

**Handbook of Modules  
for the Master of Science in Management  
(eMA MGMT)**

**Note on the currentness of the module descriptions**

Current information on contents and examinations that may vary with the allocation of lecturers to courses can be found by looking for the courses online via the intranet ZU|hause.

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## Mandatory Modules

<b>29401   Strategic Management</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Presentation (30 min.)
<b>Module Responsibility</b>	Prof. Dr. Christian Opitz Chair for Strategic Management & Human Resources Management E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>This module introduces the history, object, key concepts, tools, and principles of strategy formulation and competitive analysis. By adopting a general management perspective that views the firm holistically and over longer terms, it focuses on managerial decisions and actions that critically affect the performance and survival of a business. It assumes a broad and dynamic view of the environment, characterized by turbulence and uncertainty. Key strategic business decisions being analyzed in this module comprise the selection of competitive strategies, the creation and defense of a sustainable competitive advantage and the buildup of critical resources. Finally, new directions to strategic thinking as long-tail vs. superstar markets, business ecosystems and dynamic capabilities, that allow for an adaptation to radical change, are considered.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  describe the evolution, subjects, and objective of strategy research;</li> <li>  analyze the main structural features of an industry and develop strategies that position the firm most favorably in relation to its rivals;</li> <li>  demonstrate understanding of the concept of competitive advantage and its sources;</li> <li>  distinguish the two primary types of competitive advantage, i.e. cost leadership and differentiation, and formulate strategies to create a cost and/or a differentiation advantage;</li> <li>  appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies;</li> </ul>	

- | recognize the different stages of industry evolution and recommend strategies appropriate to each stage;
- | outline important new directions in strategic thinking;
- | recognize strategic decisions that present ethical challenges and make appropriate recommendations for ethical decision-making.

### Literature

#### **Mandatory readings**

- | Electronic scriptum provided via ILIAS.

#### **Supplementary readings:**

- | Grant, R., Jordan, J. (2015): *Foundations of Strategy*. John Wiley & Sons.
- | Haberberg, A., Rieple, A. (2008): *Strategic Management- Theory and Application*. Oxford University Press.

<b>29404   Organization and HR Management</b>	
<b>Credits</b>	4 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Written Exam (90 min.)
<b>Module Responsibility</b>	Prof. Dr. Christian Opitz Chair for Strategic Management & Human Resources Management E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>The module focuses on the organization and the human resource management of firms in an increasingly complex, international, and uncertain environment. It adopts the perspectives of Economic Organization, Organizational Behavior, HR Management and Leadership and draws on established theories in these fields.</p> <p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>  differentiate between three dimensions of boundary setting;</li> <li>  outline Transaction Cost- and Agency Theory and analyze practical applications;</li> <li>  transfer the concept of firm boundary setting to practical cases and discuss the pro's and con's of concrete boundary changes;</li> <li>  critically discuss the limits of economic theory;</li> <li>  describe the characteristics and practical applications of traditional and evolving organizational forms;</li> <li>  discuss important aspects of international organizational design;</li> <li>  critically evaluate organizational structures in practice;</li> <li>  identify important dimensions of innovation-related organizational design;</li> <li>  elaborate on the difference between internal and external recruiting;</li> <li>  devise an effective recruiting strategy in practice;</li> <li>  contrast fixed and variable pay regimes and discuss their pro's and con's;</li> <li>  describe the effects of profit/gain sharing on employee motivation;</li> <li>  differentiate between trait and behavioral theories of leadership;</li> <li>  elaborate on emerging issues in leadership;</li> <li>  define the concept of organizational culture;</li> <li>  identify important elements of a developmental culture that fosters an innovation-friendly environment.</li> </ul>	

**Literature**

**Mandatory readings**

- | Electronic scriptum provided via ILIAS.
- | Coase, R. (1937): The Nature of the Firm, *Economica* 4(16), 386-405.

