

Study Programme

Bachelor of Arts (B. A.)

“Business Administration”

Description

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1 Aims and objectives

The aims and objectives of the Bachelor of Arts (B. A.) study programme “Business Administration” are expressed via its educational nature and contents, level and orientation in the learning outcomes of the students, as laid down in the law.

The programme’s objective is to train Bachelors of Arts in the field of Business Administration who are able to professionally fulfil all-round tasks in companies, associations and public authorities or to set up their own business and be self employed. The programme imparts the necessary professional qualifications (general as well as special knowledge of the respective science), the profession’s methodology and the ability to systematise. Additionally the programme enhances the development of interdisciplinary key qualifications (social competencies), which enable the graduates to successful and at the same time responsible acting in leading positions. The preparation of the students for leading positions is one of the programme’s main objectives. However, as a matter of course it primarily takes place in the respective professional disciplines with the according immediate practical relevance in order to practice the application of scientific findings and methods by means of concrete examples.

The programme’s objective is to prepare the students for professional life by providing a relevant respective scientific background and offering a first, professionally qualifying degree. After graduation the students will be ready to take line positions on all levels of management or administration in different fields, or to work as free lancers and set up their own businesses respectively. The programme is geared to the model of a “moderately specialised all-rounder” and is based on imparting and developing scientific and methodical basics in all functional areas of the field of study and all associated subject areas.

The aims and objectives of the programme are fully compatible with the subject-/discipline-specific quality requirements and general criteria for professional bachelor degrees.

The learning outcomes are reflecting the recent developments in the field of study and the requirements from the professional practice.

The intended learning outcomes of the programme, concerning the standards and criteria as well as the level and orientation, corresponds fully with the following requirements: To gain general competencies, such as the capacity for logical thought and reasoning; the ability to acquire and process information; the ability for critical reflection and project-based work; creativity; the ability to perform supervision tasks; the ability to communicate information, ideas, problems and solutions, and a positive attitude towards life-long learning, is guaranteed by the programme. General professional competencies, like the ability to work together as part of a team, a solution oriented attitude in the sense of being able to define and analyse independently complex problematic situations in professional practice, and the ability to develop and apply effective strategies to solve them, as well as to develop a sense of social responsibility in connection with the professional practice, will be achieved while studying the programme. Specific professional competencies at the level of a newly qualified professional additionally will be gained by the students.

Current developments in companies and institutions, on the markets and in regards to the respective occupational images in the core areas are particularly taken into consideration. In addition to profession-oriented competencies the students also gain other key competencies such as the ability to work in a team and to solve conflicts as well as the abilities of reflection and empathy. Another structural characteristic of the programme is the connection between science and praxis. Scientific findings and methods are almost exclusively chosen from the point of view of practical application. Therefore, items of scientific examination are primarily questions from organisations’ daily routine which require scientific methodology, system and statement.

The Domain-specific Requirements

The intended final qualifications of the degree course are corresponding to the requirements made to a degree course in the relevant domain (field of study/discipline and/or professional practice).

The position of the programme in relation to other programmes offered is intended in a way, that the programme is a basic study programme of the university. In addition to this, the study programme will complete the programme spectrum of the institution.

The Intended Final Qualifications

The intended qualifications of the respective Bachelor's programme are going to be conform with generally accepted descriptions of the qualifications of a bachelor. This is achieved, by the substantive focus of the programme, by the educational system and the international orientation of the university as well as the multi-cultural environment offered by the institution.

The learning goals of the programme illustrate that its objectives are aligned with the *Dublin Criteria*, which are the following:¹

- The graduates have knowledge and insights that corresponds with the bachelor's level, enabling them to develop or apply ideas in a practical context.
- They are able to apply their knowledge in new or unknown circumstances with broader context through problem solving abilities which they are acquired throughout the programme.
- The graduates are equally able to formulate judgements based on limited information, taking into account social responsibilities.
- They can convey their conclusions and underpinning knowledge in a clear way to specialist and non specialist audiences.
- The graduates have the knowledge and abilities for pursuing additional studies largely self directed or autonomous.

Interface between Teaching and Academic Research

The curriculum encourages student's knowledge through the interaction between education and current applied academic research. Furthermore, this knowledge is linked with the cur-

¹ The learning goals of the programme are divided into the following five categories, which briefly outlines the key learning outcomes:

- *Knowledge and understanding*
- *Applying knowledge and understanding*
- *Making judgements*
- *Communication*
 - a) Communication in English, both in oral use and in writing, of the results of study to a public of peers followed by critical discussions;
 - b) Logical reasoning from various perspectives;
 - c) Ability to use all modern means of communication, such as Internet, discussion boards, etc.;
 - d) Interactive learning environment, requiring active discussions of peer groups among themselves (including various backgrounds) and with researchers; and
 - e) Ability to work in teams, as required by the education system.
- *Learning attitudes and skills*
 - a) An autonomous and critical attitude towards the field of study based upon the critical appreciation they have acquired in the course of their studies;
 - b) Ability to work in international, multi-cultural environments;
 - c) Ability to interact and work in close co-operation with people from different cultural backgrounds;
 - d) An attitude to engage in a broad network of peers and maintain contacts.

rent relevant professional practise by an intensive skills training and providing students with the practical insight in the daily work in relevant fields.

Incorporation of Current Academic Theories

The excellent qualification of all staff members ensures that students are taught to critically assess the different theoretical frameworks that intend to explain the field of study, but also the international level and the practical implications.

The diversity of perspectives on the field of study is ensured by teaching of the academic staff members with different backgrounds and nationalities. This also allows to teach various current academic theories to be discussed in a critical manner. The direct comparison of these possibly different perspectives is enhanced by the form of teaching.

Relationship between Aims and Objectives and the Programme

The intended programme, the didactical concept, the methods used and the way in which the course is examined, reflect the final qualifications that are to be achieved upon graduation from the degree course.

The intended learning outcomes have been adequately transferred into the education goals of the intended curriculum.

Intended Learning Outcomes	Educational Goals of the Programme
Knowledge and Understanding	Students acquire these skills by following the modules taught and through the online approach as well as the problem based learning approach towards education. The various and methodical differing assigned work to the students is guaranteeing that the gaining of knowledge and understanding is achieved in a proper manner.
Applying Knowledge and Understanding	Students acquire these skills by following the modules taught by the lecturers and through the online approach as well as the problem based learning approach towards education. A special emphasis is put on the student. A mixed format of teaching guarantees furthermore a strong practical component in the programme. The writing of the bachelor thesis grants particular focus to research skills.
Making Judgements	By following the entire programme, students learn to develop their own attitude and ideas about various topics of the respective study field. The generally problem based approach to education stimulates critical discussions and familiarise students with presenting their working results to different peer groups. The diversity of teaching staff will add to the critical reflection of ones own knowledge and that of others.
Communication a) Communication in English, both in oral use and in writing, of the results of study to a public of peers followed by critical discussions; b) Logical reasoning from various perspectives; c) Ability to use all modern means of communication, such as Internet, discussion boards, etc.;; d) Interactive learning environment,	The generally problem based approach to education in combination with the skills training requires students to do their study work through various means of communication. Writing solutions to practical cases familiarise students with adopting reasoning, which is logical and, furthermore, can be interdisciplinary, i.e. when political or economic questions are concerned. Assignments/essays have to be submitted on a regular basis, assessing the development of advanced English writing skills. Results are discussed in small scale groups, familiarising students with the ability to communicate orally to their peers.

<p>requiring active discussions of peer groups among themselves</p> <p>e) Ability to work in teams, as required by the education system.</p>	
<p>Learning Attitudes and Skills</p> <p>a) An autonomous and critical attitude towards the respective field of study based upon the critical appreciation they have acquired in the course of their studies;</p> <p>b) Ability to work in international, multi-cultural environments;</p> <p>c) Ability to interact and work in close co-operation with people from different cultural backgrounds; and</p> <p>d) An attitude to engage in a broad network of peers and maintain contacts.</p>	<p>The programme is attended by students from different cultures and therefore it creates an opportunity to learn from each other’s cultural backgrounds.</p> <p>The understanding of the connections between the respective field of study will enable the prospective graduates to view problems in a critical manner and from different perspectives.</p> <p>The interactive teaching methods and the principally social cohesion of the student group during the entire study offers opportunities to interact with students from different backgrounds and interests and to develop a broad network. This potential network is further widened by the variety of teaching staff.</p>

Didactical Concepts, Teaching Methods and Forms of Evaluation

The teaching language is English. The special approach of teaching that is common to the teaching formats at the university is learning with a strong emphasis in online learning, based mainly on the method of “Problem Based Learning” (PBL).

Overall, this system is an innovative approach towards education, characterised mainly by the use of problems as a stimulus for learning. The system has an interdisciplinary character. This means that the programme is not only based on separate subjects, but on integrated theoretical and practical problems. Especially the problem based learning approach of education is incorporated in all teaching forms offered at the university. However, the tutorials and the skills training are the strongest components of the teaching method as they have more practical focus and require students to prepare problems given to them in the form of assignments through prior self study and discuss them together.

The problems that students have to solve are all given in course books and additional materials. The course books contain problems in the form of tasks. Students are going to meet in small groups of about five to eight students online to tackle the problems given. A member of the staff is assigned as tutor. The tutor guides the group process and monitors the quality of the groups’ work. By working in small groups and by having to solve the problems posed, much emphasis is to put on students initiatives and efforts. In working with this system, students experience the importance of interdisciplinary knowledge for the solution of problems. They learn about the relationship between theoretical information derived from study materials and the application of this theoretical knowledge on problems they can face in practise. Through the gradual acquisition of new information, the knowledge is going to grow slowly without the need to drum it on a short term.

The educational groups are of crucial importance in this approach of teaching. Students are going to learn about the relevant subjects not only from books but through discussion with others as well. The educational group often acts as a source of encouragement and motivation for students having difficulties with certain areas of the study field.

This system is characterised by self study, intensive analysis and debate in the educational group. Students have to organise the learning process themselves by tackling the given problems and by doing the necessary research. The nature of the problems presented can sometimes involve many different areas and students will often find that the search for answers also raises new and profound questions.

Organisation of the Courses/Modules

Each course/module offered is having a co-ordinator respectively a co-ordinators team who is responsible for the format of the course and the examination.

Within various specific modules a skills training is integrated and tailor made for the needs of the students.

The preparation for the thesis – drafting proposals, doing research, presenting – especially is done within the module "Thesis Coaching".

The writing of the thesis will be supervised by a staff member who has expertise in the field concerned. Regular contact is organised between the student and the supervisor in order to discuss the progress and the content of the thesis.

Coherence of the Programme

The intended programme is coherent in its contents.

Study load

The intended programme can be successfully completed within the set time, as certain programme related factors that may be an impediment to study progress are removed as much as possible.

Employability

In summary, the Bachelor's programme aims at imparting professional, methodical and personal competencies which will open up manifold career chances for the students.

Employment opportunities for graduates of the programme are manifold. The wide-ranging basic training in all areas of the study field opens doors to many different areas of work for them. Among them are career entries in different areas of companies, associations and governmental as well as non governmental organisations or as free lancers.

The programme enables the students to develop, individually adapt and implement solutions for complex issues from the different areas of companies, the service sector, industry, the public sector, and the non governmental sector. In addition, graduates from the programme offered, under certain circumstances are going to have the possibility to enrol in a follow up course, i.e. for a Master's programme.

Based on subject-specific labour market analyses it can be stated that graduates who majored in the field of study generally encounter a good situation on the labour market – relatively independent from reoccurring economic crises.

