Werner Küpper 3. Dr. Dirk Weßels 4. Ms. Isabella Kern 5. Mr. Max Bolz
Language of instruction	English
Qualification objectives of the module	
<p>2.1 Concepts, Functions and Actors in CSR & NGO Management:</p> <p>Due to the various backgrounds of or students, this seminar provides a basis for the rest of the study programme. Clarifications of terminology and various concepts regarding the international sphere as well as an overview of different actors and stakeholders in CSR & NGO Management will be provided. Economic principals and challenges in international cooperation are part of the framework international actors operate in. A special focus will be upon the differences of commercial enterprises and NPOs and NGOs respectively.</p> <p>2.2 Introduction to Governance, Business and Project Management:</p> <p>2.2.1 Introduction to Business Management:</p> <p>The students will get familiar with the main fields of management acting based on different Corporate Policy approaches (e.g. Shareholder-Value and Stakeholder Management). They are able to use Strategic Planning Techniques and see how to control management strategies on an operational level including in the different organisational models. They get an overview on the basic constitutional pre-conditions.</p> <p>Instrumental competences:</p> <p>The case study work is permanent reflecting on profit/non-profit action in business, ethics via CSR questions, and international via always international related organisations, supply chains, and/or projects. Peer-to-peer learning is inclusive via the multi-branches, -functional, -expertise, and -ethnics of the class, from individual exercises and presentation via group work and discussion till case studies.</p> <p>Systemic competences:</p> <p>In the case of Business Management there must be a written exam with a general wide perspective of questions to assure that all students (most have a non-business background) will have harmonized terms and knowledge for their later classes/courses.</p> <p>Communicative competences</p> <p>All state-of-the-art teaching methods and didactics is used, e.g. expert presentation, individual exercises and group work, (dynamic) case study work</p> <p>2.2.2 Project Management:</p> <p>This course provides students with the main targets and working techniques in Project Management as</p>	



an organizational concept and a management technique, including specific focus on intercultural mixed groups and inter-functional inside/outside perspectives.

Instrumental competences:

Students develop the ability to define and interpret the specifics, limits, terminologies and doctrines of their field of learning.

Systemic competences:

Students are able to make science-based decisions based on incomplete data, taking into account social, scientific and ethical insights that arise from the application of their knowledge and own decisions. They perform autonomously independent research or application-oriented projects as well as more complex issues to capture systemic and solution-oriented problems and to work efficiently.

Communicative competences:

Frequent teamwork supports the allocation of responsibilities in planning and implementation is trained. Graduates can exchange the acquired skills with technical representatives and with lay over information, ideas, problems and solutions on a scientific level.

2.2.3 Corporate Governance: CSR & NGO Governance

It is increasingly being accepted that both parties benefit when a relationship is established between an NGO and a company. Consequently a considerable number of strategic alliances have been established. Because there is no existing specific NGO Governance Framework as a contextual knowledge, the students will experience the complexity of problems in a complex national and international context of various NGO activity fields. Organisational issues and monitoring responsibilities have to be discussed as well.

The results therefore present a diverse perspective of the relationship between NGOs, companies, organisations and corporate social responsibility.

NGO experts will present in the different fields they are working in.

Instrumental competences:

Students apply their knowledge and understanding and their problem-solving skills in new and unfamiliar situations, which are in a broader or multidisciplinary context of their field of study.

Systemic competences:

Students are able to make science-based decisions based on incomplete data, taking into account social, scientific and ethical insights that arise from the application of their knowledge and own decisions. They perform autonomously independent research or application-oriented projects as well as more complex issues to capture systemic and solution-oriented problems and to work efficiently.

Communicative competences:

Students develop their skills in interactive teaching discussions, group discussions, presentations, practical exercises, practical case studies and bringing in own practical experience their peers can learn from. All this in combination of classical information exchange, immediate application and critical reflection.

Content of the module



2.1 Concepts, Functions and Actors in CSR & NGO Management:

- Clarifications of terminology
- Presentation of concepts, actors and stakeholders in CSR & NGO Management
- Differentiation of profit- and non-profit approaches

2.2 Introduction to Business and Project Management:

2.2.1 Introduction in Business Management:

- Corporate Policy concepts and the impact of national/global trends,
- Instruments of Corporate Policy (e.g. Corporate Guidelines ...),
- Concepts of Strategic Planning (e.g. Portfolios, SWOT, ...),
- Concepts of Corporate Controlling (e.g. MIS, Budgeting, ...),
- Corporate Organisation
- Corporate constitutional pre-conditions (business location, legal forms...).

2.2.2 Project Management:

- Environmental Scenario and Corporate Strategies,
- Basics in Innovation Management Theories,
- Corporate and Project Organisation
- Project Planning and Project Controlling
- Problem Solving Techniques in PM,
- Project Team and Leadership,
- Project Management Skills,
- Specifics in Intercultural Projects and NGO working areas.

2.2.3 Corporate Governance:

- Complexity of International Regulatory Frameworks such as law of nations, and national specifics in law for clubs, associations and foundations,
- Definitions and explanations of corporate Governance
- Systems and structures of Corporate Governance
- History and regulation of Corporate Governance
- Theories of Corporate Governance and motivation
- Motivation and remuneration
- Corporate Social Responsibility Operating model vs. organisational model
- Legal Formations of NGO / NPO's
- Purpose and type of entity
- Constitution and Good Governance
- Introduction of CSR as a management system in profit and non-profit organizations
- CSR for NGOs
- The role of stakeholders
- Sustainability reports: analysis and tools of reporting
fields of work in CSR, implementation of CSR
Case studies to illustrate the implementation of CSR within an organization

Teaching and learning methods of the module	Lecturing, script and lecturer notes, individual and group work, case studies, discussions, self-study, presentations, theory-practice-approaches
Specials (online proportion, practical	Practical inputs from various international und national NGO by



input, guest lecturers etc.)	the lecturer
Literature (compulsory readings/ recommended additional literature)	
2.1 Concepts, Functions and Actors in CSR & NGO Management:	
Obligatory textbooks:	
<ul style="list-style-type: none">- Crowther, D.; Aras, G. (Ed.) (2010): NGOs and Social Responsibility (Developments in Corporate Governance and Responsibility), Bingley 2010.- Greenpeace (Ed., 2007): NGO Handbook	
Additional literature recommended:	
<ul style="list-style-type: none">- Bebbington, A. et al. (2007): Can NGOs Make a Difference? The Challenge of Development Alternatives- DeMars, W.E. (2005): NGOs and Transnational Networks: Wild Cards in World Politics- Kötschau, K. et al. (eds., 2008): Good Governance and Developing countries – interdisciplinary perspectives	
2.2 Introduction to Governance, Business and Project Management:	
Obligatory textbooks:	
<ul style="list-style-type: none">- Daft, R.L./Marcic, D.: Understanding Management (9th ed. 2014).- Meier, H.: Unternehmensführung (5. Aufl. 2015) – English texts/cases.- Badelt, C. et al.: Handbuch der Nonprofit-Organisation: Strukturen und Management (5. Aufl. 2013) - German students have to compile papers "in a nutshell" from corresponding chapters for their foreign fellows.- Bornstein, D.; Davis, S. (2010): Social Entrepreneurship: What Everyone Needs to Know Oxford 2010.- Crowther, D.; Aras, G. (Ed.) (2010): NGOs and Social Responsibility (Developments in Corporate Governance and Responsibility), Bingley 2010.- Robert A. G. Monks /Nell Minow (2011): Corporate Governance, 5th Edition 2011- Dirk Weßels (2012): Vergütungssysteme als Instrument der Corporate Governance, Tectum 2012	
- Additional literature recommended:	
<ul style="list-style-type: none">- Drucker, P.F. (2006): Managing the Nonprofit Organization – Principles and practices- Wild, J.J./Wild, K.L.: International Business – The challenges of Globalization (7th ed. 2013).- Brunnengräber, A./Klein, A./Walk, H. (2008): NGOs im Prozess der Globalisierung: Mächtige Zwerge - umstrittene Riesen- Bebbington, A.J./Hickey, S./Mitlin, D.C. (2007): Can NGOs Make a Difference? The Challenge of Development Alternatives- Appel, A. (2008). Strategieentwicklung als Balanceakt. Theorie und Praxis als Balanceakt bei NGOs- Missoni, E./Alesani, D.: Management of International Institutions and NGOs (2013).United Nations (annually): Report of the Secretary-General on the work of the Organization- World Bank (annually): World Development Report	



3 GENERAL MANAGEMENT

3.1 General Management 1: Information & Communication

Module coordinator	Andreas Berg		
Number of ECTS-Credits	5		
SWS	2		
Workload composition	Self-study	Attendance time	Overall workload
	120 h	2 SW / 30 h	150 h
Workload specification	<p>A big amount of pre-course preparation and follow-up work leads to this high share on self-study hours in this module. Within this, particular attention is paid to reading of special literature, evaluation reports, reading and revising of minutes of talks, discussions and guest speaker visits as well as analyses of the learning diaries. Take home exercises and homework between the classes is essential in order to gain consolidated knowledge in this subject. As the module examination is submitted as homework project (in form of a paper or an assignment) self-study hours are four times higher than class hours due to high research and evaluation efforts and interpretation as the academic writing part. The objective of the Final Case Paper is to develop and/or analyze a fundraising concept or a given marketing strategy of a real NGO using the obtained knowledge gained from the used teaching and learning methods of both courses.</p>		
Share in overall average grade	7%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	3.1.1 Marketing		
	3.1.2 Fundraising, Lobbying and Campaigning		

Module-Nr./ Code	3.1
Module name	Information and Communication
Semester or trimester	1st Semester



Duration of courses	One semester
Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	1. Dr. Rasmussen 2. Mr. Berg
Language of instruction	English
Qualification objectives of the courses	
<p>At the conclusion of these courses the students will be able to describe and develop marketing strategies and concepts including fundraising and campaigning activities for NGOs and Corporate Social Responsibility Concepts.</p> <p>3.1.1 Marketing:</p> <p>Analyze the relevant multi-dimensional environment, and describe how organisations develop mission statements and objectives. How they develop principles of social responsible marketing and the role of ethics, with the environmental forces that affect attractive resp. needed segments, with suitable marketing-mix-strategies.</p> <p>Instrumental competences:</p> <p>By dividing the NGO communication in three sub regions, students learn to analyze an issue from three different perspectives while developing topical differentiations and integrations.</p> <p>Systemic competences:</p> <p>Through several group and partner exercises and homework, students learn to acquire new content independently and in a structured way.</p> <p>Communicative competences:</p> <p>Students develop the ability of abstraction from a concrete project to underlying principles and present these principles in an understandable way. The general nature of the program and the student body encourages and challenges highly targeted communication measures and critical observation and reflection, which are elementary conditions for later successful professional commitment in an international context.</p> <p>3.1.2 Fundraising, Lobbying & Campaigning:</p> <p>Based on Marketing theories in profit and non-profit organisations, the role and functions, concepts and instruments in successful fundraising, lobbying and campaigning are focus of the course, with a domestic and an intercultural approach.</p>	



Instrumental competences:

The course and the module NGO Marketing are designed interdisciplinary; there are introductory insights from different social sciences (marketing, social psychology, psychology). The program is internationally oriented and is enriched thanks to the commitment of students, through their practical examples and experiences from various contexts.