**Supplementary readings:**

- | De Cenzo, D. A., Robbins, S. A., Verhulst, S. L. (2016): *Fundamentals of Human Resource Management*, 12<sup>th</sup> ed., Wiley.
- | Milgrom, P., Roberts, J. (1992): *Economics, Organization and Management*, Pearson.
- | Williamson, O. E. (1975): *Markets and Hierarchies*, Free Press.
- | Yukl, G. A. (2020): *Leadership in Organizations*, 12<sup>th</sup> ed., Pearson.

<b>29405   Accounting and Finance</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Written Exam (90 min.)
<b>Module Responsibility</b>	Chair for Sustainability Accounting & Controlling Provisional: Prof. Dr. Christian Opitz as Academic Program Chair E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>The module focuses on the basic principles and concepts of accounting and finance, which are essential for managing budgets and making informed business decisions. Throughout the course, students will participate in exercises, case studies, and discussions to reinforce their understanding and to provide practical applications to real-world scenarios.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  understand the purpose of accounting, and basic accounting principles;</li> <li>  learn how to interpret financial statements, including the balance sheet, income statement, and cash-flow statement;</li> <li>  comprehend the basic principles of cost accounting, including cost classification, cost behavior, and costing methods, such as job costing and process costing;</li> <li>  recognize the importance of budgeting in financial management, and learn how to prepare budgets and forecasts for planning and control purposes;</li> <li>  explain the concepts of time value of money, including present value, future value, and annuities, and their applications in financial decision making.;</li> <li>  gain an understanding of the fundamental concepts and principles of finance, including financial markets, time value of money, risk and return, and valuation of financial assets.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> </ul> <p><b>Supplementary readings:</b></p> <ul style="list-style-type: none"> <li>  Will be provided throughout the course.</li> </ul>	

<b>xxxxx   Data Analysis &amp; Econometrics</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, application, presentation
<b>Examination</b>	Written Exam (90 min.)
<b>Module Responsibility</b>	Junior Professorship for Business Analytics & Data Science Provisional: Prof. Dr. Christian Opitz as Academic Program Chair E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>This module aims to equip students with the skills and knowledge necessary to effectively analyze and interpret data using statistical and econometric methods. It provides a solid foundation in data-driven decision-making, statistical analysis, and econometric modeling by covering both theoretical concepts and practical applications. Students will learn how to collect, analyze, and interpret data, with a focus on applying these methods to real-world economic problems. The course covers various topics related to the field, including data collection, exploratory data analysis, statistical techniques, and econometric modeling.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  understand the scope and limitations of different data collection methods, including surveys, experiments, and secondary data sources;</li> <li>  design data collection processes that ensure data accuracy and reliability;</li> <li>  use statistical techniques, such as inferential statistics, hypothesis testing, regression analysis, and time series analysis, to analyze data and draw meaningful conclusions;</li> <li>  apply econometric modeling, including linear regression, panel data analysis and time series analysis, to analyze and model relevant relationships;</li> <li>  interpret and communicate statistical and econometric results to different audiences;</li> <li>  identify and formulate research questions, design appropriate data analysis approaches, and solve real-world economic problems using data-driven approaches;</li> <li>  critically reflect on the importance of ethical considerations in data.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> </ul>	

**Supplementary readings:**

- | James, G., Witten, D., Hastie, T., Tibshirani, R. (2017): *An Introduction to Statistical Learning*. Springer.
- | Munzert, S., Rubba, C., Meißner, P, Nyhuis, D. (2015): *Automated Data Collection. A Practical Guide to Web Scraping and Text Mining*. Wiley.
- | Wooldridge, J. M. (2012): *Introductory Econometrics: A Modern Approach*. South-Western College Publishers.
- | Zumel, N., Mount, J. (2014): *Practical Data Science with R*. Manning.