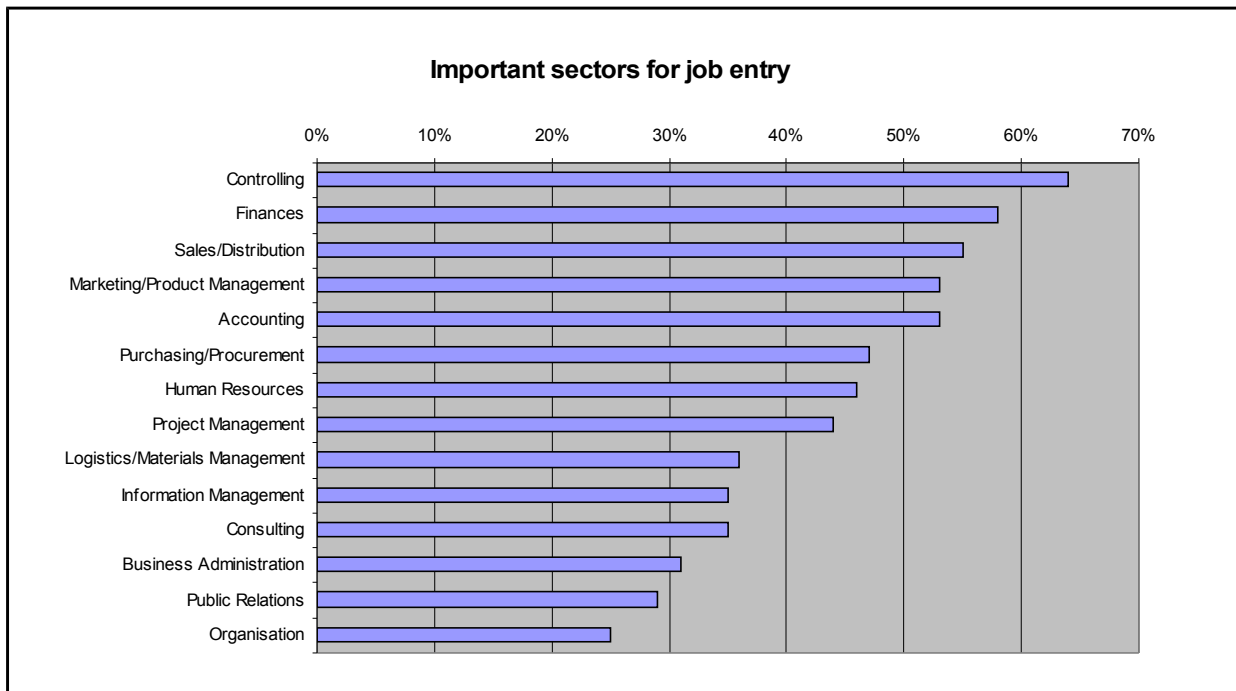
Apart from few exceptions, no other profession encounters possibilities in so many different areas. Hence, alumni of the study programme receive job offers from organisations of nearly all professional sectors. Job prospects for graduates of the study programme are still to be rated as good.

The good situation on the job market for graduates can be ascribed to the fact that job profiles as well as the expectations for respective jobs have been upgraded, and that these positions are now held by university graduates while they used to be appropriate for someone with a more simple vocational training.

The field of work for graduates of the study programme has also expanded to special tasks below the management level in medium-sized organisations so that tasks which used to be performed by practitioners are now increasingly handed over to academics.

Surveys show that, especially in times of change in society and economy, young leaders with excellent know-how are in strong demand.

- Therefore, the following fields within an organisation or a company are of special interest and relevance to graduates of a business related university programme: As far as professional competence is concerned, abilities in the following fields are particularly in demand: controlling, consultancy, marketing, market research, sales and distribution, project management, organisation and human resources, cost accounting and calculation as well as finance and business accountancy. Furthermore, the range of employment opportunities can be broadened by numerous sectors and fields of work.



Source: Staufenberg Institut für Studien- und Berufsplanung GmbH (Hrsg.): Management-Nachwuchs 2010, Köln 2009, page 24

The requirement profile of graduates from a related university programme can be summarised as follows:

- Employers attach particularly high importance to an adequate vocational training and relevant work experience already completed and gained before taking part in the study programme.
- Graduates should have completed the programme quickly and with good or even excellent marks, preferably in an adequate combination of courses with the highest possible practical reference.
- For jobs with a close reference to the supply and sales markets, such as purchase, marketing or sales, employers expect the graduates to have a good overview of the respective areas and markets. Well founded relevant judicial knowledge is as well presumed.
- Standard job requirements for graduates nowadays include certain computer skills, such as the ability to work with the internet and the current Microsoft Office programmes. Additionally, more and more employers expect graduates to have experience with special software.
- Global economic integration also reflects in the requirements for graduates from field related university programmes. A good command of the English language is a standard requirement.
- Apart from the ever changing professional requirements, employers attach great importance to additional non-professional qualifications such as flexibility, the ability to work in a

team, organisational as well as communicational and interpersonal skills and analytical thinking. The most frequently mentioned soft skills in this context are leadership qualities, the ability to work independently, motivation, reliability, entrepreneurial thinking, responsibility and willingness to continue learning, the ability to deal with conflicts as well as with criticism, empathy, creativity, pedagogic abilities, good oral and written expression, good manners and strength of purpose.

2 Curriculum

The proposed programme is a professionally oriented bachelor programme in English language. No specialisation are offered within the programme.

The institution, as a mainly oriented distance education institution, is acting internationally with various partners in different countries. It has a very innovative character and is a novelty in the world of higher education. Different international locations are involved in offering the programme.

The necessary elements for offering, starting and realising the new programme are available, i.e. the curriculum, staff, infrastructure and financial means.

The potential quality of the proposed programme is ensured for the entire programme, especially considering the involved international locations.

The curriculum covers the intended subject-/discipline-specific learning outcomes clearly. The proposed contents and the structure of the curriculum, including the learning objectives within the curriculum, allows qualified students, who start the programme, to obtain these learning outcomes within the timeframe set for the programme.

The contents of the curriculum and the didactic organisation of the programme is in fully coherence with the aims and objectives of a professional bachelor programme (in opposite to an academic oriented programme) and meets the subject-/discipline-specific requirements completely.

Since research is also part of the duties of higher education institutions, (applied) research is also included in the possible means of knowledge development for this professionally oriented bachelor programme. Thus, the exchange between teaching and research has been added to the criteria for the programme as well.

It is possible, to study the programme both on a full-time and a part-time basis. As the different modes of provision make equally different demands a number of requirements for quality, the consistency of the curriculum, the tutoring, the qualified staff and the admission requirements are ensuring, that the quality is provided for each mode of provision.

The proposal for the new programme provides a clear outline of the structure of the proposed curriculum, including the correspondence between the aims and objectives and the contents of the programme, the consistency of the curriculum, the workload and the admission requirements.

The quality of the programme becomes clear by its customisation to the qualifications of the admitted students. In this respect the legal requirements for higher education institutions, as outlined in the initial accreditation framework, apply.

Concerning individualised pathways, flexible pathways, learning environments, modes of study and recognition of prior competencies and qualifications, the curriculum includes various possibilities for students. The relevant forms of flexible pathways and student tutoring on study progress and study options are also taken into account as required, considering the themes, standards and criteria involved.

The intended learning outcomes of the programme concerning the subject-/discipline specific requirements are corresponding with the requirements set by professional colleagues, both nationally and internationally, and the relevant domain concerned (subject/discipline and professional practice).

The proposed curriculum corresponds with the following criteria for a professional orientation: Students develop their knowledge through the study of professional literature. The study of material is derived from professional practice and through interaction with the professional field, as well as (applied) research. The curriculum has verifiable links with current developments in the professional field and the discipline. The curriculum ensures the development of professional competencies and has relevant links with current professional practice too.

Concerning the correspondence between the aims and objectives and the curriculum, the educational concept, the study methods and the learning assessments are reflecting the intended learning outcomes. The learning outcomes are adequately transferred into the educational goals of the curriculum as well.

Referring to the consistency of the curriculum, the content is internally consistent. The relevant harmony between design and contents, correspondence between the aims and objectives and the curriculum, the coherence of structure and contents, the correspondence between intended learning outcomes and the curriculum is given.

The workload of the programme meets the legal requirements. The bachelor study programme takes at least six terms (semesters) and consists of five modules each term, each module representing 6 ECTS points, these are in total 180 ECTS points. One year full time study equals to 60 ECTS points which means a workload of 1800 working hours of the student. The Bachelor’s programme is offered in the forms of distance learning/online courses.

Admission Requirements

The admission requirements, which are laid down in the “Academic and Examination Regulations” of the university, are applicable. The structure and contents of the intended curriculum are in line with the qualifications of the incoming students for bachelor programmes. Pre-defined conditions are set by the institution for individuals, who do not meet the stated requirements.

The educational process, the student counselling, learning assessment, and evaluation and testing are regulated detailed.

Precondition for the students’ enrolling in a Bachelor’s programme of the university is the completion of an internationally accepted secondary school education, or a respective secondary school equivalent. If the secondary education (including university preparatory education) was 6 years, an immediate admission is possible. In case of a senior general secondary education which took 5 years, the examination committee of the university will examine, whether the respective secondary school diploma is an internationally accepted equivalent. This examination will base upon the transcript of records of the secondary school diploma. If such a transcript is not usually handed out by the secondary school, the applicant has to bring a similar document from the school. Anyway, each application will be subject of a detailed single examination.

The curriculum meets the legal requirements regarding the association of credits for a Bachelor’s degree (180 credits). Upon successful completion of the examinations the academic degree “Bachelor of Arts” (B. A.) is awarded.

Programme/Module Structure

The Bachelor programme has a total duration of three years (six terms) and is completely modularised in its structure. It is formally divided into the following units: The first term offers respective basic courses. The second term is mainly focused on the economic basic parameters for the economic activities of businesses as well as on the general correlation in connection with human resources. The third term concentrates on the functional aspects of business administration. The fourth and fifth term are dedicated to specific topics of international, market-oriented management. In each term five modules to 6 ECTS points each are to be completed. In the sixth term the students are to write a Bachelor’s thesis (24 ECTS points). The programme exclusively consists of compulsory modules, which are, in accordance with the objective to train generalists, designed to provide a broad basis of professional knowledge. The Bachelor’s programme does not offer any possibilities to chose or specialise.

Semester 1 – General				
Management and	Advanced Man-	General Business	Business	Corporate Busi-

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Ethics A101 ²	Management and Knowledge of Economy A102	Communication A103	Correspondence A104	Business Communication A105
Semester 2 – Organisation and Personnel Management				
Economic Organisation A106	Economic Environment A107	Working Management A108	Building Leadership A109	Building Teamwork A110
Semester 3 – Business Economics				
Accounting and Finance A111	Manufacturing and Marketing A112	Financial Statements A113	Evaluation of Business Performance A114	Management Control A115
Semester 4 – Marketing and Planning				
Product and Price A116	Place and Promotion A117	Customer Relations A118	Business Plan A119	Business Tactics A120
Semester 5 – Projecting and Performance				
Project Preparation A121	Project Performance A122	Managing Performance A123	Coaching Assignments A124	Cultural and Educational Management A125
Semester 6 – Thesis				
Thesis Coaching A126	Bachelor Thesis A127			

Throughout the whole programme special attention is paid to the students' individual development in regards to learning and character building processes within the framework of the classes, in order to support the development of personal skills such as self-management, creativity, flexibility, self-criticism and personal responsibility. The ability to move and act within different teams, institutions, societies and cultures is a *conditio sine qua non* for a successful career within a globalised world which is mainly organised according to the principle of division of labour. Especially those modules dealing with social competencies aim at imparting abilities regarding knowledge transfer, teamwork, conflict management, mediating and leadership skills on the interpersonal as well as on the intra-organisational, inter-organisational, intra-cultural and intercultural level.