Systemic competences:

The module examination for the module is submitted as homework.

The peculiarity of this form of examination is that students have to conduct goal oriented and realistic research, to draw conclusions about the underlying NGO strategies from those observations and analysis. This trains the analytical skills of the students.

Communicative competences:

The issues raised during the lecture, in the final case study and the related homework are highly practical. It allows students to develop professional exchange with other stakeholders outside the university context.

The group composition is highly heterogeneous in terms of nationalities, professional backgrounds, experience and knowledge. The lecture formats in addition to purely mediating parts allow many forums for discussion and exchange. That allows the development of formal and informal professional communication skills.

Content of the courses

3.1.1 Marketing:

- Marketing in a changing world: satisfying human needs, social responsibility and marketing ethics,
- Strategic marketing planning process,
- Scanning the Marketing Environment (market development, market structure, buyer behaviour)
- Market dynamics and competitive strategy,
- Core marketing strategies, e.g. market segmentation and target markets, positioning and differentiating, developing new and global market offerings, building successful brands, ...
- Strategic marketing mix with new-product development and product life-cycle strategies and pricing/conditions, communication and promotion and placing (distribution) strategies,
- Specific marketing strategies for NGOs.

3.1.2 Fundraising, Lobbying & Campaigning:

- Marketing in the Nonprofits sector,
- Strategies, concepts and instruments in
- Fundraising,
- Lobbying,
- Campaigning,
- Intercultural specifics in communication and cooperation,
- Performance measurement and controlling of fundraising activities (resp. lobbying, campaigning).

Teaching and learning methods of the courses

Lecturing, individual and group research and presentations, site visit, guest lecturing



Specials (online proportion, practical input, guest lecturers etc.)	Guest speakers and excursion to local NGO, real-life projects (workshop in local NGO),
Literature (compulsory readings/ recommended additional literature)	
Obligatory textbooks: <ul style="list-style-type: none">- Kotler, Philip / Armstrong, Gary / Harris, Lloyd / Piercy, Nigel F.: Principles of Marketing. 6th European ed., Pearson, 2013.	
Additional literature recommended: <ul style="list-style-type: none">- Doyle, P. (4th ed. 2006): Marketing Management and Strategy,- Lee, Nancy R. / Kotler, Philip: Social Marketing – Influencing Behaviour for Good. 4th ed., Sage Publications, 2011	



3.2 General Management 2: Leadership & Human Resource Management

Module coordinator	Prof. Dr. Harald Meier		
Number of ECTS-Credits	6		
SWS	3		
Workload composition	Self-study	Attendance time	Overall workload
	135 h	3 SW / 45 h	180 h
Workload specification	<p>Besides standard lectures also individual and group case study work, practical applications and presentations as well as the latest usage of state-of-the-art teaching methods and didactics like Online learning on LEA and watching movies and documentaries are the basic used methods in these classes in order to teach students on the study matters. Learning outcome and study performance level is checked by academic essays, reports, case studies as well as reflective writing about specific issues. This final course assessment is graded as one integrated take home exam whereby both lecturers unite their modules in order to encourage know-how transfer between both courses in this module. A big part of the overall workload is made off-lecture and due to high preparatory effort on the module exam. Reading up into this subject requires much time regarding preparation before courses and seminar paper. Analyzing, research, interpretation and the actual academic writing on the assignment leads to this relatively big amount on self-study tasks.</p>		
Share in overall average grade	8%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	3.2.1 Individual and Group Behaviour		
	3.2.2 Human Resources and Leadership		

Module-Nr./ Code	3.2
Module name	Leadership & Human Resource Management
Semester or trimester	1st semester
Duration of courses	One semester



Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None specific
Name of lecturers	1. Ms. Maria-Christina Nimmerfroh 2. Prof. Dr. Harald Meier
Language of instruction	English
Qualification objectives of the courses	
<p>Both courses are designed to acquaint students to get an understanding of behaviour on an ethical background inside organisations, in roles as employees or managers.</p> <p>3.2.1 Individual and Group Behaviour:</p> <p>To study the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge toward improving an organisation's effectiveness. To understand the basic and enduring principles developed from the study of individual and group behaviour as they apply to the workplace. To understand the principal historical and contemporary approaches to the study of individual and group behaviour. To apply a range of analytical frameworks and theoretical approaches to practical workplace situations, with a special focus in the NGO sector, e.g. critical role in group dynamics between regular and volunteer staff and intercultural mixed teams.</p> <p>Instrumental competences:</p> <p>Students are able to assess sound empirical methods for diagnosis regarding the organization observed. They are able to formulate their own ideas adequately in interdisciplinary teams.</p> <p>Systemic competences:</p> <p>Students are able to understand psychological research (in their specificity with regard to the empirical foundation) and transfer them to specific fields of application. Students can work with and in heterogeneous teams (as a participant and/or presenter), accept the diversity of stakeholders and develop appropriate approaches for coordination.</p> <p>Communicative competences:</p> <p>Students are able to understand technical vocabulary in the psychological context and explain the content understandably to others. Students can apply the social psychological constructs on their own behavior and that of other people in groups, reflect and explain goal oriented.</p> <p>3.2.2 Human Resources and Leadership:</p> <p>To study the fundamental concept of attracting, developing and maintaining an effective workforce. The students should be able to gain familiar with the basic concept of an HRM approach (Harvard vs. Michigan approach) and in the Leadership approach, and understand the common instruments and concepts</p>	



especially in an intercultural background. The students will be able to adapt the critical role of HRM and Leadership in Strategic Management in future based on the environmental change (e.g. change in demography or human attitudes) and the specific critical incidents in NGO based circumstances (e.g. working with Volunteers or in intercultural Development Projects).

Instrumental competences:

The case study work is permanent reflecting on profit/non-profit auctioning in business, ethic via CSR questions, and international via always international related organisations, supply chains, and/or projects. Peer-to-peer learning is inclusive via the multi-branches, -functional, -expertise, and -ethnics of the class, from individual exercises and presentation via group work and discussion till case studies.

Systemic competences:

In the case of HR Management there must be a written exam with a general wide perspective of questions to assure that all students (most have a non-business background) will have harmonized terms and knowledge for their later classes/courses.

Communicative competences:

All state-of-the-art teaching methods and didactics are used, e.g. expert presentation, individual exercises and group work, (dynamic) case study work.

Content of the courses

3.2.1 Individual and Group Behaviour:

- Individual processes and Personality dynamics
- Values, attitudes and emotions
- Content theory and Process motivation theory
- Teamwork and Decision making
- Social Processes and Group dynamics
- Organisational Processes, structures and types
- Organisational and international culture
- Change Management approach
- CSR and
- Organisational Development, Teamwork and HRM

3.2.2 HRM and Leadership:

- Functions in Personnel Management (Personnel Planning, Personnel Recruitment, Personnel Development, Personnel Controlling ...),
- Organisation of Personnel Management
- Corporate Strategy and Personnel Management
- HRM approach
- Leadership Theories
- Leadership situations and styles
- Intercultural Specifics in HRM & Leadership
- NGO specifics in HRM & Leadership.

Teaching and learning methods of the courses

Lecturing, individual and group case study work and presentations, practical applications, script and lecturer notes



Specials (online proportion, practical input, guest lecturers etc.)	<ul style="list-style-type: none">- Online learning centre: Twelve Angry Men (film)- "Erhard Friedberg: De Taylor à aujourd'hui"- Guest speaker on current Organisational and HRM topics in NGOs (e.g. NGO Expats)- International Action Maze (Leadership)
Literature (compulsory readings/ recommended additional literature)	
<p>Obligatory textbooks:</p> <ul style="list-style-type: none">- Buelens, M./Kreitner, R./Kinicki, A. (10th ed. 2012): Organizational Behaviour.- Edwards/Rees, C. (2010): International Human Resources Management- Meier, H. (2006): International Personnel Management & Leadership (in: Meier, H./Roehr, S.: Einführung in das Internationale Management, Berlin 2006, chap. 8 - German students will do occasionally executive summaries for their foreign fellows. <p>Additional literature recommended:</p> <ul style="list-style-type: none">- Brooks, I. (4th ed. 2009): Organisational Behaviour – Individuals, Groups and Organisation- Armstrong, M./Stephens, T. (2nd ed., 2009): A Handbook of Management and Leadership. A guide to managing for results- Capon, C. (2000): Understanding Organizational Context- Kolbe, N. 2003, E-book): Human Resources Management in NGOs - based on AEGEE-Europe- German students have to make a paper article "in a nutshell" from the corresponding chapter in: Badelt, C. et al.: Handbuch der Nonprofit-Organisation: Strukturen und Management, Stuttgart 2007, 4. Aufl.- Blom, H./Meier, H. (2. Aufl. 2006): Interkulturelles Management- Badelt, C. et al.: Handbuch der Nonprofit-Organisation: Strukturen und Management (5. Aufl. 2013), German students will do an executive overview for their foreign fellows from the corresponding chapter.	