<b>29407   Digital Transformation and Entrepreneurship</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Case Study Work
<b>Module Responsibility</b>	Prof. Dr. Matthias Weiß ZEPPELIN Chair for Innovation Management & Transformation E-Mail: matthias.weiss@zu.de
<b>Content and Learning Outcome</b>	
<p>Digital transformation and entrepreneurship constitute two key areas that are shaping the modern business landscape. Starting with key technological advancements, such as artificial intelligence, data analytics, cloud computing, and the Internet of Things, the course provides a deeper understanding of how digital technologies are driving business innovation and transformation, and how entre- and intrapreneurs can leverage these technologies to create sustainable businesses and scale their ventures.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  explain the drivers of digital transformation, such as technology, changing customer expectations, and competitive pressures;</li> <li>  comment on the advantages and disadvantages of different types of digital business models;</li> <li>  assess and evaluate existing digital business models and identify potential improvements;</li> <li>  discuss how digital transformation can impact the Tripple Bottom Line of sustainability positively or negatively;</li> <li>  describe case studies and real-world examples of digital initiatives that have contributed to sustainable outcomes;</li> <li>  be familiar with the process of identifying digital opportunities in the market, including market research, trend analysis, and customer needs assessment;</li> <li>  exhibit a basic understanding of tools and techniques that can facilitate digital entrepreneurship and innovation, such as design thinking, lean startup methodology, and open innovation.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> </ul>	

**Supplementary readings:**

- | Morabito, V. (2021): *Digital Entrepreneurship. Management, Systems and Practice*. Cambridge University Press.

<b>29403   Industrial and Organizational Psychology</b>	
<b>Credits</b>	4 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Presentation (30 min.)
<b>Module Responsibility</b>	Prof. Dr. Anja Achtziger Chair for Social- & Economic Psychology E-Mail: anja.achtziger@zu.de
<b>Content and Learning Outcome</b>	
<p>By drawing on your own experiences as well as well-established theoretical frameworks of the behavioral sciences we will explore what it requires to lead in a complex situation of change. Our analysis takes different perspectives and different levels of analysis into account (the individual, the group, the organization, and society). On this basis we will discuss, what kinds of interventions can be beneficial for handling critical situations effectively.</p> <p>Upon completion of this module students have gained a deeper understanding ...</p> <ul style="list-style-type: none"> <li>  about individuals – how to understand, motivate, lead, and work with others;</li> <li>  about teams – how to increase team effectiveness, avoid dysfunctional tendencies of teams and manage team conflict;</li> <li>  about organizational processes and characteristics such as power and politics;</li> <li>  about effectively leading in crises.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> <li>  Sutton, R. I. (2009): How to be a good boss in a bad economy, in: <i>Harvard Business Review</i> June 2009, 42-50.</li> </ul> <p><b>Supplementary readings:</b></p> <ul style="list-style-type: none"> <li>  Cannon, M. D., Witherspoon, R. (2005): Actionable feedback: Unlocking the power of learning and performance improvement, in: <i>Academy of Management Executive</i> 19, 120-134.</li> <li>  Martinsons, M. G. (2001): Comparing the decision styles of American, Japanese and Chinese business leaders, in: <i>Best Paper Proceedings of Academy of Management Meetings</i>, Washington, DC, 1-10.</li> </ul>	

- | Pittinsky, T. (2010): A two-dimensional model of intergroup leadership, in: *American Psychologist* 65, 194-200.
- | Sonnentag, S. (2000): Excellent performance: the role of communication and cooperation processes, in: *Applied Psychology* 49, 483-497.