The Bachelor programme consists of the following compulsory modules:

Semester	Module	Module Number	ECTS
	General		
1	Management and Ethics	A101	6
1	Advanced Management and Knowledge of Economy	A102	6
1	General Business Communication	A103	6
1	Business Correspondence	A104	6
1	Corporate Business Communication	A105	6
	Organisation and Personnel Management		
2	Economic Organisation	A106	6
2	Economic Environment	A107	6

² 6 ECTS points per module, 30 ECTS points per semester, 24 ECTS points Bachelor Thesis, 180 ECTS points total

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2	Working Management	A108	6
2	Building Leadership	A109	6
2	Building Teamwork	A110	6
	Business Economics		
3	Accounting and Finance	A111	6
3	Manufacturing and Marketing	A112	6
3	Financial Statements	A113	6
3	Evaluation of Business Performance	A114	6
3	Management Control	A115	6
	Marketing and Manufacturing		
4	Product and Price	A116	6
4	Place and Promotion	A117	6
4	Customer Relations	A118	6
4	Business Plan	A119	6
4	Business Tactics	A120	6
	Projecting and Performance		
5	Project Preparation	A121	6
5	Project Performance	A122	6
5	Managing Performance	A123	6
5	Coaching Assignments	A124	6
5	Cultural and Educational Management	A125	6
	Thesis		
6	Thesis Coaching	A126	6
6	Bachelor Thesis	A127	24

Concrete Programme-related Educational Objectives of the respective Modules

The programme’s objectives are pursued within the individual modules with their different emphases.

The illustration of the programme’s target structure, broken down to the individual modules and competency profiles, is explained in the following paragraph. The terminology used in the table below is inspired by and partly taken from the taxonomy of cognitive processes by Anderson/Krathwohl.

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

Source: Anderson, L./Krathwohl, D. R.: A taxonomy for learning, teaching, and assessing – A revision of Bloom's taxonomy of educational objectives, New York 2001.

The taxonomy of Anderson/Krathwohl has been modified for description purposes in regards to the knowledge dimension and extended by one further dimension (personal dimension). For a better understanding of the programme's competency profiles and the individual modules the essential terms and meanings are shortly summarised below.

I. Knowledge Dimension

By means of the different dimensions the modules' emphases in regards to contents are described and made transparent. The different knowledge dimensions do have an inherent correlation; however, they are not to be understood in a hierarchic way.

1. *Analytical Dimension*: The analytical dimension requires the ability to gather relevant information, to identify the respective causal processes and to synthetically transform the identified correlation into activities such as planning, governing, evaluating or sanctioning in order to prepare for decision making.
2. *Conceptual Dimension*: The conceptual dimension requires the ability to draft regimes for future periods in regards to the target setting processes of a company or certain elements of a company, based on experience (actual data) and analyses.
3. *Organisational Dimension*: The organisational dimension requires the ability to create ideal preconditions for drafting future regimes. Hence, organisational competence, in comparison with planning skills, requires a higher level of selective complex knowledge and creative application of the latter.
4. *Control Dimension*: The control dimension requires the ability to understand control activities as indispensable part of the work in a leading position. This applies to its contents as well as to matters of time management for planning activities and analyses. It also requires the ability to actively design the field to be controlled and to draw conclusions for risk assessment from the collected data.

II. Performance Dimension

By means of the different dimensions the cognitive performance goals of the modules' learning and teaching processes are described and made transparent. Sub-dimensions are hierarchised, i.e. the performance dimensions of the respective following levels include all dimensions of the levels below.

1. *Remember and repeat*: Graduates have knowledge of relevant terms, facts and processes and are able to repeat them (unchanged reproduction).
2. *Understand and apply*: Graduates are able to classify, interpret and correspondingly display information attained (transfer to new but structurally similar contents).

3. *Analyse and evaluate*: Graduates are able to comprehensively and systematically analyse situations and to consequently classify and evaluate the respective results in a summary; if necessary according to different criteria or scenarios.
4. *Synthesise and recess*: Graduates are able to integrate information and to combine it to an entirely new ensemble. (Development of independent ideas; ability to solve problems also in new and unfamiliar situations)

III. Personal Dimension

By means of the different dimensions the learning and teaching goals of the modules dealing with personality development are described and made transparent. Just as the knowledge dimensions the personality dimensions have an inherent correlation, but are not to be understood in a hierarchic way.

1. *Reflective Dimension*: Graduates check the consequences of their thoughts and actions in regards to the respective fields of knowledge, and draw personal consequences from their conclusions. (Dealing with themselves and others)
2. *Communication/Language Dimension*: Graduates are able to communicate the scientific and practical status quo to experts as well as to laymen in a clear and understandable way. Furthermore they are able to exchange implicit ideas and discuss problems as well as their solutions on a scientific level.
3. *Social Dimension*: Graduates are able to professionally work in a team without any kind of prejudice. They have the ability to carry out disputes as well as to find consensus. They are able to identify common interests e.g. with other students or business partners, prefer amicable solutions and correct exaggerated egoistic positions if necessary.

Based on this taxonomy the following competency profiles for the programme's individual modules as well as for the programme as a whole unfold.

Competency Profile Bachelor of Arts (B. A.) "Business Administration"

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	CompetencyCommunication	Social Competency
A101	Importance of ethics in the field of management The ethical framework for economy and state Ethical theories and their pragmatic use Globalisation as the key context Sustainability as a new goal Corporate social responsibility, accountability and citizenship Influences on ethical decision making Contextualising ethical performance: stakeholders, customers, employees, suppliers, citizens Europe as a key perspective for ethical acting	X				X	X					
A102	Economic framework The enterprise and the market Pricing in practice Business investment The firm and financial markets Choice of the business location Competition Consumer protection The firm and the public Public legal and economic policies The state as producer	X				X	X					
A103	<ul style="list-style-type: none"> • Nature and scope of communication • Management roles • Types of communication • Principles of communication • Communication in the firm • Dysfunctionalities of communication • Effective communication • To learn listening • Improving communication 	X				X	X			X	X	

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A104	<ul style="list-style-type: none"> • Business writing • Commercial correspondence • Types of business documents • Business reports and proposals • Conferences and meetings • Group discussions • Team presentations • Briefings • Business behaviour 	X				X	X				X	X
A105	<ul style="list-style-type: none"> • Functions of corporate communication • Communication strategies • Intercultural communication • Principles of business ethics • Ethics in communication • The internet presentation • Advertising as an ethical issue • Aids for business communication 	X				X	X				X	X
A106	<ul style="list-style-type: none"> • Types of organisations • Functions of organisations • Organisations in the modern economy • Organisations in the public sector • Enterprises and profit • Ownership and control • Small and medium-sized firms • Strengths and weaknesses of management • Problems of the growths of organisations • Managing the growth 	X				X	X					

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency/Communication	Social Competency
A107	<ul style="list-style-type: none"> • Production in the organisation • Production of goods and services • Production systems • Financing the organisation • The banking system • The capital markets • Financial appraisal • Investment and uncertainty • Financial management and taxation • Financing the public sector 	X					X	X				
A108	<ul style="list-style-type: none"> • Aspects of work and payment • The employer and the employee • Types of salaries • Management and labour • Purchasing contracts and organisation • Stock control • Marketing strategies and marketing-mix • Advertising and product promotion • Distribution channels and sales • Change in the business organisation 	X					X	X				
A109	<ul style="list-style-type: none"> • Leaders are built, not born • How people determine value • The ideal self • Changes of the self • Personal visions • Guiding principles • Leading with passion • Lifelong learning • The power of relationships • The role of mentors and coaches 	X	X	X			X	X		X		X

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A110	<ul style="list-style-type: none"> • Management teamwork • The power of norms • Emotional Intelligence • Leadership competencies • Problems of leadership • Executive coaching • Self-managed teams • Team dissonances and conflicts • Action learning • Building an emotionally intelligent organisation 	X	X	X		X	X		X	X	X	X
A111	<ul style="list-style-type: none"> • How figures count • Balance sheet • Profit and loss statement • Cash flow and profitability • Variable and fixed costs • Book value and market value • Working capital • Quick ratios • The annual report • Capital planning • Financial tools • Micro- and Macroeconomic environment • Advantages of information technology 	X	X		X	X	X	X				
A112	<ul style="list-style-type: none"> • The manufacturing process • Quality management • Research and development • Projects and changes • Marketing tools • Market segmentation • Product life cycle management • Distribution expertise • Innovation and strategic marketing • Global industrial challenges 	X	X		X	X	X	X				

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency/Communication	Social Competency
A113	<ul style="list-style-type: none"> Types of financial statements Basics of management analysis External financial reports Management financial statements Operating ratios and benchmarks Evaluating business performance Evaluating investment performance Tools and methodological aspects 	X	X		X	X	X	X				
A114	<ul style="list-style-type: none"> Developing the budget Beyond the break even – making profit Managing the sales revenue Sales Prices and cost implications Handling the expenses Prices and volumes – trade-offs Costs and volumes – trade-offs For survival – turning losses into profits 	X		X	X	X	X	X		X		
A115	<ul style="list-style-type: none"> Product mix and cost control Manufacturing and sales control Allocation strategies and problems Budgeting and budget control Guidelines for management reporting Managing inefficiency Determining capital investment returns Discounting the future 	X	X	X	X	X	X	X				

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A116	<ul style="list-style-type: none"> Competitive marketing concepts Marketing-mix Innovation and Technology Management Designing the product Branding strategies Shaping the price Pricing strategies How to attract the customer Conditions and services 	X	X			X	X					
A117	<ul style="list-style-type: none"> Distribution strategies Distribution channels Challenges of global logistics Sales management Designing the customers' minds Advertising and product promotion Public relations The role of the mass media The (innovative) future of place and promotion 	X	X			X	X					
A118	<ul style="list-style-type: none"> Specific marketing environments Types of customers Customers in the international context Market research Methodological approaches Buying behaviour and influences Ethical aspects of marketing Ecological aspects of marketing 	X	X			X	X					

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A119	<ul style="list-style-type: none"> • A plan, why? – the genesis of a dilemma • Business failures as a consequence • Types of business plans • General strategies and tactics • Business plan elements • Goals and targets • The planning process • Important planning issues • Function-specific issues • Response options 	X	X	X	X	X	X		X			
A120	<ul style="list-style-type: none"> • Defining tactics • Objectives of action plans • Major issues and resolution approaches • Implementation of the business plan • Possibilities of taking actions • Business planning in the small company • Business planning in the corporation • Sample business plans 	X	X	X	X	X	X	X	X	X		
A121	<ul style="list-style-type: none"> • Project Management • The organisational context • Defining a project • The role of the project manager • Building an effective project team • Teamwork on the project • Training of the skills • Maintaining a project team • Overlooking the project plans • Failures and how to resolve them 	X	X	X	X	X	X	X			X	X