3.3 General Management 3: Statistics & Accounting

Module coordinator	Prof. Dr. Norbert Seeger		
Number of ECTS-Credits	5		
SWS	2		
Workload composition	Self-study	Attendance time	Overall workload
	120 h	2 SW / 30 h	150 h
Workload specification	<p>During lectures, by solving a high variety of different exercises and cases (partially at home, partially in class) with feedback interviews and via conducting a computer based simulation game in class, students will theoretically and practically be equipped in this module with the required skills in statistics and accounting. While preparation and planning of presentations, pre-reading and preparing for lectures, literature research as well as take home exercises to solve and cases to work on cover half of the self-study hours. However, preparation for the two-hour written exam completes the other half of the off-lecture hours in order to pass successfully.</p>		
Share in overall average grade	7%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	3.3.1 Applied Statistics		
	3.3.2 Management Accounting		

Module-Nr./ Code	3.3
Module name	Statistics and Accounting
Semester or trimester	1st Semester
Duration of courses	One semester
Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific



Applicability for other study programmes	None
Name of lecturers	1. Prof. Dr. Seeger 2. Mr. Freitag 3. Mr. Sulzbach
Language of instruction	English
Qualification objectives of the courses	
<p>Both courses are designed to acquaint students to get an understanding in:</p> <p>3.3.1 Applied Statistics:</p> <p>Learning and understanding the fundamentals of statistics, the theories of probability and the exploration of data. Furthermore practical statistical analysis to establish structure and trend in data as a basis for operational and strategic decision making for non-profit and profit management.</p> <p>3.2.2 Management Accounting:</p> <p>Learning and understanding the fundamentals of financial and management accounting and the basics of business planning, with a focus on operational and strategic decision making for Non-Profit Management tasks. Show the strategic significance of management accounting for corporate decision making in a shareholder value- and stakeholder perspective.</p>	
Content of the courses	
<p>3.3.1 Applied Statistics:</p> <ul style="list-style-type: none">- Introduction „Amtliche Statistik“ (Statistisches Bundesamt, Eurostat, OECD ...),- introduction in descriptive business statistics (university, vicariate, regression analysis),- presentation approaches- fundamentals of financial and managerial accounting (planning corporate success and liquidity),- systems of corporate budgeting with specifics in Nonprofit organisations <p>Instrumental competences:</p> <p>Students are able to read complex data from meta-analysis and population-specific indices and to structure and reveal the connections of individual parameters. Students can apply analytical techniques to calculate statistical parameters.</p> <p>Systemic competences:</p> <p>Students can evaluate new statistical surveys independently.</p> <p>Communicative competences:</p> <p>Students interpret acquired knowledge within a team and apply those regarding new data collection.</p> <p>3.2.2 Management Accounting:</p> <ul style="list-style-type: none">- balance sheet- financial reports	



- cost relevant analysis
- flexible budgeting
- operating budgets and financial strategy
- financial project planning

Instrumental competences:

Skills in statistics and accounting represent a methodological order approach, in particular to initially classify and analyze financial issues and requirements in "unfamiliar situations". Because of the international approach (IFRS), this methodology is not nationally limited. To organize issues beyond the purely financial question also conceptually, students develop in particular the instruments of management accounting such as the concept of a balanced scorecard. Understanding such tools and methods is useful in classifying and solving broader, multidisciplinary constellations.

Systemic competences:

- To structure complex, partially incomplete (uncertain) information as part of a decision making process and decision finding process
- Dealing with competing objectives as part of an (if possible) arbitrary free empowerment
- Development of decision-making authority and competence to act within a continuously changing, uncertain environment
- Ownership on the basis of technical and methodological expertise

Communicative competences:

Students communicate through teamwork, argue and discuss. They learn to show responsibility and their accountability towards their investors.

Teaching and learning methods of the courses	Lecturing, discussion of examples, case studies and individual and group exercises, with presentation and discussion, literature research, computer based simulation
Specials (online proportion, practical input, guest lecturers etc.)	Case studies Software Tools (ARIS, Anylogic) Computer Based Software TOPSIM Start Up Individual and group feedback interviews on exercises

Literature (compulsory readings/ recommended additional literature)

Obligatory textbooks:

- Bono, M.L. (2006): NPO-Controlling, Stuttgart 2006
- Collier, P.M. (2011) Accounting for Managers, 4th Ed., Hoboken 2011
- Dyson, J.R. (2011): Accounting for Non-Accounting Students, 8th Ed., Harlow 2011
- Drury, C. (2012) Management and Cost Accounting, 8th Ed., Cheriton House 2012
- Berry, A.; Jarvis, R. (2011): Accounting in a Business Context, 5th Ed., Cheriton House 2011
- Cammack, J. (2014): Building Financial Management Capacity for NGOs and Community Organizations: A Practical Guide, o.O. 2014
- Sweeney, D.J., Williams, Th. A., Anderson, D.R. (2011): Fundamentals of Business Statistics, 6th Ed., South-Western



Additional literature recommended:

- Greiling, D. (2008): Performance Measurement in Nonprofit-Organisationen
- Sterman, J.D., Business Dynamics – Systems Thinking and Modeling for a Complex World, Irwin McGraw-Hill, Boston et al. 2000
- Chapman, C.S. (2005): Controlling Strategy: Management, Accounting, and Performance Measurement

3.4 General Management 4: Investment & Finance

Module coordinator	Prof. Dr. Klaus Deimel		
Number of ECTS-Credits	6		
SWS	3		
Workload composition	Self-study	Attendance time	Overall workload
	135 h	3 SW / 45 h	180 h
Workload specification	<p>Within the lectures of this module students will be introduced into diverse instruments and methods of the field of Investment and Finance in CSR & NGO sector via didactic teaching in class. An important share of the attendance time involves practical applications, visits of guest speakers from the practice and site visits where students learn hand-on approaches from experienced professionals. The rest of the attendance time and the main part of the self-study hours are dedicated to homework exercises, literature reading and the revision of lecture notes in order to prepare for the two hours written exam.</p>		
Share in overall average grade	8%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	3.4.1 Investment and Finance		
	3.4.2 Social Investment		
	3.4.3 Business Simulation		

Module-Nr./ Code	3.4
Module name	Investment and Finance
Semester or trimester	1st Semester



Duration of courses	One semesters
Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	1. Prof. Dr. Klaus Deimel 2. Prof. Dr. Andreas Wieseahn
Language of instruction	English
Qualification objectives of the courses	
<p>The courses are designed to acquaint students with an understanding of the idea of investing in social issues including the legal, cultural, social, political and economic background of such investments. This Module will focus on the relevant interdisciplinary and expert skills. In addition, the class helps students in personal network building to NGOs. Site visits, guest speakers and the lecturer's specific NGO network will complete the course.</p> <p>3.4.1 Investment and Finance:</p> <p>Any investment presents certain challenges where risks and returns have to be measured, which means to be aware of potential sources of risk, such as financing (liquidity, credit, etc.), operations and the field of operation itself. Being able to analyze is fundamental to operate on any stage, especially in a non-profit. This class will provide a thorough understanding of finance, investment and creating value for business.</p> <p>Instrumental competences:</p> <p>Instruments of Investment and Finance, esp. dynamic methods of investment appraisal and how to complete financial plan.</p> <p>Systemic competences:</p> <p>Module examination in the form of a written examination. During the study group the concept of inverted teaching is used to convey the different levels of decisions in sustainability.</p> <p>Communicative competences:</p> <p>Through presentation and defense of alternative solutions in front of their peers, targeted communication measures are practiced and encouraged.</p> <p>3.4.2 Social Investment:</p> <p>Social investment is about supporting and investing in projects and ventures in order to support ecological or social goals or resolving significant social problems of communities. It means the practice of aligning one's investment policies with social responsibility; also called ethical investing or socially responsible</p>	



investing.

Key policy areas include e.g. education, healthcare, climate protection, environmental issues, renewable energy programs or water management systems, social equality programs and trainings as well as rehabilitation

Many NGO- and NPO's deal with the implementation of those social investments. This includes setting up feasible business plans, raising finances, recruiting the right people.

The students will get familiar with the topic of social Investment, learn about the importance of projects enhancing social and ecological development and resolving social and ecological problems in different cultural settings. They will assess current trends and activities in a national and international NGO context as well as within NGO organisations. Also, they will learn the fundamentals of business case creation.

Instrumental competences:

The interdisciplinary and international oriented degree program requires analytical and (problem) solving skills. By developing a business model for a social enterprise, students learn the use of the business model canvas as well as the basic structure with the help of a business plan.

Systemic competences:

Students gain knowledge in the above mentioned areas such as business modeling and how to develop a feasible business idea.

Communicative competences:

The students acquire the ability of interdisciplinary thinking through group work and the involvement of appropriate cultural specifics in intercultural groups and working together constructively and solution oriented. Through presentations, group discussions, teamwork and individual elaborations (as in the exam) the student's communication skills are put to the test and are improved.

3.4.3 Business Simulation:

Qualitative and quantified description of processes in order to analyze, plan, test and improve them. Assisted by Process Modelling Software tools, students will be able to make any kind of process in their field of activities transparent.

Instrumental competences:

The interdisciplinary and international oriented degree program requires analytical and (problem) solving skills. To generate a business model for a social enterprise, students learn how to elaborate a business plan by founding a virtual enterprise.

Systemic competences:

Students learn to link the knowledge gained in previous seminars with integral financial basics (income statement, balance sheet, and capital and liquidity requirement calculation) to develop their business plan and articulate a solid business idea. Students develop the ability to recognize the links between their strategic and operational management decisions and their consequences and their representation in the financial section of a business plan.