<b>29406   Diversity- and Innovation Management</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Presentation (30 min.)
<b>Module Responsibility</b>	Prof. Dr. Christian Opitz Chair for Strategic Management & Human Resources Management E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>The first part of the module considers a particular driver of creativity and innovation, i.e. the diversity of an organization's workforce. It introduces an active Diversity Management as a potential source of sustained competitive advantage by building on a respective conceptual basis, discussing different attitudes of organizations towards diversity, and considering related implementation and controlling aspects. The second part of the module covers key concepts and principles of an effective Innovation Management. Students learn how to drive the generation of new ideas in different contexts, such as startups, established companies, and non-profit organizations.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  explain the content and scope of diversity management;</li> <li>  outline current trends and explain why diversity management is important;</li> <li>  describe the opportunities and threads of a cultural opening and refer to their theoretical foundations;</li> <li>  exemplify three paradigms of organizations towards diversity;</li> <li>  define fields of action and specify measures of diversity controlling;</li> <li>  explore different types of innovation, such as product innovation, process innovation, and business model innovation;</li> <li>  differentiate between incremental innovation, radical innovation, open innovation, and disruptive innovation;</li> <li>  understand the stages of the innovation process, including idea generation, idea screening, concept development, prototyping, testing, and implementation;</li> <li>  delineate global innovation trends and best practices from different industries and regions.</li> </ul>	
<b>Literature</b>	
<b>Mandatory readings</b>	

| Electronic scriptum provided via ILIAS.

**Supplementary readings:**

| Will be provided throughout the course.

<b>29409   Digital Transformation and Change Management</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Case Study Work
<b>Module Responsibility</b>	Prof. Dr. Matthias Weiß ZEPPELIN Chair for Innovation Management & Transformation E-Mail: matthias.weiss@zu.de
<b>Content and Learning Outcome</b>	
<p>The module is designed to provide students with a holistic understanding of how digital technologies are driving significant changes in organizations and how effective change management strategies can enable organizations to thrive in the digital era. It covers key concepts, frameworks, and best practices related to digital transformation and change management and equips students with the skills and knowledge needed to successfully lead and manage digital transformation initiatives in various organizational contexts. Throughout the course, students will engage in case studies, group discussions, and practical exercises to reinforce their understanding of digital transformation and change management concepts.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  analyze the impact of digital technologies on different aspects of business and organizations;</li> <li>  understand the fundamental concepts, strategies, and techniques associated with digital transformation;</li> <li>  explain the assumptions behind planned change initiatives, both generally and in relation to specific cases;</li> <li>  identify, analyze, and argue for the need for change initiatives or organizational initiatives in relation to specific cases / situations;</li> <li>  plan, implement, and evaluate practical change initiatives in organizations undergoing digital transformation, including the development of effective communication strategies;</li> <li>  identify and handle resistance to planned change;</li> <li>  critically evaluate real-world examples of digital transformation initiatives and change efforts and develop strategies for overcoming typical challenges.</li> </ul>	
<b>Literature</b>	

**Mandatory readings**

- | Electronic scriptum provided via ILIAS.
- | Clampitt, P.G., DeKoch, R.J., and Cashman, T. (2000): A strategy for communicating about uncertainty, *Academy of Management Executive* 14(4), 41 – 57.
- | Kotter, J.P. (2007): Leading Change. Why Transformation Efforts Fail. *Harvard Business Review*, January 2007, 96 – 103.

**Supplementary readings**

- | Kane, G.C., Phillips, A.N., Copulsky, J.R., Andrus, G.R. (2019): *The Technology Fallacy: How People Are the Real Key to Digital Transformation*. MIT Press

<b>29410   International- and Intercultural Management (International Academy)</b>	
<b>Credits</b>	6 ECTS-points
<b>Workload</b>	150 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, learning journeys, discussion, group work
<b>Examination</b>	Written Reflection (25 p.)
<b>Module Responsibility</b>	Prof. Dr. Christian Opitz Chair for Strategic Management & Human Resources Management E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>The module presents an introduction to the key concepts, theories, and practices related to managing in a global and multicultural environment. Students will learn about the challenges and opportunities of managing across borders and cultures, and how to develop strategies and skills to effectively navigate cultural differences and work in international teams. Overall, the course aims to prepare students to be effective global managers and leaders, with a strong understanding of the complexities of international and intercultural business environments.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  define and explain the key concepts and theories of international and intercultural management, including cultural differences, globalization, cross-cultural communication, and international business strategies;</li> <li>  analyze and understand the impact of cultural differences on business practices, negotiation, and decision-making in international and intercultural settings;</li> <li>  demonstrate effective communication skills in cross-cultural contexts, including verbal and nonverbal communication, active listening, and empathy;</li> <li>  identify and explain the major international business practices and regulations, including trade agreements, intellectual property rights, and ethical considerations;</li> <li>  apply their knowledge and understanding to analyze international business situations and develop effective solutions;</li> <li>  develop an appreciation for the diversity of cultures and perspectives in the global business environment, and the importance of respecting and valuing cultural differences.</li> </ul>	