Continuation

Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A122	<ul style="list-style-type: none"> Identifying the project costs How to deal with risks and uncertainties? Project interfaces Communication issues on projects Control of project execution Documentation of projects Successful conclusion of the project Identification of further projects 	X	X	X	X	X	X	X			X	X
A123	<ul style="list-style-type: none"> Managing the goal setting process The problem on focussing on the future Implications of defining goals Achieving realistic goals Giving and receiving feedback Acknowledging and rewarding success Exploration of problem areas Performance review discussions Development of future action plans 	X	X	X	X	X	X	X			X	X
A124	<ul style="list-style-type: none"> Coaching – unknown so far? Benefits of a coaching process The framework of coaching Coaching instruments Recognising individual performance Recognising team performance Maintaining skills Extending personal knowledge 	X	X	X		X	X			X	X	X

Continuation

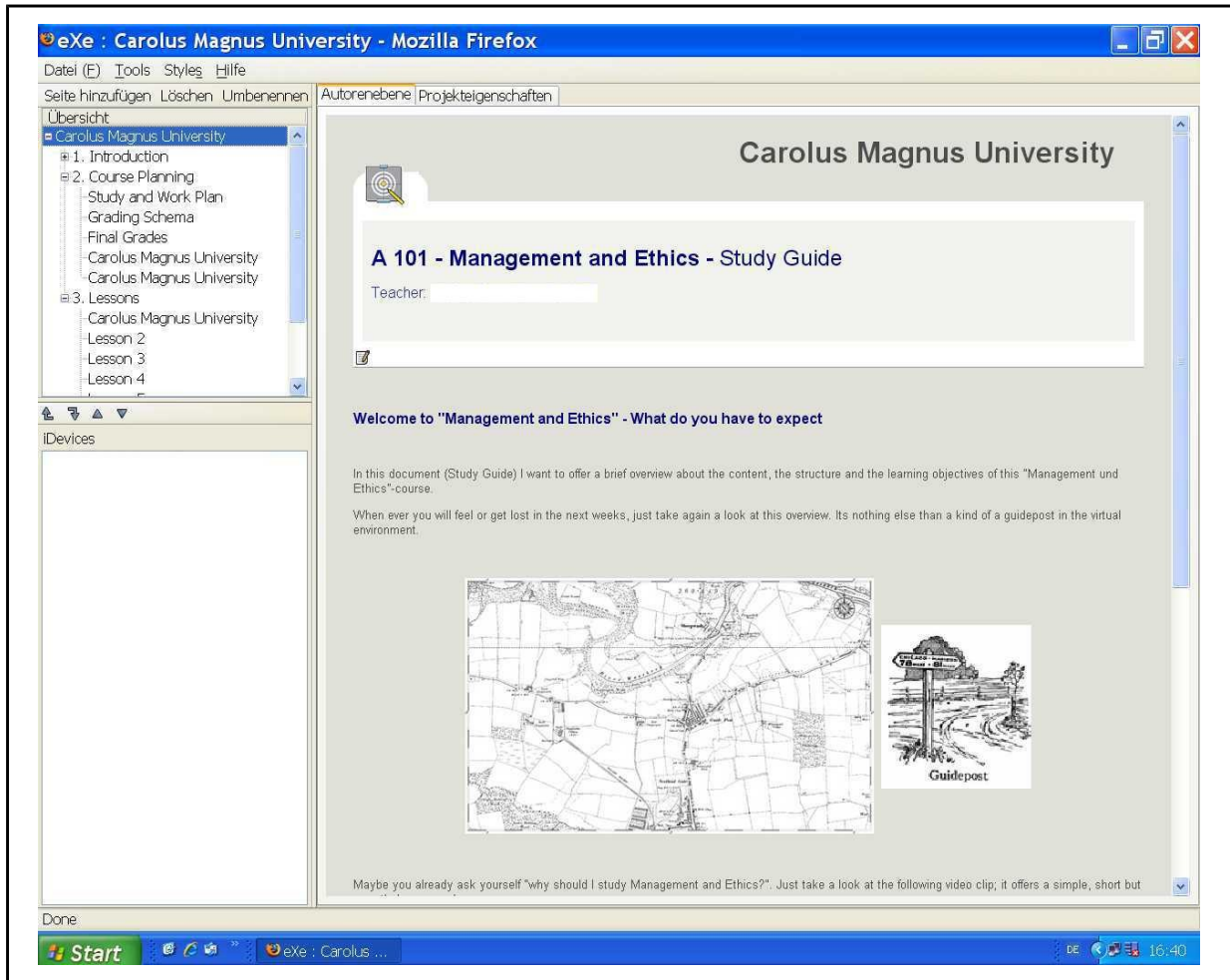
Competency Profile Bachelor of Arts (B. A.) "Business Administration"		Knowledge Dimension				Performance Dimension				Personal Dimension		
Module - No.	Content	Analytical Competency	Conceptual Competency	Organisational Competency	Control Competency	Remember/Know	Understand/Apply	Analyse/Evaluate	Synthesise/Recess	Reflective Competency	Competency Communication	Social Competency
A125	<ul style="list-style-type: none"> Leadership and Management Organisational culture Visions, missions and policies Cultural change – impossible? Management of human resources Empowerment of employees Women as leaders Gender and diversity issues The intercultural context Building new relationships 	X	X	X		X	X			X	X	X
A126	<ul style="list-style-type: none"> Bachelor thesis preparation Preliminary thinking Suggestions for getting started Discovering possibilities Designing of a proposal Mapping texts The connection of reading and writing The operative working process Finishing a thesis How to present a bachelor thesis? 	X	X	X		X	X					
A127	<ul style="list-style-type: none"> Choice and fixing of a topic for the Bachelor project (in agreement with the coaches) Preparation of the results / drawing-up of the Bachelor thesis Presentation of the most important aspects of the Bachelor thesis respectively the Bachelor project 	X	X	X		X	X		X			
Frequency scale		27	18	13	9	27	27	8	5	6	9	10

Organisational Structure of an Online Module (Example)

All modules are online-modules, based on subject instruction, questions, case studies, consultancies and discussions. Those main characteristics are:

- All modules are strongly dialogue-oriented (Virtual Classroom Model) whereas importance is not only attached to the dialogue between teachers and students but also to the dialogue among the students (Online Community Model).
- The programme's central didactic elements are module-related discussion forums (Asynchronous Communication Model) in which the respective teaching staff introduces subject-specific questions and tasks and the resulting discussions are moderated. For certain tasks requiring synchronous forms of communication (e.g. preparing a case study-related solution within the group), audio and video conferencing technologies and a respective chat system will be applied.
- For participation in the above mentioned subject specific discussion forums, students are divided into small groups with a minimum of five and a maximum of ten participants.
- Basis of the modules are traditional textbooks, however, in combination with digital teaching material. Digital teaching material is made available in form of PDF-files, HTML-based websites and/or link collections. Multimedia-based teaching material is usually not applied.
- In addition to the subject- and group-based forums, every module has an extra support forum for the clarification of questions regarding general understanding, teaching material and organisational as well as technical issues. As a general rule, all participants of the respective module have access to the respective support forums. Furthermore the students always have the possibility to directly get in touch with the teaching staff by e-mail.
- All modules of the respective term are offered simultaneously. Each module lasts for eight weeks and disposes of a determined thematic structure and a weekly time schedule. Since every week another subject-specific aspect of the respective module is dealt with, the regular participation in the online-modules is implied. During those eight weeks the students need to take into account an average time expenditure of 30 minutes a day.
- In regards to methodology, the selection of topics for each week is done in a way that the students need to go through the following stages: collection of information on the assignment, individual processing and presentation of the assignment, analysis and annotation of the solutions presented by fellow students, analysis of feedback from the teaching staff as well as from fellow students, reflection of the assignment and establishment of correlation of the newly attained knowledge and the work environment.
- The online-modules' specific design aims at creating an ideal composition of on-site teaching and traditional distance teaching. The rigid structure of on-site teaching, necessary for direct communication with and mentoring of the students, is taken out of its time and space related framework, and at the same time, the time and space independent way of communication of traditional distance teaching is put into a respective framework. Another advantage of the online-modules' methodical-didactic model is to be underlined: The asynchrony of written communication in the discussion forums leads to a clearly higher degree of reflection in regards to contributions and statements in comparison with any other form of communication.

Content and methods of the module



Week	Topic	Textbook Chapter	Activities
		<i>(basic literature: A. Crane; D. Matten: Business Ethics – Managing Corporate, Citizenship and Sustainability in the Age of Globalization, Oxford 2007)</i>	
1	Sustainability	<ol style="list-style-type: none"> 1. Social Sustainability 2. Economic Sustainability 3. Ecological Sustainability 4. Conflicts and Synergy Potential 	Weekly Discussion
2	Corporate Social Responsibility	<ol style="list-style-type: none"> 5. Industrial Working Relationships 6. CSR and Managing Sustainability 7. CSR and Governance 	Weekly Discussion
3	Globalisation	<ol style="list-style-type: none"> 8. Basics 9. Examples 10. Impact of Globalisation 	Case Work

Continuation

Week	Topic	Textbook Chapter	Activities
4	Ethical framework	11. Philosophy and Institutions 12. Rules and Codes 13. Transparency and Analysis 14. Evaluation and Sanctioning	Weekly Discussion
5	Business Ethics and Management	15. Definition 16. Basic Problem and its Classical Solution 17. Social Sanctioned Market vs. Free Market Economy	Weekly Discussion
6	Ethical Theories	18. Structures of Dilemmas 19. Methodology of Business Ethics and Management	Weekly Discussion
7	Risks	20. Globally Active Enterprises 21. Potential Risks for Managerial Practice	Weekly Discussion
8	Europe as a key perspective for ethical activity	22. CSR as Challenge and Opportunity	Case Work

Guidelines for the weekly discussion

As a general guide to action for students is the following posting. The guide is also shown, how and by what criteria the discussion will be evaluated.

The screenshot shows a Mozilla Firefox browser window with the address bar displaying "eXe : Carolus Magnus University - Mozilla Firefox". The page content is titled "Carolus Magnus University" and "Guidelines for the weekly discussions".

General statements with respect to the discussion part of the course

The purpose of the weekly discussions is to:

- help you engage with the material from the textbook and Study Guide;
- stimulate application thinking that relates to issues from your own experience;
- see a variety of applications and to hear various perspectives on the material;
- support the development of one another's thinking through questions, comments, and responses.

Discussions are a way to link your life experiences to the course material for the benefit of everyone in your group. Ideally, a rich discussion will create knowledge. That is, insights will emerge that no individual (including me) held before the discussion began. Therefore the objective of each discussion is to share ideas and resources, challenge convention, try new ideas, and recognize each other's contributions.

Generally, I am looking for postings which:

- add to the academic value of the conversation by presenting new information, arguments, insights, concepts, constructs, or references;
- add experiential value: connect or contrast ideas, concepts, and skills to actual experiences;
- challenge or question prevailing ideas and assumptions with new evidence or alternative perspectives that are well argued and substantiated;
- connect contributions made by other students in a way that is more than summarizing; that is, make connections so that synergies are created;
- substantiate generalizations by using specific observations and/or data, explaining the connection between what is observed and what is inferred;
- acknowledge the influence of personal feelings or biases on the reasoning process.

Postings seldom add value when they:

- are not relevant to the questions or discussion or are difficult to interpret or understand;
- contain no new observations, information, insights, perspectives, or experiential value;
- uncritically accept conventional wisdom;
- echo contributions made by other students without adding something to the exchange;
- merely regurgitate materials found in the textbook or Study Guide;
- arbitrarily reject other points of view, or worse, demean them;
- seek a particular piece of information out of curiosity;
- are primarily speculative or judgmental.