Communicative competences:

Students develop the ability to merge interdisciplinary skills in the context of an intensive group work and to work solution-oriented and constructively while being aware and respecting of cultural specifics in intercultural groups. Through presentations, group discussions, teamwork and individual elaborations the students' communication skills are put to the test and improve.

Content of the courses

3.4.1 Investment and Finance:

- Definitions
- Basics of Financial Mathematics
- Capital Budgeting Techniques
- Forms and Methods of Corporate Finance
- Introduction to social investing, defining social investments and showing the importance of social investments
- Fundamentals of social investments
- Developing an Business Case for social investments
- Determining the financial potential of an social investment project
- Evaluation of investment choices and funding an social investment project
- Monitoring the success of social investments "

3.4.2 Social Investment:

- Introduction to social investing, defining social investments and showing the importance of social investments
- Fundamentals of social investments
- Developing an Business Case for social investments
- Determining the financial potential of an social investment project
- Evaluation of investment choices and funding an social investment project
- Monitoring the success of social investments "

3.4.3 Business Simulation:

- Modelling of NGO processes,
- Process measurement,
- Process Improvement,
- Process Simulation.

Teaching and learning methods of the courses

Lecturing, individual and group research, case studies and presentations, practical applications and site visits, discussions.

Specials (online proportion, practical input, guest lecturers etc.)

Guest lecturers, including presentations on law problems, motivation systems, remuneration, etc.

Software Tools (ARIS, Anylogic)

Computer Based Software TOPSIM Start Up

Literature (compulsory readings/ recommended additional literature)



Obligatory textbooks:

- Bornstein, D.; Davis, S. (2010): Social Entrepreneurship: What Everyone Needs to Know Oxford 2010.
- Crowther, D.; Aras, G. (Ed.) (2010): NGOs and Social Responsibility (Developments in Corporate Governance and Responsibility), Bingley 2010.
- Greenpeace (Ed., 2007): NGO Handbook
- McKeever, M. (2012): How to Write a Business Plan, 11th Ed. Berkeley 2012.
- Scofield, R. (2011): The Social Entrepreneur's Handbook: How to Start, Build, and Run a Business That Improves the World New York 2011
- Robert A. G. Monks /Nell Minow (2011): Corporate Governance, 5th Edition 2011
- Bono, M.L. (2006): NPO-Controlling, Stuttgart 2006
- Collier, P.M. (2011) Accounting for Managers, 4th Ed., Hoboken 2011
- Dyson, J.R. (2011): Accounting for Non-Accounting Students, 8th Ed., Harlow 2011
- Drury, C. (2012) Management and Cost Accounting, 8th Ed., Cheriton House 2012
- Berry, A.; Jarvis, R. (2011): Accounting in a Business Context, 5th Ed., Cheriton House 2011
- Cammack, J. (2014): Building Financial Management Capacity for NGOs and Community Organizations: A Practical Guide, o.O. 2014
- Sweeney, D.J., Williams, Th. A., Anderson, D.R. (2011): Fundamentals of Business Statistics, 6th Ed., South-Western

Additional literature recommended:

- Greiling, D. (2008): Performance Measurement in Nonprofit-Organisationen
- Serman, J.D., Business Dynamics – Systems Thinking and Modeling for a Complex World, Irwin McGraw-Hill, Boston et al. 2000
- Chapman, C.S. (2005): Controlling Strategy: Management, Accounting, and Performance Measurement
- Bebbington, A. et al. (2007): Can NGOs Make a Difference? The Challenge of Development Alternatives
- deMars, W.E. (2005): NGOs and Transnational Networks: Wild Cards in World Politics
- Kötschau, K. et al. (eds., 2008): Good Governance and Developing countries – interdisciplinary perspectives
- Martin, R.L.; Osberg, S. (2007): Social Entrepreneurship: The Case for Definition, in: Stanford Social Innovation Review, Spring 2007
- Robinson, J. Writing the Social Venture Business Plan, download from <http://www.jeffreyrobinsonphd.com/socialventureplan.pdf>
- Shamima, A./ Potter, D.: (2007): NGOs in International Politics

3.5 General Management 5: Logistics & Quality Management

Module coordinator	BrigGen (ret.) Kurt H. Schiebold		
Number of ECTS-Credits	5		
SWS	3		
Workload composition	Self-study	Attendance time	Overall workload
	105 h	3 SW / 45 h	150 h



Workload specification	Lecturing and reading of handbooks, case studies and articles and excerpts are main parts of the course. Students are supposed to taking notes, participate on discussions, presenting of results in case of exercises or case analyses and entering into active dialog with guest speakers. After finishing both complementary courses students learning outcomes on Logistics & TQM will be assessed by a writing an assignment, a seminar project paper or a case related defined task which involves a high share of the self-study hours on planning, execution and monitoring steps like e.g. literature reviews, researching on scientific secure literature databases, project work, integrating results and models of papers read into new models.
Share in overall average grade	7%
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations
Courses of the module	3.5.1 Logistics
	3.5.2 TQM & Business Excellence

Module-Nr./ Code	3.5
Module name	Logistics and Quality Management
Semester or trimester	2nd Semester
Duration of courses	One semester
Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	BrigGen (ret.) Kurt H. Schiebold
Language of instruction	English
Qualification objectives of the courses	
Both courses of the module Logistics and Quality Management belong to the field of "Management Strategies and Functions". They are designed to acquaint students with strategies and instruments for	



disaster- and quality management, as well as logistics operations with emphasis on NGOs.

3.5.1 Logistics:

Students understand the potential for disasters, the concepts of risk- and consequence management and related prospects and challenges, the roles and responsibilities in the network of governmental, international, non-governmental and other scientific and economic organizations, and the aspects of social responsibility in context with disaster management processes. Subsequently, students understand the role of logistics as the main performance driver in disaster response operations, and become familiar with the integrated management of all activities required to move products through the supply chain with focus on humanitarian aid.

3.5.2 TQM and Business Excellence:

Students understand the concept of quality and the commitment by management to maintain a continuing, organization-wide drive towards excellence in all aspects of products and services that are important to the customer. Students understand quality management principles and techniques, the variety of quality management concepts and models, and learn how to introduce a quality management system into an organization.

Instrumental competences:

With the knowledge gained in the management areas of risk-, logistics- and quality management Master students can get into dialogue with experts to draw up and monitor the practical implementations of such areas in conjunction with their organization-specific applications.

Systemic competences:

Master graduates can identify, plan, direct, supervise and follow up both long-term projects within the framework of reconstruction / development assistance as well as short-term humanitarian relief operations. The humanitarian core standards (SPHERE, CHS) are known and considered in planning and implementation. In dealing with all the actors in the field, the ability of cultural and situational awareness is a self-evident presupposition of one's own actions.

With the acquired knowledge in logistics Master graduates assess the need of mobilization of logistical third-party services, develop and arrange their specific assignment, monitor / evaluate the quality of the service provided within an informed dialogue with the contractor and other logistical experts.

Master graduates analyze and evaluate NGOs in cooperation with quality management professionals as to the quality of the services and products and the necessary processes. They identify targets and develop under use of existing quality management models / concepts (ISO 9001, EFQM) a quality management system tailored to the respective NGO. The challenges for change management are known and applied in the implementation phase.

The learning areas of the module are checked in a written assignment where students have to proof their understanding of interrelations of the various areas and how to analyze them and translate them into practical solutions.

Communicative competences:

The master graduates know that leadership is more than management and is not limited only to the top level. They are aware of their own (leadership-) skills and improve them deliberately through systematic training and develop continuously their own skill set. They can motivate and lead by example. They are organization internally and across organizations, open to dialog and confident in negotiations; they can deal with resistance.



The master graduates can lead interdisciplinary crisis action teams, thereby successfully overcome crises and complex situations by having a systematic approach: Assess the situation, identifying the options, making decisions and implementing them in an action plan. They can assess the competencies of team members, classify and integrate them accordingly. They accept and support a forward-oriented feedback culture with the aim of continuous improvement of the processes.

Content of the courses

3.5.1 Logistics:

- Natural and manmade hazard incidents: risk, vulnerability, exposure
- Disasters, consequences and responses;
- Disaster Risk- and Consequence Management, ways and processes;
- Roles and Responsibilities (Nation, UN, EU, NGOs); cooperation and coordination incl. civil-military relations;
- Social Responsibility and quality management in disaster management activities: Code of Conduct, Humanitarian Charter on Minimum Standards, etc.
- Operational view on logistics: logistics functions;
- Strategic view on logistics: logistics networks, Supply Chain Management, world-wide logistics services;
- Logistics planning, outsourcing (3PL, 4PL), logistics controlling;
- Green logistics as contribution to sustainable development;
- Humanitarian logistics: tasks, basic principles, circumstances and challenges, performance attributes.

3.5.2 TQM and Business Excellence:

- Concept of quality: products, services, projects, organizations;
- Concept of quality management: quality planning, quality control, quality assurance, quality improvement;
- Total quality management principles: top management leadership, employee empowerment, customer-driven quality, continuous improvement;
- TQM models: Kaizen, Malcolm-Baldrige Model, ISO;
- Business excellence concept and models: EFQM, CAF;
- Quality management challenges: change management, costs;
- Sustainability as quality factor

Teaching and learning methods of the courses

Lecture, self-study, discussion, group-work on case studies, presentation of results

Specials (online proportion, practical input, guest lecturers etc.)