Literature
<b>Mandatory readings</b> <ul style="list-style-type: none"><li>  Electronic scriptum.</li></ul>
<b>Supplementary readings</b> <ul style="list-style-type: none"><li>  Will be provided throughout the course.</li></ul>

<b>xxxxx   Responsible Leadership &amp; Interpersonal Skills</b>	
<b>Credits</b>	4 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, role-plays, presentation
<b>Examination</b>	Case Study Work
<b>Module Responsibility</b>	Prof. Dr. Josef Wieland Chair for Institutional Economics, Organizational Governance, Integrity Management & Transcultural Leadership E-Mail: josef.wieland@zu.de
<b>Content and Learning Outcome</b>	
<p>The module aims to develop self-aware, emotionally intelligent, and effective leaders who consider the ethical dimension of their decisions and take the impact of their leadership on various stakeholders into account, including employees, customers, communities, and the environment.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  define their own strength, weaknesses, values, and beliefs;</li> <li>  reflect on their personal values and how these values will influence their future decision making;</li> <li>  explore different leadership styles, such as servant leadership, transformational leadership, authentic leadership, and responsible leadership;</li> <li>  reconsider their own leadership style and its impact on others;</li> <li>  understand ethical principles and values, discuss ethical dilemmas and make ethical decisions;</li> <li>  recognize and value diversity, and develop cultural competence to effectively lead and interact with individuals from different backgrounds, cultures, and perspectives;</li> <li>  revisit their learnings from the program and create an individual competence profile;</li> <li>  apply different methods and instruments that promote continuous self-reflection and development.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> </ul> <p><b>Supplementary readings:</b></p>	

Maak, T., Pless, N. (2021). <i>Responsible Leadership</i> . Routledge.	
<b>29413   Project Work</b>	
<b>Credits</b>	10 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, application, group work, presentation
<b>Examination</b>	Project Work (25 p.)   Project Presentation (30 min.)
<b>Module Responsibility</b>	Junior Professorship for Business Analytics & Data Science Provisional: Prof. Dr. Christian Opitz as Academic Program Chair E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>This module complements the course in Data Analysis &amp; Econometrics by providing a comprehensive practical application. Students will apply the concepts, techniques, and tools they have learned to real-world data, develop practical skills in data analysis using statistical software, and gain hands-on experience in conducting data-driven analysis.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  collect data on relevant variables from firm records, public records, qualified internet pages, or other reliable sources, depending on the focus of their individual project;</li> <li>  conduct Exploratory Data Analysis on the collected data to understand the distribution, summary statistics, and relationships between variables;</li> <li>  use data visualization techniques, such as scatter plots, histograms, and box plots, to identify patterns and outliers in the data;</li> <li>  develop econometric models to estimate the impacts of different variables on their variable(s) of interest using different techniques, depending on the nature of the data and individual research questions;</li> <li>  interpret the estimated coefficients and assess the overall goodness of fit of the models;</li> <li>  present the findings of their analysis and discuss the implications of their results;</li> <li>  provide recommendations for practitioners, policymakers, or other relevant stakeholders;</li> <li>  perform sensitivity analysis to assess the robustness of the results and explore the potential effects of different assumptions and/or model specifications</li> </ul>	

discuss the limitations of their study, such as data limitations, assumptions, and potential biases;   suggest areas for future research.
<b>Literature</b>
<b>Mandatory readings</b>   Electronic scriptum provided via ILIAS.
<b>Supplementary readings</b>   Provost, F., Fawcett, T: (2013): <i>Data Science for Business</i> . O'Reilly.