Guidelines for the Weekly Discussion

Posting the Weekly Discussion Question:

I will post the Weekly Discussion question by Saturday afternoon. If I'll be travelling that day or otherwise engaged, I may post it earlier. In any event, you'll have the question in time so that on a given weekend you can wrap up one week and get started on the upcoming week's question if that's the way you want to organize your work.

Time Frame for Posting Responses:

Hello everyone,

Here are some guidelines I want us to adhere to in the weekly discussion forum. We can all benefit and enhance the learning experience if we follow these guidelines. An explanation of how this aspect of the course is marked is also provided. Given that your participation in the weekly discussion is worth 50% of your total grades, I want to make sure everyone understands what the expectations are from the onset.

Guidelines for the Weekly Discussion:

- **Weekly Discussion Question:** I will post the Weekly Discussion question by Saturday afternoon each week. If I will be travelling that day or otherwise engaged, I may post it earlier. In any event, you'll have the question in time so that on a given weekend you can wrap up one week and get started on the upcoming week's question if that's the way you want to organise your work .
- **Time Frame for Posting Responses:** This is a discussion and not an assignment forum. We can only develop insightful discussion threads if we have time for interaction. Therefore it is important that you post your initial response to the Weekly Discussion question no later than mid-day Wednesday. This provides a chance to enter into a dialogue with one another for the balance of the week. The discussion does not work if people sit back and wait to dump their thoughts in batch mode at the end of the week.
- **Weekly Learning Posting:** Towards the end of the week, I would like to see a summary of the week from each one of you. I am convinced that this will result in "value addition" for all of us. Therefore, towards the end of the week, when discussions are wrapping up, I would like each group member to post their learning of the week. I will create a discussion thread in the forum each week under which learning postings will be made. Please post your individual summary (weekly learning posting) until Sunday midnight each week.
- **Discussion Cut-off:** There are other questions in the wings, and this course moves fast. Also my marking will be based on postings within the assigned week, i.e. as per the schedule of placing initial responses by Wednesday, having the ensuing dialogue carry on through Sunday, and posting a Weekly Learning by Sunday evening.
- **My Participation:** I definitely will participate in the forum on a regular base. While I read all the postings, in a given week I will not necessarily directly respond to everyone in the discussion. Over the 8 weeks of the course I do make a concerted effort to respond to each of you as often as possible.
- **Problems:** If you have problems responding to the Weekly Discussion question (travel, technical problems or personal problems), please let me know as soon as possible. I do not need to know the details of your situation, professional or personal, but I and your team-mates do ask that you let us know if you will have trouble participating in a given week and/or if your participation has to lapse for a few days. Keep us all informed!

Marking your contribution to the Weekly Discussions:

The objective of the weekly discussion is to widen your appreciation of the possible applications of the course material as well as to ground the theory in your own experience. Your participation in the weekly discussion represents 50% of your final grades. For simplicity, I score the 50% as 50 points. Here's how I calculate the points. Each week I monitor and record your participation on a spreadsheet. In weeks 1, 2, 4, 5, 6 and 7 you get:

- 2 points (maximum) for answering the weekly question fully - data, comparisons, applications, references, or challenges. You'll get one point for less complete answers.

- 2 points (maximum) for insightful questions and/or responses in the discussion – probing, supportive, adding information or perspective; not just interest or approval.
- 1 point for an insightful weekly learning posting.

In weeks 3 and 8 (case exercises) you get:

- 7 points (maximum) for your individual case solution.
- 2 points (maximum) for insightful questions and/or responses in the discussion – probing, supportive, adding information or perspective; not just interest or approval.
- 1 point for an insightful weekly learning posting.

In total:

- 5 discussion points maximum per week in week 1, 2, 4, 5, 6 and 7 (5 x 6 weeks = 30)
- 3 discussion points maximum per week in week 3 and 8 (3 x 2 weeks = 6)
- 7 case points per case (7 x 2 cases = 14)
- 50 points maximum total. Everyone can get these 50 points!

Initial postings need to be received by mid-day Wednesday for full credit. Grading of a week's discussion ends on Sunday evening. Please contact me with any questions. We will know we are on the right track when the discussions are both exciting and challenging.

My expectations with respect to the Initial Postings:

- Using the concepts and issues discussed in the reading to frame your analysis
- Depth of thought; answered the weekly question fully; providing data, comparisons, examples, and references.
- Relevant and accurate interpretation of the issues as they relate to your experiences / industry practice

My expectations with respect to the quality of interaction; responses & questions posed to others that further the dialogue:

- Make a conscious attempt to have your comments / questions of others "dig deeper" re: the week's topic & the intended focus of the question
- Again use concepts and issues discussed in readings to frame your questions and responses
- Probing, supporting, adding information or perspective - not solely expressing interest or agreement with someone else's posting.
- Maintains focus, i.e. keeps the discussion on topic as opposed to "drifting off"
- Proactive in pushing the dialogue along & responding to follow-up questions asked of you.

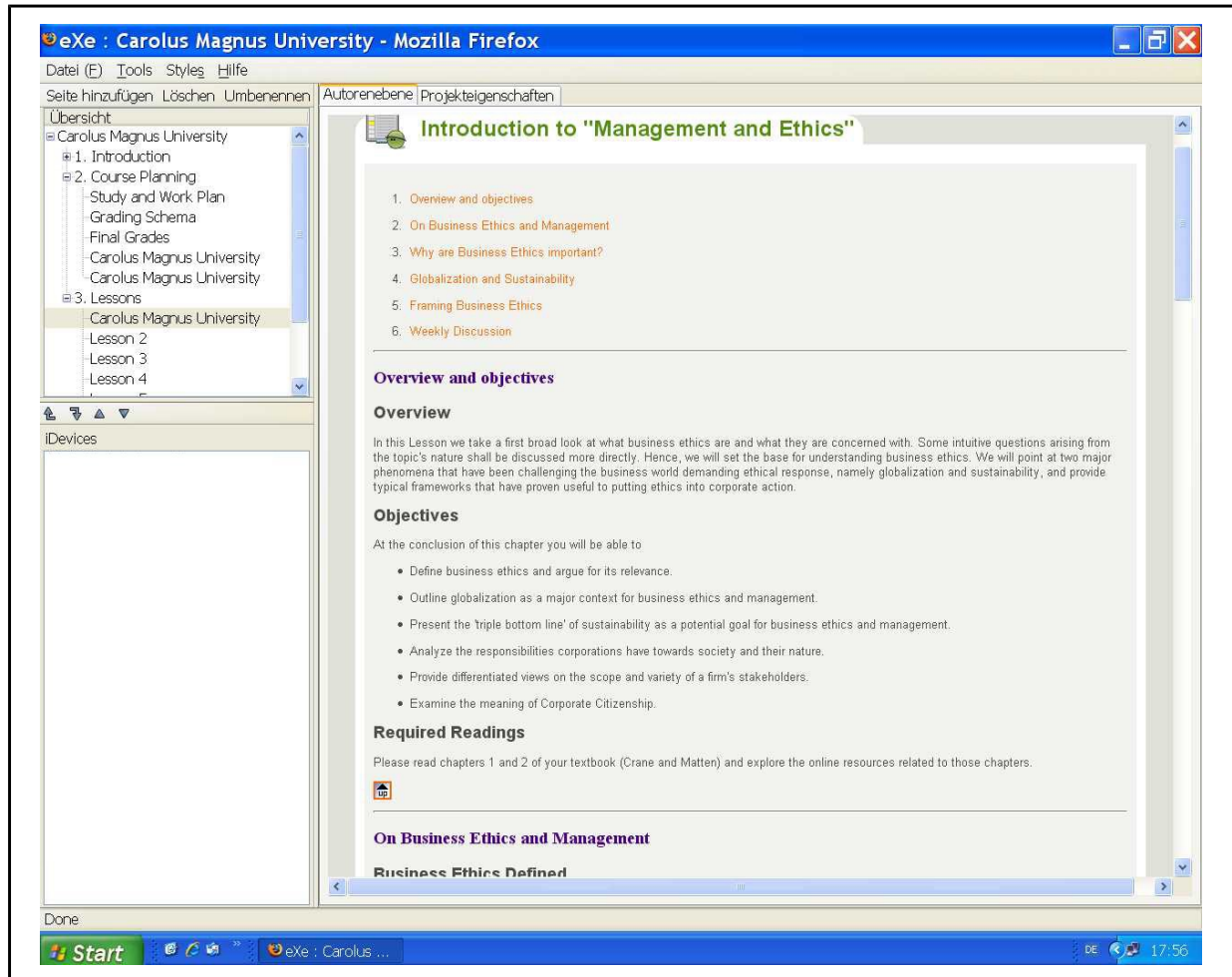
My expectations with respect to synthesis; wrap-up / weekly learning postings:

- Depth of thought; a "well considered" reflection of the week's readings & discussion

- Does in fact synthesise the lesson and the personal "take-aways" from the readings & dialogue (not simply summarising)

As an example for a weekly question in the following posting:

(Overview, Objectives and Required Readings of lesson 1):



Initial Question Week 1

Overview – Lesson 1

In this Lesson we take a first broad look at what business ethics are and what they are concerned with, especially in the context of management. Some intuitive questions arising from the topic's nature shall be discussed more directly. Hence, we will set the base for understanding business ethics and management. We will point at two major phenomena that have been challenging the business world demanding ethical response, namely globalisation and sustainability, and provide typical frameworks that have proven useful to putting ethics into corporate action.

Objectives – Lesson 1

At the conclusion of this chapter you will be able to

- Define business ethics and argue for its relevance.
- Outline globalisation as a major context for business ethics and management.

- Present the 'triple bottom line' of sustainability as a potential goal for business ethics.
- Analyse the responsibilities organisations have towards society and their nature.
- Provide differentiated views on the scope and variety of a organisation's stakeholders.
- Examine the meaning of Corporate Citizenship.

Required Readings

Please read chapters 1 and 2 of your textbook (Crane and Matten) and explore the online resources related to those chapters.

What is Business Ethics?

Is there an ethical sphere in business? Business sometimes is called a game equal to poker, where deception and lying are perfectly permissible. But, one has to admit that these 'bad' ethics still are ethics of a kind and that business activities would hardly be possible if every businessman always lied, if buyers and sellers never trusted each other. It thus makes sense to try and understand why certain decisions should be evaluated as ethical or unethical, or right or wrong and why such decisions get made and to try and discover whether more acceptable business decisions and approaches can be developed. That's how business ethics appear as a phenomenon and as a subject of studies. There will, however, inevitably be disagreements about what exactly constitutes 'ethical' business. Here is a definition of the subject itself:

Business Ethics in the context of management is the study of business situations, activities, and decisions where issues of morally right and wrong are involved and addressed.

Weekly Discussion

Discussing Questions:

1. Discuss what you believe are the key factors in a life worth living.
2. 'The Corporation' by Joel Bakan.

Follow this link <http://blogcritics.org/archives/2005/04/07/160808.php> and take a look at the review of "The Corporation" by Joel Bakan. (You can of course read the book itself or watch the movie, too!)

Q1: Set out your position on Bakan's description of the corporation's nature as psychopathic.

Q2: How do you think it could be possible to avoid such scenarios and really meet all stakeholders' demands? Which structures will be needed and what are the key obstacles?