Guest speaker (Armed Forces, logistics companies, NGOs)

Literature (compulsory readings/ recommended additional literature)

Obligatory textbooks:

- Coppola, Damon; Introduction to International Disaster Management, Burlington, MA, Butterworth Heinemann, 2011
- Rushton, A., Croucher, P., Baker, P.; The Handbook of Logistics and Distribution Management, Kogan Page, 2010
- Tomassini, Rolando; Van Wassenhove, Luk; Humanitarian Logistics; Insead Business Press, 2009
- Pyzdek, Thomas; Keller, Paul; The Handbook for Quality Management: A Complete Guide to Opera-



- tional Excellence; McGraw-Hill Professional; 2013
- Seghezzi, Hans Dieter; Fahrni, Fritz; Friedli, Thomas; Integriertes Qualitätsmanagement - Der St.Galler Ansatz; Hanser, München/Wien, 2013
 - Winistörfer, Herbert; Perrin, Irene; Teuscher, Peter; Forel, Alice; Management der sozialen Verantwortung in Unternehmen – Leitfaden zur Umsetzung; Hanser, München, 2012
 - Heizer, Jay; Render, Barry; Operations Management: Sustainability and Supply Chain Management; Pearson Education, 2014



4 CSR & NGO MANAGEMENT

Module coordinator	Prof. Dr. Klaus Deimel		
Number of ECTS-Credits	12		
SWS	5		
Workload composition	Self-study	Attendance time	Overall workload
	285 h	5 SW / 75 h	360 h
Workload specification	<p>Lecturing, reading and analyzing handbooks, case studies, articles and excerpts are the main parts of the course. Students have to take notes, participate in discussions, present results of exercises or case analyses and should enter into active dialog with lecturers and guest speakers. From the very beginning of this module the students are called upon to form working groups to develop their business plans. That development is to be conducted parallel to the seminars of this module with the various working groups scheduling individual meetings with the professor responsible for the seminar "Business Plan Development". Prior to that first meeting, the groups have to hand in a first draft of their business plan. With the professor's feedback the groups either revise their draft or begin writing the actual business plan. Regarding everything that process entails, it involves a high amount of self-study: forming functioning groups, dividing and assigning tasks within the group, developing a time table, planning, executing and monitoring steps such as literature review, researching on scientific databases, writing and re-writing the various chapters, implementing a sound financial plan, etc.</p> <p>The working groups set up a realistic time table and road map for their business plan development. That time table is used to set up additional feedback meetings with the professor to support work progress and quality.</p>		
Share in overall average grade	17%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	4.1 Management of Complex Projects		
	4.2 NGO Business Strategy and Organisation		
	4.3 Corporate Social Responsibility		
	4.4 Business Plan Development		



Module-Nr./ Code	4
Module name	Management of Complex Projects
Semester or trimester	2nd Semester
Duration of module	One semester
Form of module (compulsory, elective, etc.)	Obligatory courses
Frequency of module offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	1. Prof. Dr. Klaus Deimel 2. Prof. Dr. Claudia Warning 3. Prof. Dr. Winfried Polte 4. Dr. Sabine te Heesen (CSR-Praxis) 5. Prof. Dr. Marco Rimkus 6. Dr. Heinz-Gerd Peters (Telekom AG)
Language of instruction	English
Qualification objectives of the module	
4.1 Management of Complex Projects: <p>This course offers students advanced project management techniques for managing complex projects, Traditional project management approaches assume that project contexts are unchanging and key factors, though complicated, are reducible to unambiguous elements for management and control. However, these techniques do not work in projects which may be described as complex. Complexity may result from various sources (for example magnitude of variables to be managed, strong interdependencies between variables, long-duration, multi-stakeholders, dispersed stakeholders, diverse cultural or institutional environments). Consequently, complex projects are characterized by a high degree of uncertainty regarding project objectives and/or project implementation.</p> <p>Instrumental competences:</p> <p>The students will be able to conduct context based analysis and evaluation of the subject at hand using different disciplinary perspectives.</p> <p>Systemic competences:</p> <p>In the seminar students learn to deal with a high degree of complexity and make informed judgments and decisions with incomplete information.</p> <p>Communicative competences:</p>	



In the seminar students learn to convey their analysis and conclusions as well as the information and underlying motives to a non-specialist audience in a clear and unambiguous manner. In addition, they learn to take responsibility for their position.

4.2 NGO Business Strategy and Organization:

Showing the importance of Corporate and Organisational Strategy Concepts in NGOs, the students will learn to transfer the typical concepts and instruments of Strategic Planning (i.e. Strategy, Governance vs. Management vs. Operational Level, Shareholder vs. Stakeholder, Vision vs. Mission) into NGO Planning Processes. They understand the importance of Strategic Planning, Monitoring and Evaluation. They get an overview of the variety of NGOs and how an NGO is organized – taking into account recent trends in the NGO world and using many practical/ real examples.

Instrumental competences:

Students can apply their knowledge of methods to different, unfamiliar situations and place them in a broader context.

Systemic competences:

Students can self-direct their knowledge of methods and carry out independent standalone application-oriented tasks.

Communicative competences:

Students are able to exchange ideas, information, problems, solutions and knowledge with professionals on a scientific level.

4.3 Corporate Social Responsibility:

Students should be able to reflect the CSR approach in small and medium sized (even family owned) companies as well as bigger ones and multinationals. They can differentiate the role of CSR in the emerging world and industrialized countries. They can adopt a CSR strategy to a specific company with its own history, market and responsible sustainability.

Instrumental competences:

Use of different instruments, such as developing a sustainability report according to GRI, implementation of different CSR concepts, challenges in professional practice. Concepts of internationality and interdisciplinarity are presented by different project examples.

Systemic competences:

Analysis of case studies in working groups, presentation of solutions. Students learn to develop, communicate and discuss solutions for complex and conflicting situations and challenges. Not only is the analysis of e.g. sustainability reports practiced, but also constructive criticism of such reports. Students learn to translate ethical viewpoints into professional processes. Part of this is also to set priorities in conflictive requirements and to communicate accordingly. That way students are learning to deal with complexity and to make decisions with incomplete information.

Communicative competences:

The intercultural sensitivity of students is generally promoted, forms of CSR communication, advantages of the internal and external communication. Students learn to communicate their individual, culturally based approaches. Because of their cultural backgrounds, students choose different approaches to-



wards global or regional issues. To bring these perspectives together and discuss them prepares adequately for future activities in the research and work environment.

4.4 Business Plan Development:

In previous classes, the students have learned about risks and returns which have to be measured for each investment and having gained knowledge of finance, investment and creating value for business. This class will provide a chance to put it all into practice by creating their own business plan for a social business. The combination of investment policies and social responsibility is key to this exercise which will be done in groups. That way they will assess current trends and activities in a national and international NGO context will learn the fundamentals of business creation.

Instrumental competences:

The interdisciplinary and international oriented degree program requires creative, analytical and (problem) solving skills. Students developed these skills by creating a business plan for their own social business.

Systemic competences:

Students learn to connect and combine knowledge from all modules of the MBA studies in the business plan development, their business idea and develop it into a meaningful business model.

Communicative competences:

Students develop the ability to merge interdisciplinary skills in the context of an intensive and solution-oriented group work, respecting cultural specifics constructively in intercultural groups. Through presentations, group discussions, teamwork and individual elaborations the student's communication skills are being challenged and improved.

Content of the module

4.1 Management of Complex Projects:

- Understanding Complexity in Projects
- Determining Project Complexity
- Limits of Conventional Project Management
- Project Cycles of Complex Projects
- Complexity and Project Design
- Complexity and Project Implementation
- Complexity and Leadership

4.2 NGO Business Strategy and Organization:

- Basic concepts and definitions for strategies of NGOs Corporate Policy Management (i.e. basic corporate policy approaches)
- Business Environment of NGOs legal environment
- Corporate Strategic Planning and Monitoring Corporate Organisation (Organisational development)
- Staffing/ Leadership in NGOs
- Public Relations
- External NGO Perspective: identification of relevant fields of action, structure analysis, implication for strategy development
- Internal NGO perspective: organisation analysis, internal resource evaluation, process analysis, budgeting and outcome, implication for strategy development
- NGO Strategy formulation: Competition or Cooperation strategy approaches, Differentiation strategy,



Niche strategies ... for NGOs

- Strategy and Controlling: Assessing strategies, with instruments like use-of-potential analysis, future scenarios, early diagnosis systems for NGOs
- NGO Organisation: OD concepts in NGOs, NGO M&A

4.3 Corporate Social Responsibility:

- A brief history of CSR and the relevant values
- The growing national and international importance of CSR
- ISO 26000 as a standard guideline
- "Communal activities" in a supporting function of public goods
- The important role of ILO/International Labor Organization
- Practical experience with the implementation and evaluation of CSR
- NGOs as a critical observer and admonisher of CSR
- Trust, criticism and anti-corruption measures as central elements of CSR
- CSR as a driver for financial sustainability

4.4 Business Plan Development:

- Developing and writing a business plan

Teaching and learning methods of the module	Lecturing, script and lecturer notes, case studies, individual and group research and presentations, film, role play, practical applications, site visit
Specials (online proportion, practical input, guest lecturers etc.)	Practical Inputs from various international und national NGO by the lecturer Guest speaker (DRZE, Deutsches Referenzzentrum für Ethik, University of Bonn, KfW/DEG; representatives of NGOs) Company site visit and discussion (Telekom)

Literature (compulsory readings/ recommended additional literature)

4.1 Management of Complex Projects:

Obligatory textbooks:

- Remington, K./Pollack, J.: Tools for Complex Projects (2008)
- Hass, K.: Managing Complex Projects: A New Model (2009)

Additional literature recommended:

- Heaslip, R.J.: Managing Complex Projects and Programs: How to Improve Leadership of Complex Initiatives Using a Third-Generation Approach (2014)

4.2 NGO Business Strategy and Organization:

Obligatory textbooks:

- Daft, R.L./Marcic, D.: Understanding Management (9th ed. 2014).
- Meier, H.: Unternehmensführung (5. Aufl. 2015) – English texts/cases.
- Badelt, C. et al.: Handbuch der Nonprofit-Organisation: Strukturen und Management (5. Aufl. 2013) - German students have to compile papers "in a nutshell" from corresponding chapters for their foreign fellows.