## Elective Modules

<b>26405   Entrepreneurial Finance and Corporate Venturing</b>	
<b>Credits</b>	4 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Learning journey, lecture, discussion, group work
<b>Examination</b>	Presentation (30 min.)
<b>Module Responsibility</b>	Prof. Dr. Reinhard Prügl Chair for Innovation, Technology & Entrepreneurship E-Mail: reinhard.pruegl@zu.de
<b>Content and Learning Outcome</b>	
<p>The module provides students with a basic understanding of essential elements in the field of financing start-ups from a scientific point of view as well as practical and application oriented. Within this context there will be a specific focus on selected financing instruments that are available to small and young companies during their life-time phases. As part of a classic start-up financing, students deal with key financing principles, methods, and models that underpin venture capital (VC) financing models. At the beginning of the class, an overview of VC and private equity (PE) markets, business model, and (investment) behavior of VC and PE investors will be provided, from a theoretical and practical perspective, before students will be introduced to the risk-return assessment of business models of potential target companies from an investor point of view. An essential part of financial participation in mostly young companies is the need for VC and PE investors to try to exit the investment after the investment horizon has expired, for example via the capital market. In this respect, another component of the course could be the exit in the form of an IPO or trade sales and the associated advantages and disadvantages. Furthermore, the course comprises the principal components of enterprise valuation methods. Next to the basic valuation methods such as the Net Present Value method there will be a comprehensive introduction to the Monte Carlo Simulation method. With the Monte Carlo Simulation method, the students will be enabled to assess the phenomenon of insecurity and diverse impact parameters in investment decisions which any start up, enterprise with focus on innovations or investor faces.</p>	

Overall, the primary objective of this course is to provide an understanding of the concepts and institutions involved in entrepreneurial finance and venture capital markets as well as in evaluating business plans and investment decisions.

Upon completion of this module, students should be able to ...

- | assess business plans, discuss venture capital investment activities, their investment decisions and criteria and models for the valuation of start-up's and growing ventures;
- | understand, why shareholder wealth maximization plays a pivotal role in financing new ventures;
- | explain the characteristics, advantages and disadvantages of different financial instruments;
- | evaluate business models from a financial investor's perspective;
- | to apply the Monte Carlo Simulation Method to model investments in a complex decision framework.

#### Literature

##### Mandatory readings

- | Electronic scriptum provided via ILIAS.

##### Supplementary readings:

- | Charnes, J. (2012): *Financial Modeling with Crystal Ball and Excel*. Wiley.
- | Da Rin M., Hellmann, T. (2020): *Fundamentals of Entrepreneurial Finance*. Oxford University Press.
- | Hulme, S., Drew, C. (2020): *Entrepreneurial Finance*. Red Globe Press
- | Metrick, A. (2007): *Venture Capital and the Finance of Innovation*. Wiley.
- | Smith, R., Kiholm Smith, J., Bliss, R. T. (2019): *Entrepreneurial Finance - Venture Capital, Deal Structure & Valuation*. Stanford University Press.