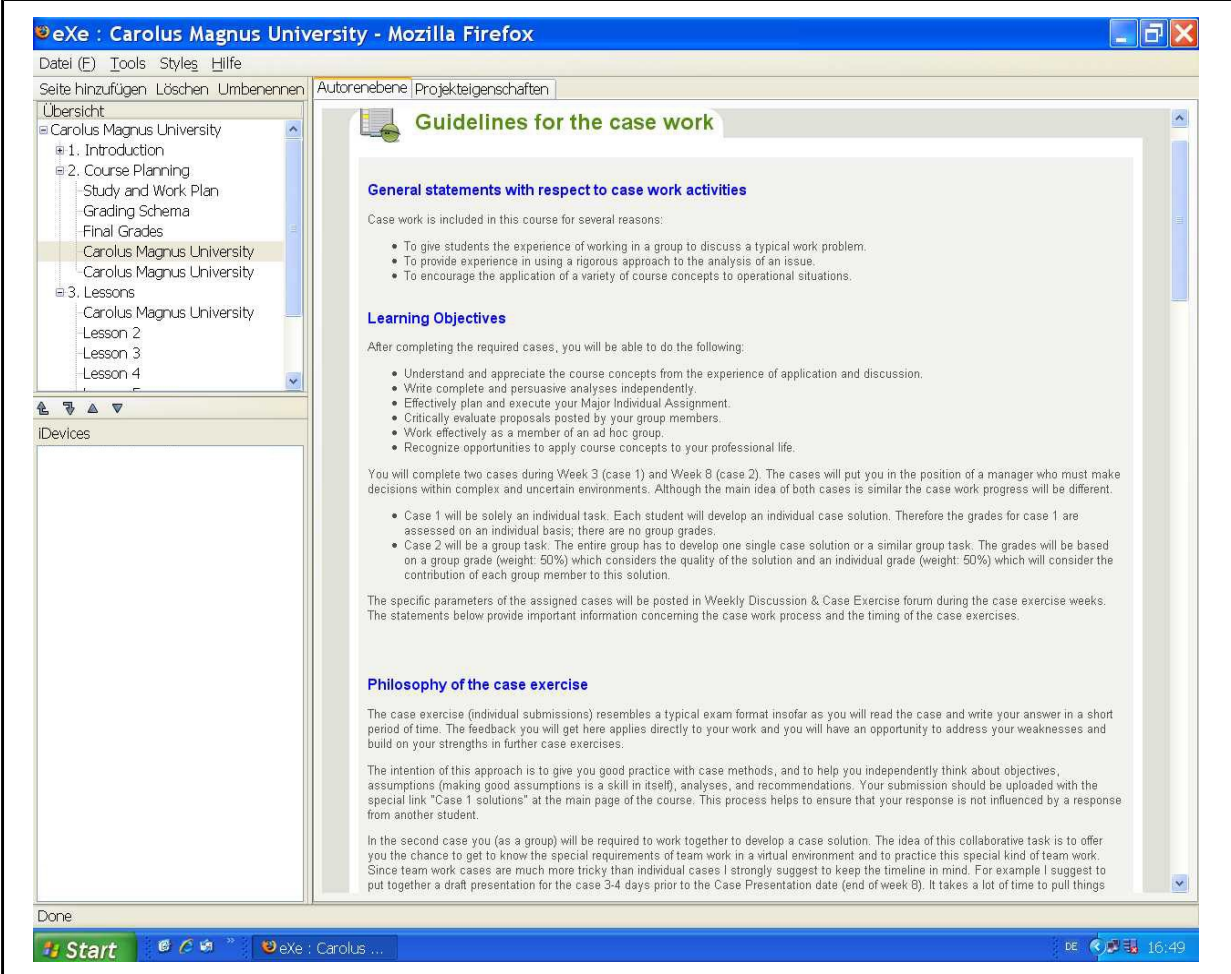
Q3: To what extent is the organisation you work in acting on the behalf of shareholders vs. stakeholders? How does it reflect its actions?

Q4: How would you define, identify and manage a/your organisation's 'conscience'?

3. In how far are stakeholders integrated in your working organisation? Which of the models discussed in the textbook (traditional, stakeholder, network) describes best the stakeholder practice best and which reasons can be given for this? How relevant, do you think, can the stakeholder relations of your organisation's stakeholders (your stakeholders of second degree) be for your business and why?

Case Exercise

Apart from the participation in the discussion forums, students have to edit an individual case exercise. The students can find the following description in the Study Guide.



The screenshot shows a Mozilla Firefox browser window titled "eXe : Carolus Magnus University - Mozilla Firefox". The address bar shows "Datei (F) Tools Styles Hilfe". The page content is titled "Guidelines for the case work" and includes the following sections:

- General statements with respect to case work activities**

Case work is included in this course for several reasons:

 - To give students the experience of working in a group to discuss a typical work problem.
 - To provide experience in using a rigorous approach to the analysis of an issue.
 - To encourage the application of a variety of course concepts to operational situations.
- Learning Objectives**

After completing the required cases, you will be able to do the following:

 - Understand and appreciate the course concepts from the experience of application and discussion.
 - Write complete and persuasive analyses independently.
 - Effectively plan and execute your Major Individual Assignment.
 - Critically evaluate proposals posted by your group members.
 - Work effectively as a member of an ad hoc group.
 - Recognize opportunities to apply course concepts to your professional life.
- Philosophy of the case exercise**

The case exercise (individual submissions) resembles a typical exam format insofar as you will read the case and write your answer in a short period of time. The feedback you will get here applies directly to your work and you will have an opportunity to address your weaknesses and build on your strengths in further case exercises.

The intention of this approach is to give you good practice with case methods, and to help you independently think about objectives, assumptions (making good assumptions is a skill in itself), analyses, and recommendations. Your submission should be uploaded with the special link "Case 1 solutions" at the main page of the course. This process helps to ensure that your response is not influenced by a response from another student.

In the second case you (as a group) will be required to work together to develop a case solution. The idea of this collaborative task is to offer you the chance to get to know the special requirements of team work in a virtual environment and to practice this special kind of team work. Since team work cases are much more tricky than individual cases I strongly suggest to keep the timeline in mind. For example I suggest to put together a draft presentation for the case 3-4 days prior to the Case Presentation date (end of week 8). It takes a lot of time to pull things

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The role of the coach

The coach will provide feedback and guidance as necessary during case work. This might include calling on individuals to complete their initial case responses on time, calling on a particular group to discuss specific issues, questioning the input for consistency and completeness, or suggesting further areas to be discussed. However, the coach will not provide solutions. There is no "right answer" to a case, although there may be a large number of unsatisfactory answers consisting of off-the-wall, inconsistent suggestions. At the end of the case weeks the coach will provide general as well as individual feedback on the case and the group's participation during the case work.

Presentation Guidelines for the Case Exercise

The following guidelines apply to the case studies and are meant to address such common problems as poor writing, poor analysis, and misunderstanding of expectations.

General Guidelines

Each case presentation must be no more than 1,000 words in length and contain no more than three appendices. Ensure that you follow proper referencing as well; weaknesses with respect to references issues could be interpreted as "Plagiarism" and therefore could easily lead to a fail of the entire course.

You should provide a managerial writing piece that shows you have made an informed decision: one made after taking into account all the relevant known and assumed elements in the environments facing the organisation. This means that the reader has to understand what it is you want to do and why you want to do it. Your writing must, therefore, be clear and concise. As a final check on your comfort level, ask yourself, "If I were in the position of the decision maker, would I feel comfortable proceeding as this paper recommends?"

Size and Submission

Each case study is limited to 1,000 words exclusive of the Executive Summary and Appendices. Appendices with paragraphs in them will be included in the word count. You may have a maximum of three appendices. These may be used for detailed calculations or other material that would otherwise interrupt the flow of your analysis. Remember that the body of the report itself should stand alone; the appendices provide supporting information only. Reports over 1,000 words will be penalised (I will just grade the first 1,000 words). Use the Word Count facility under the Tools menu in MS Word to calculate the word count.

Elements of the Paper

These elements need to be covered in the case presentation:

Title Page	This contains the name of the case, the course title, the coach's name, your name, the date of submission, and the word count.
Table of Contents	A detailed Table of Content is absolutely necessary!
Executive Summary	Having read the executive summary, the reader will know: <ul style="list-style-type: none">• Why the report is needed – the situation.• What the objectives and perspective(s) are (issues or criteria may be included).• How the problem was investigated – the methodology.

- What is recommended to resolve the situation – the plan of action.

Nothing that follows in the body of the presentation should be a surprise to the reader. The executive summary can be considered analogous to the abstract of an academic paper.

Continuation

<p>Assumptions and Scope</p>	<p>Assumptions provide context for the analysis, whereas scope provides focus. Any factors outside your analysis that could impact its applicability and resulting recommendations should be listed here. Confine yourself to those that are significant or potentially significant.</p> <p>If something in the case is unclear or contradictory, state an interpretation here as an assumption. Remember that you may be challenged on your assumptions.</p> <p>Scope is likely to be well defined by the case and the questions set. If not, state here what is outside of your analysis.</p> <p>Somewhere between zero and six assumptions and scope statements should suffice. Bulleted lists are fine. Justification in the presentation is not required, but assumptions and scope statements should be necessary, realistic, consistent with the information in the case, and their significance made clear.</p>
<p>Major Issues</p>	<p>Issues are what you're going to address in your analysis and recommendations. What are they and why are they important? Issues may be problems or opportunities. If issues are not provided in the case questions, select two to five, the resolution of which will have the most impact on the organisation. Do not assume that all, or even the most important, issues have been identified in the case questions. Write a paragraph or two of explanation, if required, but state each issue succinctly first.</p>
<p>Objectives</p>	<p>Objectives are the results your recommendations are designed to positively influence. They are the key result areas of the organisation or operation under study. Thus, objectives often transcend issues and survive the implementation of recommendations as ongoing organisational concerns.</p> <p>The quality of the recommendations is determined by their impact on these key results areas. Any recommendation, not just those in your paper, will be evaluated against these desired outcomes. The preferred recommendation (or set of recommendations) is the one that best satisfies these objectives.</p> <p>The form of outcomes must be SMART:</p> <ul style="list-style-type: none"> • Specific – an observable behaviour or outcome which is linked to a rate, percentage, or frequency. • Measurable – usually a numeric indicator of progress toward the objective. • Achievable – will reasonable effort, properly directed, produce the desired result? • Relevant – do those charged with the objective have the necessary knowledge, authority, and skill? • Time bound – start, finish, or milestone date(s). <p>A balanced set of objectives</p> <ul style="list-style-type: none"> • are mutually exclusive; • collectively represent operational success; • reflect the interests of all major stakeholders; • are weighted according to their relative importance. <p>Examples of operational objectives might be ROI, quality, inventory turns, or throughput. Managerial objectives might be cost, staff turnover, occupancy, or certification. From a consumer perspective, objectives might be price, availability, or lead time. There should be no hint of assumptions or recommendations in objectives. Issues are explored in the analysis; recommendations are assessed against the objectives. A bulleted list of no more than six items is fine.</p>