Additional literature recommended:

- Drucker, P.F. (2006): Managing the Nonprofit Organization – Principles and practices



- Greenpeace (Ed., 2007): NGO Handbook
- Brunnengräber, A./Klein, A./Walk, H. (2008): NGOs im Prozess der Globalisierung: Mächtige Zwerge - umstrittene Riesen
- Bebbington, A.J./Hickey, S./Mitlin, D.C. (2007): Can NGOs Make a Difference? The Challenge of Development Alternatives
- Appel, A. (2008). Strategieentwicklung als Balanceakt. Theorie und Praxis als Balanceakt bei NGOs
- Missoni, E./Alesani, D.: Management of International Institutions and NGOs (2013).

4.3 Corporate Social Responsibility

Obligatory textbooks:

- Desjardin, J. (2005). An Introduction to Business Ethics. 2nd ed. McGraw Hill.
- Bode, M.: International Understanding of Corporate Social Responsibility (CSR) (2007)

Additional literature recommended:

- Schaltegger, S./Windolph, S.E. (Eds., 2014): Corporate Sustainability in International Comparison: State of Practice, Opportunities and Challenges
- United Nations: Global Corporate Sustainability Report 2013, New York 2013
- Armstrong, M./Stephens, T. (2nd ed. 2009): A Handbook of Management and Leadership. A guide to managing results
- Kötschau, K./Marauhn T. (Eds., 2008): Good Governance and Developing countries – interdisciplinary perspectives
- Crane, Andrew: The Oxford Handbook of Corporate Social Responsibility, Oxford University Press, U.S.A., (2009)
- Müller, M./Schaltegger, S. (Eds., 2008): Corporate Social Responsibility.
- Discovering ISO 26000, Genève 2010 www.iso.org/iso/discovering_iso_26000.pdf
- Bauer, K. (2008): Corporate Social Responsibility as a Public-Relations Strategy: Aligning Business Goals with Societal Expectations
- Hartmann, L. (2004). Perspectives in Business Ethics. 3rd ed. Berkshire: McGraw Hill.

4.4 Business Plan Development:

Obligatory textbooks:

- Bornstein, D.; Davis, S. (2010): Social Entrepreneurship: What Everyone Needs to Know Oxford 2010.
- McKeever, M. (2012): How to Write a Business Plan, 11th Ed. Berkeley 2012.
- Scofield, R. (2011): The Social Entrepreneur's Handbook: How to Start, Build, and Run a Business That Improves the World New York 2011

Additional literature recommended:

- Provided by lecturer based on chosen topics



5 EXTERNAL ENVIRONMENT

5.1 External Environment: Politics & Ethics

Module coordinator	Prof. Dr. Uwe Holtz		
Number of ECTS-Credits	6		
SWS	4		
Workload composition	Self-study	Attendance time	Overall workload
	120 h	4 SW / 60 h	180 h
Workload specification	<p>Within the seminars of this module students are introduced to various instruments of international politics and business ethics. The lecturers provide the students with reading materials and tasks as preparation and foundation for the respective seminars. During the seminars themselves the students are engaged in listening to the lecturer, discussing the previously prepared texts and tasks, group work, practical applications and visits of guest speakers, that students learn hands-on approaches from experienced professionals. The main part of the self-study hours are dedicated to the reflection of things learned in class, literature research and the revision of lecture notes in order to prepare for the written exam.</p>		
Share in overall average grade	8%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	5.1.1 International Politics		
	5.1.2 Global and Business Ethics		

Module-Nr./ Code	5.1
Module name	Politics and Ethics
Semester or trimester	2nd semester
Duration of courses	One semester
Form of courses (compulsory, elective, etc.)	Obligatory courses



Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study programmes	None
Name of lecturers	1. Prof. Dr. Holtz (Friedrich-Wilhelms-Universität, Bonn) 2. Dr. Lanzerath (Friedrich-Wilhelms-Universität, Bonn)
Language of instruction	English
Qualification objectives of the courses	
<p>These courses are designed to acquaint the students to get an understanding of behavior on an ethical background in and out organizations and to get a deeper knowledge of the current religious, cultural as well as political influences, in current global trends and with the corresponding working fields.</p> <p>5.1.1 International Politics:</p> <p>This seminar will give an introduction to International Politics and to areas such as peace and war, human security, global governance and international regimes, sustainable human development and foreign assistance, climate change, democracy and human rights. Case studies will focus on specific countries (e.g. Germany) and groupings of states (e.g. the EU) by explaining the management of foreign affairs and international relations, based on pertinent theories. Students work out processes and structures of international cooperation and political integration worldwide as well as advocacy networking approaches. Relying on theories of development, conflicts and international relations, they reflect positive and negative factors for development, peace research approaches, humanitarian interventions, the role of the United Nations, and the interactions between states in the era of globalism.</p> <p>Instrumental competences:</p> <p>The interdisciplinary and international oriented seminar requires analytical and problem solving skills.</p> <p>Systemic competences:</p> <p>Students are enabled to acquire knowledge in the various fields of international politics and global governance and to integrate and deal critically with complex international issues. They gain competences to make science-based, practice-relevant decisions in accordance with international frameworks (such as economic, social, environmental and human rights agreements and codes). Form the ability to take the interests and values of different stakeholders in the economic and civic areas in management decisions into account.</p> <p>Communicative competences:</p> <p>Exchange information with selected representatives (about the UN, international NGOs or politics) on issues and gain insights into Theory Practice Approaches also with case studies. Increase the international and intercultural sensitivity and thereby bring the practical experience of the faculty and the heterogeneous composition of students to vibrate. Through presentations, group discussions, teamwork and individual elaborations (as in the exam) questions and strengthen communicative skills.</p>	



5.1.2 Global & Business Ethics:

To learn about the foundations in ethical thought. Discussing a variety of perspectives on difficult ethical dilemmas in both the personal and professional context. To critically evaluate different perspectives in business ethics using one's own ethical theory base. Critically analysis different business situations in conjunction with management, law, economics and public policy from a multidisciplinary and philosophical perspective.

Instrumental competences:

The gaining of knowledge is interdisciplinary and molds the ability to look at cases and theories from different perspectives; primarily analytical skills are trained

Systemic competences:

Different traditions of ethical theory (theory knowledge) are confronted with challenges of practice (practice analysis). The skills to review decisions regarding individual compatibility, social compatibility, system compatibility and ecological sustainability are to be developed. Competences of normative analysis of conflicts of interest with different stakeholders involved are to be learned. Models to promote a balance of interests are practiced. Independent analysis techniques are honed by working with unknown case studies.

Communicative competences:

In group discussions students learn to present key data of unknown cases to their peers to enable a common normative analysis. Intense ethical aspects of the impact of globalization will be developed and analyzed utilizing the different intercultural origins of the participants; this teaches transcultural sensitivity towards the development of transnational strategies for problem solving. Group and team work, successful multimedia presentations, individual work-ups of texts are equally trained.

Content of the courses

5.1.1 International Politics:

- Introduction to International Politics and global challenges,
- Theories of International Relations,
- Structures of international cooperation and networks,
- Global Governance and power shifts in world politics,
- Regionalism and processes of political integration/groupings (e.g. EU, SADC, MERCOSUR, ASEAN .../G7/8, G20),
- Germany's foreign policy, including development cooperation,
- Theories of conflicts and peace research approaches,
- Human rights and democracy as universal values,
- Humanitarian interventions – Responsibility to protect,
- United Nations, history and development,
- International Politics: NGOs and the private sector.

5.1.2 Global & Business Ethics:

- Values and Ethics, the Nature and goals of Business Ethics and the Law
- Stakeholder Theory and Ethical Perspectives
- Ethical Theory and Business (e.g. Ethical Relativism and Reasoning in Ethics, psychological Egoism, Utilitarian Ethics, Deontological Ethics, Virtue Ethics)
- CSR and Ethics



<ul style="list-style-type: none">- Employer & Employee Ethics (e.g. Moral Law and Rights in the Workplace, Diversity approach, Equal Opportunity and Affirmation Act)- Marketing & Sales Ethics- Business Environmental Responsibilities (e.g. Sustainability, CSR)- International Business and Globalization (e.g.- Ethical Relativism, Cross-Cultural Values and International Rights, Global Compact)	
Teaching and learning methods of the courses	Lecturing, discussions, self-study, individual and group research presentations, theory-practice-approaches, and script and lecturer notes.
Specials (online proportion, practical input, guest lecturers etc.)	<p>Selected Guest speaker on a current topic, e.g. from</p> <ul style="list-style-type: none">- Ministries of Germany and North Rhine Westphalia (Federal Foreign Office, Federal Ministry for Economic Cooperation and Development ...),- Representatives of Bonn based UN Organizations and NGOs,- former Ambassadors or Members of Parliament. <p>Guest speaker (DRZE, Deutsches Referenzzentrum für Ethik, University of Bonn, KfW/DEG; representatives of NGOs)</p> <p>The class supports student personal network building.</p>
Literature (compulsory readings/ recommended additional literature)	
<p>Obligatory textbooks:</p> <ul style="list-style-type: none">- Desjardin, J. (2005). An Introduction to Business Ethics. 2nd ed. McGraw Hill.- Hall, E. (1997): Beyond Culture- Coogan, M.C. et al. (2009): World Religions- Baylis, J./ Smith, S./Owends, P. (2013): The Globalization of World Politics: An Introduction- Grigby, E. (International ed. 2011): Analyzing- Baylis, J./ Smith, S./Owends, P. (6th ed. 2014): The Globalization of World Politics: An Introduction to International Relations- Grigsby, E. (5th ed. 2012): Analyzing Politics: An Introduction to Political Science <p>Additional literature recommended:</p> <ul style="list-style-type: none">- Schaltegger, S./Windolph, S.E. (Eds., 2014): Corporate Sustainability in International Comparison: State of Practice, Opportunities and Challenges- Kötschau, K./Maruhn T. (Eds., 2008): Good Governance and Developing countries – interdisciplinary perspectives- Hartmann, L. (2004). Perspectives in Business Ethics. 3rd ed. Berkshire: McGraw Hill.- Holtz, U. (2013): Role of Parliamentarians in the implementation process of the UN Convention to Combat Desertification- Barnett, M./ Finnemore, M. (2004): Rules for the World: International Organizations in Global Politics	