<b>20106   Consumer Behavior and Employer Branding</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	Lecture, discussion, group work, presentation
<b>Examination</b>	Presentation (30 min.)
<b>Module Responsibility</b>	Chair for Marketing Provisional: Prof. Dr. Christian Opitz as Academic Program Chair E-Mail: christian.opitz@zu.de
<b>Content and Learning Outcome</b>	
<p>This module introduces the psychological and neural processes that influence consumer behavior, including cognitive, emotional, and motivational factors. Understanding these underlying factors provides valuable insights for marketers and businesses in developing effective marketing strategies, designing products and services, and influencing consumer decision-making. The module presents the concept of Employer Branding (EB) in this context and explores how current and future employees perceive and interact with EBs. Effective employer branding strategies that align with their organization's values, culture, and goals are discussed.</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  outline the psychological and neural processes that drive consumer behavior;</li> <li>  understand how these processes can be applied in marketing and business contexts to inform marketing strategies and improve consumer engagement;</li> <li>  explain the general relevance of employer branding (EB);</li> <li>  comment on the functional and emotional benefits of an effective EB;</li> <li>  differentiate between internal and external EB and comment on the respective goals and specific approaches;</li> <li>  transfer the EB model to different contexts and apply it to practice;</li> <li>  critically reflect on the ethical aspects of marketing and EB.</li> </ul>	
<b>Literature</b>	
<p><b>Mandatory readings</b></p> <ul style="list-style-type: none"> <li>  Electronic scriptum provided via ILIAS.</li> </ul> <p><b>Supplementary readings:</b></p> <ul style="list-style-type: none"> <li>  Ahtziger, A., Hubert, M., Kenning, P., Raab, G., Reisch, L. (2015). Debt</li> </ul>	

out of control: The link between self-control, compulsive buying, and real debts. *Journal of Economic Psychology* 49, 141-149.

- | Dabirian, A., Kietzmann, J., Diba, H. (2017): A great place to work? Understanding crowdsourced employer branding, *Business Horizons* 60(2), 197-205.
- | Martin, G., Gollan, P.J., Grigg, K. (2011): Is there a bigger and better future for employer branding? *International Journal of Human Resource Management* 22(19), 3618-3637.

<b>xxxxx   Elective III</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	
<b>Examination</b>	
<b>Module Responsibility</b>	
<b>Content and Learning Outcome</b>	
<b>Literature</b>	
<b>Mandatory readings</b>	
<b>Supplementary readings:</b>	

<b>xxxxx   Elective IV</b>	
<b>Credits</b>	4,0 ECTS-points
<b>Workload</b>	100 h (including teaching hours, preparation and wrap-up)
<b>Teaching Design</b>	
<b>Examination</b>	
<b>Module Responsibility</b>	
<b>Content and Learning Outcome</b>	
<b>Literature</b>	
<b>Mandatory readings</b>	
<b>Supplementary readings:</b>	

## Master Phase

<b>Module 29414   Final Module</b>	
<b>Credits</b>	30 ECTS-points
<b>Workload</b>	750 h
<b>Teaching Design</b>	Individual supervision within the scope of the thesis
<b>Examination</b>	Written elaboration (50 – 60 p.)   Oral exam (45 – 60 min.)
<b>Module Responsibility</b>	The chairperson of the central audit committee
<b>Content and Learning Outcome</b>	
<p>The module forms the conclusion of the program and includes the preparation of a master's thesis and a disputation.</p> <p>The Master Thesis is an examination paper and at the same time part of the scientific education. Students formulate a challenging research question and conduct a literature search using scientific sources. They select appropriate theoretical perspectives and scientific methods, apply them and/or develop them further to answer their research question. They critically compare and evaluate the results of their work with the latest research and present them clearly and in an academically appropriate manner.</p> <p>In the disputation, students defend their Master's thesis. They first present it briefly in the context of a presentation. Afterwards, they discuss the thesis under the guidance of the two examiners (first and second reviewer).</p> <p>Upon completion of this module, students should be able to ...</p> <ul style="list-style-type: none"> <li>  show that they are able to work independently on a challenging research topic from the area of their field of study, if necessary including an interdisciplinary perspective, according to scientific methods, in a research-oriented manner within a given period of time;</li> <li>  prove that they have independently comprehended and worked on the topic of their Master's thesis;</li> <li>  understand how to present this work in a compact form and present it to an expert audience;</li> <li>  explain the research question, the chosen theoretical perspective and methodology, and the procedure for dealing with the topic;</li> <li>  discuss the results of their work at a scientific level.</li> </ul>	
<b>Literature</b>	
Subject-related scientific literature.	

<b>Courses in the module</b>	
	Master Thesis (28 ECTS-Points)
	Disputation (2 ECTS-Points)