Continuation

<p>Analysis</p>	<p>This is where you apply rigorous analysis to the issues you have raised. Base your arguments on data in the case. Here you demonstrate your critical thinking ability, creativity, and insight, as well as appropriate use of the tools provided in the text or in previous courses. Often you will evaluate alternative courses of action, contrast and compare perspectives, identify chains of causality, and show costs and benefits.</p> <p>Every issue you identify should be carefully explored in light of the qualitative and quantitative data you have marshalled. Label opinion as such. Tables, charts, or graphs may be used to display your data. Avoid depicting the same data in both a table and a graph. There is no need to reproduce case data, simply incorporate it by reference.</p> <p>The analysis is likely to be the major portion of your paper, so logical ordering and clarity are important. Make the rigour of your thinking evident, while avoiding overwhelming your reader with pages of unrelieved, dense text.</p> <p>Analysis is not an exercise in coming to a consensus of opinions. It is looking into an issue deeply enough that your reader is assured you have got to the heart of the matter. Each of your recommendations must be thoroughly supported by this analysis.</p>
<p>Recommendations and Plan of Action</p>	<p>This is the statement of your results. Outline the specific steps to be taken, when and how they are to be completed, and by whom. Do these steps collectively address the issues? Do they positively influence the objectives? Are they justified by the facts of the case in the analysis?</p> <p>State each recommendation as the first sentence of a paragraph, "I recommend ..." Be decisive, declarative, and definitive. Avoid weasel words such as 'could,' 'might,' or 'perhaps.' The rest of the paragraph is supportive explanation: key data, impact on objectives, alternatives considered. Previous exposition need not be repeated, but may be incorporated by reference. Avoid multiple recommendations in a single statement.</p> <p>If there are contingencies or uncertainties beyond the scope of your analysis, address them in "if ..., then ..." statements. Avoid recommendations suggesting further study; you will get no credit for them. Use diagrams, flow charts, and so on as required.</p> <p>Often, fewer recommendations have more impact than many. Your reader should be left convinced that your recommendations, as a group, represent the best course of action.</p>
<p>Conclusion</p>	<p>The conclusion does three things. First, it highlights the major conclusions of the paper and their significance. It pulls the paper's arguments together and defines their impacts; that is, it states what the paper has demonstrated. The overall impact of the recommendations on the objectives should be stated and balanced against the cost of implementation.</p> <p>Second, it points out the limitations of the paper. Additional issues may have surfaced or areas for further investigation have become apparent. A review of the assumptions and scope chosen may prompt some specific cautions. The methodology of the analysis or the extent of the recommendations in a paper of this length may have introduced some limitations. What additional data would strengthen the analysis? Are there directions for further research?</p> <p>Third, it should provide closure, leaving the reader satisfied that the paper explored a situation that led to a meaningful conclusion. Many times, readers will skim the executive summary and conclusion to determine whether or not to read the entire paper. Make sure that the conclusion leads the reader to confidence in the paper's scope, methods, and recommendations.</p> <p>Aim for one to three paragraphs.</p>

Continuation

References	<p>Provide evidence that you combed the Internet, searched the library, and networked to find original sources. At a minimum, all the data and quotations in your presentation must be referenced. Breadth, balance, currency, creativity, and diversity are advantageous. One page is sufficient. Hypertext links are a nice touch.</p> <p>Use footnotes for the references and for offering additional explanations of the matter in the text. Furthermore list the references at the end of the paper.</p>
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Short summaries of the main content

Shown on the formal and organisational matters addition, the materials included in the module (Study Guide) to accompany the basic literature on each topic and short summaries of the main content and control issues, which the students can use to review their own knowledge.

Why are business ethics important?



Figure 1 Why business ethics are important

Question for understanding

Many regard 'business ethics' as an oxymoron, just like 'noisy silence'. How can such a statement be grounded? How would you explain that business and ethics are not mutually exclusive?

Globalisation and Sustainability

Business ethics have been constantly changing their focus since its expressive occurrence. In recent times and thus most relevant for today's businesses, globalisation and sustainability can be seen as the two major challenges that businesses face in ethical perspective.

	Globalisation: A key context for BE?	Sustainability: A key goal for BE?
Definition	Globalisation is the progressive eroding of the relevance of territorial bases for social, economic and political activities, processes and relations. (= Deterritorialisation)	Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
Relevance for Business Ethics	Culture: Ethical demands vary heavily around the globe. Globalisation creates some confusion here: it makes regional differences less important and encourages a 'global culture' and synchronically confronts	Sustainability is about system maintenance. It wants to ensure, that current actions do not impact upon the system in a destructive manner. Even if this appears most relevant for environmental context , sustainability

	<p>people with the differences of their cultures. BE is about dealing with such phenomena.</p> <p>Law: Basing decisions of right and wrong on the legal framework is getting more difficult because legal systems vary heavily between states. Consequentially the demand for BE increases, as it provides concepts of correct dealing apart from codified regulations.</p> <p>Accountability: Corporations are increasingly powerful actors. Social factors as infrastructure and employment depend on company decisions. That's why the affected people hold companies more and more accountable for their decisions. In terms of globalisation, where companies run their businesses territorially deliberated, these calls get even louder.</p>	<p>has undergone an expansion to as well social and economic issues. The social perspective claims for social justice and is concerned with an equitable world. The economic perspective points on the macroeconomic understanding of sustainability by looking at the carrying capacity of the earth. It sets a restriction to growth and aims on production and marketing of goods that secure long-term economic performance and avoid unsustainable developments like economy bubbles or erosion of the key bases for corporate success.</p> <p>Every dealing that points on the long-term welfare of society tends to ground on values other than just short-term profits. That's where the issue's relevance for BE arises.</p>
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Figure 2 Globalisation and sustainability as key contexts of business ethics

Question for understanding

Have a look at the eight United Nation's Millennium Development Goals (Textbook page 27-28 or online). How could business / How does your business organisation contribute to progress towards them? Which are the company structures resp. characteristics needed to further such common goals?

Framing Business Ethics and Management

Numerous approaches have been undertaken aiming at bringing business ethics into corporate practice. The most fundamental question in doing so is whether a corporation can be moral – and thus responsible for its actions. Corporations itself are, broadly spoken, artificial persons in terms of the law that are owned by shareholders but exist independently of them. The corporation's decisions are made by managers that must protect the investments of the shareholders. But as any corporation, just as an individual, has an internal decision making structure and a set of beliefs and values (organisational culture), the corporation itself can thus be seen to be as moral as their managers and employees. Figure 1.3 discusses some of the most common ways of the integration of corporate responsibilities.


Ways of explaining and integrating social and other responsibilities of the firm:		
Corporate Social Responsibility: What are responsibilities of firms?	Stakeholder Theory: Who is the company responsible to?	Corporate Citizenship: What are the 'civil' tasks of a firm?
<p>Why shall firms have social responsibilities?</p> <p>a) 'Good business' reasons: doing CSR is good for profits; satisfies customers.</p> <p>b) Moral arguments, responding to corporate impacts on society.</p>	<p>A stakeholder of a corporation is an individual or a group which either: is harmed by, or benefits from, the corporation; or whose rights can be violated, or have to be respected, by the corporation.</p>	<p>Corporate citizenship describes the corporate function for governing citizenship rights for individuals. Citizen rights are social, civil and political rights, that powerful companies can insure best, when governments fail to do so.</p>
<p>Of what nature are these social RESPONSIBILITIES?</p>  <p>Philanthropic – 'Giving something back' – Charity.</p> <p>Ethical – Respecting non-codified expectations.</p> <p>Legal – Abiding by the law/ 'rules of the game'.</p> <p>Economic – Return for owners in order to exist.</p>	<p>Why do stakeholders matter?</p> <p>Corporations have legal bindings with suppliers, employees and customers. This already implies that not only shareholders have a stake in the firm. Likewise exist non-contractual dependences and connections based on externalities of the firm like social or environmental impacts. Moreover, today's shareholders mostly are short-term speculators that have no real long-term interest in the company. So why should their short-term interest preside over long-term interests of employees, suppliers and customers?</p>	<p>To play a responsible, integrated part in a community means to not just exist in and profiting from the community, but to actively care for it.</p> <p>Civil rights can either be provided, enabled or channelled by corporations, as examples illuminate (see p. 70-79):</p> <p>Provision: Feeding and housing poor people in places where a firm operates.</p> <p>Enabling: Give repressed people a voice by using economic power to pressure governments for a people's cause.</p> <p>Channelling: Provide publicity to a cause by being sued instead of the ruling body.</p>

Figure 3 Framing business ethics: CSR, Stakeholder Theory, CC

Research Exercises: Textbook page 80.

CSR theories suggest both business and moral reasons to get socially engaged. Go to the website of one or two companies of your choice and find the section dealing with social issues.

- Q1: What kind of reasons do the corporations give for their CSR-activities?
- Q2: Is there a balance of business and moral reasons, or does one type of reason predominate?
- Q3: How do you explain this?

Cases Suggestions:

1. Ethics in Action
2. Shell in Nigeria

Click in to and read about the Ogoni People and the Shell Corporation in Nigeria.

Q1: How would you evaluate this situation, where oil for millions of people is provided through the destruction of a small people's living land? Give reasons for your answer and provide at least one counter argument and rebut it.

Q2: Say, your company would be put in such a situation comparable to the one of Shell there. How and upon which principles would it act? What would your personal part in this be?

3 Staff

To acquire knowledge and skills that will serve students well in positions at the potential institutions and organisations, a Bachelor's programme has to be international in orientation and be conducted in a multi-cultural environment. Therefore the curriculum of the programme is clearly international in nature. Moreover, the university has a strong international orientation and offers an absolute multi-cultural environment of studying. This is reflected in the cosmopolitan nature of the student body as well as the academic staff. The staff members of university have various origins and citizenships and mostly all of them have extensive international experiences, either in other universities or in international organisations or corporations. In addition, most of the academic staff members of the university are active in international research networks and projects.

The degree course meets the criteria for the deployment of staff for a university degree course. Teaching is largely provided by researchers and lecturers, who contribute to the development of the subject area.

The Staff of the programme forms an important precondition for quality and a defining factor for the successful realisation of the programme. Characteristic of the staff involved in a programme with a professional orientation is the knowledge and experience with regard to the exchange with the professional practice.

The total teaching Staff of the institution, i.e. all 39 professors, associate professors, assistant professors, senior lecturers and lecturers involved in the programme are qualified by definition of the generally acknowledged quality assurance procedure for higher education in various countries. They are actively in charge there, with long lasting professional experience. They have successfully completed the different levels of qualification (Bachelor, Licentiate Degree, Master, PhD and postdoctoral qualification) and are appointed on this basis. Furthermore they have distinguished themselves internationally in their respective fields of expertise through research work and scientific publications, and have, in co-operation with companies and other organisations, proved their competence in the practical context.

Concerning the quantity of staff, sufficient capacity is made available to be able to start the degree course. Sufficient capacity is made available to be able to continue the programme on a long-term basis.

Concerning the quality of staff, the Staff to be deployed is sufficiently qualified to ensure, that the aims and objectives regarding the content, didactics and organisation of the programme are achieved.

The proposed Staff is already available for the proposed programme. This states, that the required staff commitment is also given.

The didactic quality is guaranteed via the internal quality assurance procedures.

4 Facilities and Provisions

Although the applicable legislation lacks the explicit mention of this standard, the (material) facilities (i.e. distance education/online infrastructure, material basis of the international university partners) and the tutoring must be sufficient to realise the intended programme.

The relevant services are to be available. Furthermore, the intended material basis is adequate to achieve the learning outcomes.

Appropriate staff capacity to provide tutoring as well as information provision for students is to be considered as adequate in view of study progress.

Student Support and Guidance (Service)

There is sufficient staff capacity to provide student support and guidance, as well as information to students, and these provisions are adequate for the purpose of students' progress.

Student support and guidance already start before the actual programme begins. Interested students send e-mails and call, asking for all kinds of information. Information about the contents of the programme, about entry requirements, about schedules, jobs etc. During office hours at least one of the officers is present to answer these questions.