5.2 External Environment: Economics

Module coordinator	Prof. Dr. Wiltrud Terlau		
Number of ECTS-Credits	6		
SWS	4		
Workload composition	Self-study	Attendance time	Overall workload
	120 h	4 SW / 60 h	180 h
Workload specification	<p>During this module students are introduced to international economics as well as a special focus of sustainable economics.</p> <p>For the seminars, proper preparation and follow-up is implied and will be supported by providing literature and specific materials. During the seminars additional research and presentations in team-work have to be conducted.</p> <p>The final part of the module is the exam. The preparation of which requires the main part of self-study hours.</p>		
Share in overall average grade	8%		
Form of exam / prerequisites for awarding credit points	In accordance to §14(3) of the examination regulations		
Courses of the module	5.2.1 International Economics		
	5.2.2 Sustainability Economics		

Module-Nr./ Code	5.2
Module name	External Environment: Economics
Semester or trimester	2nd Semester
Duration of courses	One semester
Form of courses (compulsory, elective, etc.)	Obligatory courses
Frequency of courses offering	p.a.
Admission requirements	None specific
Applicability for other study pro-	None



grammes	
Name of lecturers	1. Prof. Dr. Wiltrud Terlau
Language of instruction	English
Qualification objectives of the courses	
<p>Both courses are designed to acquaint students to get an understanding of the basics in International Economics and Sustainability Economics with their impact and interconnections on global level and with their economic, social and ecological consequences. .</p> <p>5.2.1: International Economics:</p> <p>The students will get familiar with the importance of International and global economic relations and analyse their theoretical approaches when structuring the complexity of the global environment and forms of regional integration. They will get to know data, statistics and economic policies, work out specifics of the developed, emerging and developing countries as well as reasons and outcome of regional (global) crises.</p> <p>Instrumental competences:</p> <p>International economics analyzes macroeconomic processes and focusses explicitly on the global significance of national and international economic policies and their interplay. Here the interdisciplinary background and the unique professional background of the lecturer (economic research institute, international organizations) and the setup of external speakers (for example, EU Commission) can be utilized. The first foundation for the succeeding seminar "Sustainability economics" will be laid out, with the integration of environmental, social and economic aspects.</p> <p>Systemic competences:</p> <p>The final part of the module is the exam. Additional research and presentations in team-work have to be conducted. Furthermore proper preparation and follow-up is implied and will be supported by providing literature and specific materials.</p> <p>Communicative competences:</p> <p>Current (inter) national economic policy and macroeconomic issues are taken into account. Only by considering different countries and groups of countries an international and intercultural sensitivity can be formed, for example through discussions, presentations and team work. The heterogeneity of the students can thus be positively reinforcing and should also lead to greater intercultural sensitivity and enhance the communication skills of the entire group. This is supported by the interdisciplinary and international orientation of the lecturer.</p> <p>5.2.2 Sustainability Economics:</p> <p>Students should be prepared and enabled to understand futures questions and societal global challenges and their consequences on companies, consumer, civil society (NGOs), governments, countries and their interconnections. They get to know the different dimensions of sustainable development. Focus on microeconomic level is the theoretical approach of economic analysis of environmental; on macroeconomic level an extended economic system with measures of sustainable growth, incl. social, economic and ecological measures. In addition, the students get to know different types of sustainable management systems such as biodiversity, water, energy, mobility etc. (incl. Institutions, politics) considering</p>	



developed, emerging and developing context and how to value natural resources.

Instrumental competences:

Sustainability economics is by definition interdisciplinary with the integration of environmental, social and economic aspects regarding major global challenges (such as climate change, loss of biodiversity, inequality ...) and requires an adaptation of traditional economics. The interdisciplinary background (Volksw./Agrar-Ing.) and the unique practical experience of the lecturer (like the World Bank, International Centre f. Sustainable Development- IZNE- at HBRIS) and external speakers (eg Uni Bonn, Thünen-Institute) are used constructively. Basic economic understanding is developed in the seminar "International Economics". The heterogeneity of the student's esp. regarding their academic orientation and professional backgrounds positively reinforcing the goals of the seminar.

Systemic competences:

The final part of the module is the exam. Additional research and presentations in team-work have to be conducted. Furthermore proper preparation and follow-up is implied and will be supported by providing literature and specific materials.

Communicative competences:

The seminar focused on the major global challenges (such as climate change, loss of biodiversity, inequality ...) and emphasizes the modifications of traditional economics. Current (inter) national economic policy and macroeconomic issues are taken into account. Only by considering different countries and groups of countries an international and intercultural sensitivity can be formed, for example through discussions, presentations and team work. The heterogeneity of the students can thus be positively reinforcing and should also lead to greater intercultural sensitivity and enhance the communication skills of the entire group. This is supported by the interdisciplinary and international orientation of the lecturer.

Content of the courses

5.2.1: International Economics:

International Microeconomics:

- International Trade Theories, e.g. Mercantilism, Absolute Cost Advantage (Adam Smith), Principle of Comparative Cost Advantage (David Ricardo), Theory of Factor Endowments, Product Cycle Theory, Imperfect Competition etc.
- International Trade Policy, e.g. Global Trade and Trade Liberalisation, structures and stages of Regional Integration, Basis Theory of Regional Integration, World Wide Integration Projects.

International Macroeconomics:

- International Monetary Economics, e.g. Macroeconomic Links between Countries and International Monetary Systems
- Global Economy
- Development, Emerging and Developing Countries
- Transition Countries and European Enlargement
- International Institutions
- Regional Crisis in the World
- Challenges in the Global Economy

5.2.2 Sustainability Economics:

- Global Challenges and Importance of CSR and NGOs



<ul style="list-style-type: none"> - Natural Resources, Social Equity and Sustainable Development - Economic Analysis of Environmental Issues (Microeconomics) - Sustainable Management, Institutions and Policies (Case Studies) - Standard and Extended Economic Systems - Economic Growth and Sustainable Development (Macroeconomics) - Project Evaluation (Valuing Natural Resources) 	
Teaching and learning methods of the courses	Lecture in form of seminar including discussions, guest lecturer, review questions, case studies, role plays, team work, self-study, presentation
Specials (online proportion, practical input, guest lecturers etc.)	<p>Case Studies such as Country & Location Analysis, Biodiversity, Sustainable Mobility, Sustainable Agriculture, Water Resources Management, Renewable Energy, Measures of Sustainable Growth, Valuation Techniques</p> <p>Guest speaker from national/international institutions (EU Commission, Foreign Office, European Central Bank, Rhein.-Westf. Institut für Wirtschaftsforschung, Univ. Bonn), and NGOs like German Agro Action (Welthungerhilfe)</p>
Literature (compulsory readings/ recommended additional literature)	
<p>Obligatory textbooks:</p> <ul style="list-style-type: none"> - Ingham, B., International Economics - A European Focus, (Pearson Edu.), Harlow, London, New York, a.o., 2004 - Krugmann, Paul R.; Obstfeld, M., International Economics – Theory and Policy, (9th ed., Addison Wesley), Boston, San Francisco, New York, a.o. 2011 - Bartelmus, P., Sustainability Economics: An Introduction, 13th ed. Taylor&Francis), 2012 - Ikered, J., The Essentials of Economic Sustainability (Kumarian Press), 2012 <p>Additional literature recommended:</p> <ul style="list-style-type: none"> - MHSB (ed.): Open Economy (CD-Rom International Trade, Theory and Policy. An Introduction to World Economics - Prakash, R.(2003): Environmental Changes and Challenges - Gautham, N.C. (2006): Environment and Natural Resource Management Harris, J.M., Environmental and Natural Resource Economics, A - Contemporary Approach, 2nd ed., (Houghton Mifflin), Boston, New York, 2006 - Tietenberg, T., Environmental and Natural Resource Economics, 9th ed., (Addison Wesley) Boston, San Francisco, New York, a.o. 2011 	



6 ELECTIVES

Module coordinator	Ms. Isabella Kern		
Number of ECTS-Credits	6		
SWS	3		
Workload composition	Self-study	Attendance time	Overall workload
	135 h	3 SW / 45 h	180 h
Workload specification	<p>With the completion of the two first-semester, students have the flexibility to pursue their personal goals and interests by choosing minimum three of six offered elective courses. The relation between class hours and homework share in general is 3:2. Depending on the chosen set of electives, about one third self-study time may include the preparation for the respective classes via reading articles, papers, handbooks, literature or other appropriate teaching material pre-offered by the lecturer beforehand. Each elective contains a performance check at the end of the teaching lessons which may be a final presentation of working results, a seminar or project paper, a group project paper, a challenge game or a critical analysis of a case that completes the other two third of the self-study hours of the overall workload.</p>		
Share in overall average grade	n.a.		
Form of exam / prerequisites for awarding credit points	In accordance to §14(4) of the examination regulations		
Courses of the module	The electives are no fixed canon. The courses are based on the ratios / interests of the students and can therefore vary between semesters.		

Module-Nr./ Code	6
Module name	Electives
Semester or trimester	3rd Semester
Duration of module	One semester
Form of course (compulsory, elective, etc.)	Elective courses



Frequency of module offering	p.a.			
Admission requirements	None specific			
Applicability for other study programmes	None			
Name of lecturers	Various lecturers			
Language of instruction	English			
Qualification objectives of the module				
<p>Elective courses are designed to help students to improve in any area of competency in which they feel they would like to improve and/or in which they aim to broaden their personal fields of expertise. Students may choose among a flexible number of courses offered in the course catalogue. By this, students are able to individually sharpen their profiles and specialise in a further specific niche or topic area. The elective course catalogue always covers these superordinate categories:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>1. Specialized CSR & NGO management skills</p> <p>e.g. Process Modeling & Simulation, Impact Evaluation, Social media marketing, ... (courses might be added or changed)</p> </td> <td style="vertical-align: top;"> <p>2. Interdisciplinary knowledge development</p> <p>e.g. CSR, Human Rights and International Law, ... (courses might be added or changed)</p> </td> <td style="vertical-align: top;"> <p>3. Soft skill development</p> <p>e.g. Intercultural communication, Conflict Management in Organizations, ... (courses might be added or changed)</p> </td> </tr> </table> <p>The Selection of electives varies each year based on the current and future requirements and demands as well as the latest developments and trends in the CSR and NGO sector so that courses listed may be dropped from the curriculum, and new courses not listed may yet be added to provide instructions in the latest management topics.</p>		<p>1. Specialized CSR & NGO management skills</p> <p>e.g. Process Modeling & Simulation, Impact Evaluation, Social media marketing, ... (courses might be added or changed)</p>	<p>2. Interdisciplinary knowledge development</p> <p>e.g. CSR, Human Rights and International Law, ... (courses might be added or changed)</p>	<p>3. Soft skill development</p> <p>e.g. Intercultural communication, Conflict Management in Organizations, ... (courses might be added or changed)</p>
<p>1. Specialized CSR & NGO management skills</p> <p>e.g. Process Modeling & Simulation, Impact Evaluation, Social media marketing, ... (courses might be added or changed)</p>	<p>2. Interdisciplinary knowledge development</p> <p>e.g. CSR, Human Rights and International Law, ... (courses might be added or changed)</p>	<p>3. Soft skill development</p> <p>e.g. Intercultural communication, Conflict Management in Organizations, ... (courses might be added or changed)</p>		
Content of the module				
<p>Students are free to choose at least 3 courses by 2 ECTS each to complete this module. All courses offered will be announced prior to the semester and are aiming to deepen and individualize the students' profiles and skills in specialized management in the field of CSR & NGO, their interdisciplinary knowledge level or in their personal soft skill set.</p>				
Teaching and learning methods of the module	Lecture, self-study, discussion, individual and group-work, case studies, presentation of results, collegial and group consultation, role plays, challenge games, literature research, computer based simulation, Media Inputs (pp-charts, video, sound)			
Specials (online proportion, practical input, guest lecturers etc.)	n.a.			
Literature (compulsory readings/ recommended additional literature)				



Individual reading list will be provided by lecturers to students in advance.

Preparatory reading material, treaties and statutes as well as cases, articles and other documents will be provided to the participants briefly before due course.



7 GROUP & INDIVIDUAL COACHING

Module coordinator	Prof. Dr. Katja Bender		
Number of ECTS-Credits	5		
SWS	1		
Workload composition	Self-study	Attendance time	Overall workload
	135 h	1 SW / 15 h	150 h
Workload specification	The extent of the individual coaching sessions and learned competencies is based on the individual needs of the respective student. Given the heterogeneous backgrounds of students the coaching process varies also regarding their respective short and long-term career goals which is intertwined in finding the right topic for their master thesis. Those processes require a high amount of self-study and self-evaluation by the student in order to make the counseling sessions a success.		
Share in overall average grade	n.a.		
Form of exam / prerequisites for awarding credit points	In accordance to §14(4) of the examination regulations		
Courses of the module	n.a.		

Module-Nr./ Code	7
Module name	Group & Individual Coaching (PDP)
Semester or trimester	2nd and 3rd semester
Duration of module	Two semesters
Form of course (compulsory, elective, etc.)	Obligatory courses
Frequency of module offering	per study programme
Admission requirements	None specific
Applicability for other study programmes	
Name of lecturers	1. Prof. Dr. Katja Bender 2. Prof. Dr. Harald Meier



	<ol style="list-style-type: none">3. Ms. Isabella Kern4. Mr. Max Bolz5. And various additional lecturers
Language of instruction	English (occasional German, French, Spanish)
Qualification objectives of the module	
<p>The module "Coaching" has two interrelated objectives aiming at strengthening the employability of students as well as the capabilities of students to conduct applied research meeting high academic standards. It is designed as an ongoing individual- and group-based counselling process (2nd and 3rd semester). During the coaching and counseling process lecturers with relevant expertise support students to achieve their own academic and personal goals while studying this MBA program.</p> <p>By applying the Anglo-Saxon PDP approach (Personal Development Planning) students identify their key personal strengths as well as areas for further personal development, and define their short and long-term career goals (individual counseling sessions). Against this background students receive further counseling to independently identify a Master Thesis topic that supports their individual career development objectives, meets academic standards and is feasible given the time frame and background of students (individual and group-based counseling sessions). Students will then develop a master thesis proposal to channel their ideas, starting with an introduction of the problem/topic including a clear defined thesis objective and the explanation of structure and methods for the thesis.</p> <p>Given the heterogeneous backgrounds of students the coaching process is further complemented by a mandatory interactive seminar on how to write a master thesis (group-based counseling). The seminar illustrates the difference between scientific knowledge and other forms of knowledge; highlights the indispensable interrelation between theoretical and empirical research; discusses how to formulate scientific research questions; compares different types, purposes and components of theoretical reasoning and discusses different approaches for empirical research. Students have the chance to discuss their individual proposals during the seminar.</p> <p>Instrumental competences:</p> <p>The learned competencies are based on the individual needs. Therefore the cybernetic PDP model is a base to reflect and focus on the competencies needed during an inter-personal Coaching process. If needed, a peer-to-peer dimension is included due networking with functional or branches expertise. Same with inter-disciplinary needs.</p> <p>Systemic competences:</p> <p>In Coaching there cannot be a formal exam. Formalities are that every student has to make their own cybernetic PDP analysis before the first Coaching session, and later harmonize the c.v., letter of application, create a picture of the career path incl. alternatives etc. (based on cultural and personal needs).</p> <p>Inter-disciplinarily is an integral dimension of Coaching, internationality as well due the fact of the inter-cultural circumstances (e.g. incl. student's nationality, place of work, place of study, intercultural study group). Same with the study program as focus on profit-business CSR and nonprofit NGOs.</p> <p>Communicative competences:</p> <p>Typical Coaching methods and didactics are used, e.g. leading questions with self-reflection, or critical incident techniques. Coaching is not targeted to gain communicative competencies.</p>	
Content of the module	



The content of this module is goal-oriented towards successful completion of the Master Thesis and aims at:

- Furthering academic writing skills
- Identifying individual, interpersonal skills, and personal attributes, as well major strengths & areas for development
- Taking into account educational achievements & qualifications, work experience, and extra-curricular and leisure activities
- Reflectively analysing on labour market competition and career consequences giving advice regarding individual needs

The module includes intensive counseling sessions and the course "How to write a master thesis". This course aims at making students familiar with the research process and the various steps involved in that process. This course is essential for preparing the students to undertake their own research project (master thesis).

Teaching and learning methods of the module

Traditional individual and group face-to-face coaching incl. individual meaningful exercises.

Lecture and discussion

Specials (online proportion, practical input, guest lecturers etc.)

Guest lecturers/advisors on demand.

Literature (compulsory readings/ recommended additional literature)

Associated sources (on demand):

- Meier, H. (1998): Selbstmanagement im Studium.
- Edwards, G (2000): Connecting PDP to Employer Needs and the World of Work, (rtf-document), <http://www.ltsn.ac.uk>
- Greaves, L./Mortimer, M./Wilkinson, J (2003): The Business Curriculum and Employability: Making sense of the Employer Perspective, paper from LTSN BEST annual conference, Brighton, April 2003, <http://www.business.ltsn.ac.uk>
- Neuman, Lawrence W., Social Research Methods, Boston, 2003, 5th edition.
- Frantz, C. (2005): Karriere in NGOs (2005).
- Keutzer, F./Roth, S. (2006): Transnationale Karrieren.
- Akparep, J.Y. (2014) Human Resource Management among NGOs.
- Gedde, M./Gedde M. (2015): Working in International Development and Humanitarian Assistance.



8 MASTER THESIS

Module coordinator	Ms. Isabella Kern Mr. Max Bolz		
Number of ECTS-Credits	20		
SWS	n.a.		
Workload composition	Self-study	Attendance time	Overall workload
	600 h	-	600 h
Workload specification	<p>The master thesis amounts to a workload of 30 credit points and is fully set and supervised by a professor or examiner with special responsibilities and a specific link to the area of relevance for the study program. Research is an essential component of this final module. A big share of the overall workload is mostly spend by students on the prior research process, beginning with the specific master thesis title and topic as well as the information research, choosing the thematically appropriate committee members, literature review, filtration of primary and secondary sources and, of course, the consultation and communication with the supervisor. This first preparation process more or less generally encompasses one third of the indicated workload hours. Including the writing process the management of citations and the formatting work, writing of a powerful conclusion and adaptation and revision of the introduction, adding and of supplemental information including relevant charts, graphs, used figures and statistics and the Re-reading process of the entire thesis for correctness covers the other two third of the estimated workload period.</p>		
Share in overall average grade	30%		
Form of exam / prerequisites for awarding credit points	In accordance to Part IV of the examination regulations		
Courses of the module	n.a.		

Module-Nr./ Code	8
Module name	Master Thesis
Semester or trimester	3rd semester
Duration of module	One Semester



Form of course (compulsory, elective, etc.)	Obligatory courses
Frequency of module offering	Per study programme
Admission requirements	30 ECTS points
Applicability for other study programmes	
Name of lecturers	Various lecturers
Language of instruction	English (German, French or other language optional, belonging to acceptance of 1 st and 2 nd advisor)
Qualification objectives of the module	
<p>The thesis has to be designed as a research paper (based on a current problem) in CSR or NGO-Management with a transformation of the theoretical and practical studied background due classes and practical experiences in the taken modules.</p> <p>Students should use and transfer their learned and experienced knowledge, methods and working techniques into responsible management behaviour, based on a real project in NGOs, CSR including critical reflection on academic and practical approaches.</p>	
Content of the module	Students are free to suggest topics related to the content of the study programme
Teaching and learning methods of the module	Written Thesis
Specials (online proportion, practical input, guest lecturers etc.)	Online counselling Individual coaching due academic lecturers and personal coaches
Literature (compulsory readings/ recommended additional literature)	Several relevant sources related to the Assignment's topic