Dean International Affairs

The Dean International Affairs is responsible for the academic affairs of the programme. He organises regular meetings with the students as a group in order to keep abreast of how students experience the programme. This gives him the opportunity to act immediately if specific problems should arise.

In addition the Dean monitors the individual progress of students and if necessary invites students to discuss their contributions to the programme. Vice versa students can make appointments with the Dean to talk about individual academic matters. The Dean also monitors the involvement of resident and non-resident staff in the programme, ensures that their contribution to the courses adheres to all quality standards, and that the integrity of the programmes is safeguarded.

Administrative Director

In many cases the Administrative Director is the first person students get in contact with. He takes care of the students files starting with the admission procedure, supported by the *Registrar*. At the beginning of the new academic year the Administrative Director organises an introduction period for the new students and provides them with information of all sorts that may be useful both for the programme. As most of the students will be foreigners this aspect cannot be underestimated. During their entire studies, students can rely on the help of the Administrative Director for all kinds of practical matters. The Administrative Director can also be regarded as coach for students taking decisions in the fields of study planning and study choices. Students who are unable to continue their studies or experience delays may turn to the Administrative Director for personal advice and guidance. The Administrative Director also assists the Dean International Affairs in ensuring that resident and non-resident Staff is properly deployed in the programmes.

Tutors

In relatively small scale settings such as this programme, the tutor plays an important role in the guidance of students. The tutor coaches the tutorial group. S(h)e helps the students identify the knowledge they need to solve the cases; when needed s(h)e gives a survey on the theme of the course and relates the different cases to this theme. The tutor monitors the

progress of the tutorial group and gives students feedback on their work. As the tutorial group only comprises a relatively small number of students, there is hardly any barrier between students and tutor; this gives ample opportunity for individual talks between tutor and students about both specific contents of the module and problems related to studying. The tutors are also engaged in monitoring the progress of the students' thesis throughout the year.

Mentor Team

The university has a mentor team that will help the new students get acquainted with the programme and the environment. The mentor team is a small group of junior researchers with a special interest in and for the programme. Each student is assigned a mentor at the beginning of the programme. The mentor acts as an advisor to the students assigned to him. S(h)e is available to the students to discuss their experiences and problems with their studies. Problems may relate to managing the workload, combining various subjects, finding the right approach to studying etc. Whether and how often a student wishes to discuss with his/her mentor is up to the student.

5 Internal Quality Assurance

A system of internal quality assurance is in place, which uses verifiable targets and periodical reviews to take measures for improvement. Staff, students, alumni and the professional field in which the graduates of the course are to be employed will be actively involved in the internal quality assurance.

The university is able to start the proposed programme at a satisfactorily quality level and subsequently strive for continuous quality assurance and improvement. Therefore the institution operates a system of internal quality assurance that applies to the programme.

The system of internal quality assurance in place uses verifiable objectives and periodical evaluations in order to take measures for improvement (periodical evaluations, methods of self-evaluation, measures for improvement).

Staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system.

Preparation and Co-ordination of the Programme

Nowadays it is unthinkable to offer educational programmes without structural attention for the quality of the programme. Quality assurance protocols are inherent to modern teaching as from the very start of the development of a programme. Questions such as how to control the coherence of the course, what exactly will be taught and who will be teaching already have to be discussed already in the preliminary phase.

For the particular programme, special attention is paid to the challenge of safeguarding the coherence of the programme, as the teaching Staff consists for the greater part of experts from outside the university. The Dean International Affairs plays an important role in this respect. He has to set up a broad outline of the programme after consulting the field. This outline specifies the different academic goals that need to be achieved in each course/module, how the course/module fits in the context of the programme, what pre-knowledge lectures can be expected from the student body, etc. Subsequently, highly acclaimed experts were asked to develop modules in their field of expertise. Non-resident Staff have freedom to develop their courses and modules within the programme outline. The drafts of the course material have been critically assessed by the universities management as to whether the separate modules lead to a coherent programme and does do not overlap considerably with other courses/modules offered.

Staff Development

Because of the constant developments in education, the necessity to continuously invest in a good developed didactical and information technological specialisation for teachers is obvious. The staff development of the university is focusing at all teaching staff members, i.e. both new starting teachers and has been assessed as to their teaching ability by the university management.

Training for New Employees

New employees at the university often lack experience in online education as well as in problem based learning. The training for new staff members is therefore aimed at mastering both theoretical and practical aspects of these important aspects. In addition to this introduction, several short trainings are offered on specific topics.

Training for Current Staff

Staff development does not stop after a thorough introduction programme for new employees. Didactical and information technological specialisation for education is an ongoing process. For the current staff information sessions and modules are thus offered with the aim of optimising their own educational functioning. Examples of staff modules are: recent online teaching developments, course book construction, task construction, optimisation of presentation skills, etc.

This staff development offer implies, that material must be devised from the actual needs for training and support. This material must specifically connect with the educational problems, which arise in the legal education teaching practise. For this, it may be clear that a continuing inventory of the pitfalls in teaching practise is one of the components of the universities professionalisation.

Didactical Coaching

Finally, it is possible for both new and current staff to appeal for didactical coaching programme. This personal coaching route exists of personal conversations and observation during the educational activities of the employee and results in personal specific tips for improvement of the educational skills of the employee.

The resident and non-resident external staff members do not take part in the staff development policy of the university. They are renowned experts in their field, who have built up a considerable amount of experience both in practising their profession as well as in teaching students. Their careers leave no doubt about their suitability and appropriateness.

Monitoring Assessments

The university management also comprises expertise on assessments. This expertise can be called upon by individual course co-ordinators/lecturers when constructing the test. In an electronic module evaluation, students are also asked to give their opinion on the quality of the assessment. The aim of the assessment questionnaire is to obtain insight into the students' perceptions on the quality of the assessment in the following areas: validity, reliability, transparency and efficiency. So students are questioned on the quality of the test, expectations with respect to the test, preparation to the test, appraisal and pace of matter on the test and their motivation and study approach.

Evaluation

A good system of quality assurance that shall be checked, updated and improved in a cycle of periods ensures that the graduates have acquired the knowledge, skills and attitude that are set down as the learning outcomes of the programme concerned. That means that the quality of the offered courses and the performance are periodically evaluated.

This evaluation comprises the following elements:

- after finishing a module the students are evaluating the lecturer concerning the quality of contents and teaching;
- after the lecturer has received the results of the students evaluation, (s)he does a comprehensive analysis of the feedback and conducts a self assessment;
- this self assessment is subject of a regular meeting with the management of the university to find out possible improvement of the teaching quality;
- these meetings will be held every semester.

Contacts with Professional Field

The involvement of the professional field will be at least threefold. First, as mentioned above, the teaching Staff consists of experts from, *inter alia*, the professional field which ensures that the contents of the programme will be constantly adapted to the latest developments. It is of major importance, that practitioners share their insight knowledge with students on a regular basis as this is the kind of knowledge, that experts from academia do not dispose of. This is a crucial aspect of the programme, the necessity of following practical skills training by professional experts.

Second, students have the opportunity to discuss the day to day reality of their future working environment with the lecturers that work at a variety of prospective employers of the graduates. The close contact that teachers build up with students may lead to employment possibilities.

Furthermore, once the first students have graduated there will be regular contact between the programme staff and (part of) its graduates in order to be informed, where graduates end up and how they experience the programme once they are at work as experts themselves.

6 Conditions for Continuity

Investments

The proposed investments of the institution are sufficient to realise the programme, including the different facilities involved and tutoring.

Financial Provisions

The financial provisions for the results that have been calculated are sufficient to start up and continue the activities of the university: The institution will, from the point of view of a sound financial operation, be able to providing the entire range of existing and planned programmes.

Graduation Guarantee

The study programme is approved by the Academic Senate of the university.

The university guarantees its students, that the course programme can be fully completed once they have been definitively admitted and enrolled.

The institution herewith ensures, that its students can complete the programme.

7 Module Descriptions

Module number: A101	Name of the Module: Management and Ethics	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 1
Topic: General		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Importance of ethics in the field of management • The ethical framework for economy and state • Ethical theories and their pragmatic use • Globalisation as the key context • Sustainability as a new goal • Corporate social responsibility, accountability and citizenship • Influences on ethical decision making • Contextualising ethical performance: stakeholders, customers, employees, suppliers, citizens • Europe as a key perspective for ethical acting 		
Literature: <ul style="list-style-type: none"> • Crane; D. Matten: Business Ethics – Managing Corporate, Citizenship and Sustainability in the Age of Globalization, Oxford 2007 		
Prerequisites/previous knowledge: none		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A102	Name of the Module: Advanced Management and Knowledge of Economy	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 1
Topic: General		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Economic framework • The enterprise and the market • Pricing in practice • Business investment • The firm and financial markets • Choice of the business location • Competition • Consumer protection • The firm and the public • Public legal and economic policies • The state as producer 		
Literature: <ul style="list-style-type: none"> • H. Sperber: Wirtschaft verstehen, Stuttgart 2009 		
Prerequisites/previous knowledge: none		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A103	Name of the Module: General Business Communication	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 1
Topic: General		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Nature and scope of communication • Management roles • Types of communication • Principles of communication • Communication in the firm • Dysfunctionalities of communication • Effective communication • To learn listening • Improving communication 		
Literature: <ul style="list-style-type: none"> • K. Davis: The McGraw-Hill 36-Hour Course in Business Writing and Communication, New York 2010 		
Prerequisites/previous knowledge: none		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A104	Name of the Module: Business Correspondence	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 1
Topic: General		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Business writing • Commercial correspondence • Types of business documents • Business reports and proposals • Conferences and meetings • Group discussions • Team presentations • Briefings • Business behaviour 		
Literature: <ul style="list-style-type: none"> • K. Davis: The McGraw-Hill 36-Hour Course in Business Writing and Communication, New York 2010 		
Prerequisites/previous knowledge: none		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A105	Name of the Module: Corporate Business Communication	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 1
Topic: General		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Functions of corporate communication • Communication strategies • Intercultural communication • Principles of business ethics • Ethics in communication • The internet presentation • Advertising as an ethical issue • Aids for business communication 		
Literature: <ul style="list-style-type: none"> • K. Davis: The McGraw-Hill 36-Hour Course in Business Writing and Communication, New York 2010 		
Prerequisites/previous knowledge: none		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A106	Name of the Module: Economic Organisation	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 2
Topic: Organisation and Personnel Management		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Types of organisations • Functions of organisations • Organisations in the modern economy • Organisations in the public sector • Enterprises and profit • Ownership and control • Small and medium-sized firms • Strengths and weaknesses of management • Problems of the growths of organisations • Managing the growth 		
Literature: <ul style="list-style-type: none"> • H. Sperber: Wirtschaft verstehen, Stuttgart 2009 		
Prerequisites/previous knowledge: courses of semester 1		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A107	Name of the Module: Economic Environment	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 2
Topic: Organisation and Personnel Management		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 70
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Production in the organisation • Production of goods and services • Production systems • Financing the organisation • The banking system • The capital markets • Financial appraisal • Investment and uncertainty • Financial management and taxation • Financing the public sector 		
Literature: <ul style="list-style-type: none"> • H. Sperber: Wirtschaft verstehen, Stuttgart 2009 		
Prerequisites/previous knowledge: courses of semester 1		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A108	Name of the Module: Working Management	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 2
Topic: Organisation and Personnel Management		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Aspects of work and payment • The employer and the employee • Types of salaries • Management and labour • Purchasing contracts and organisation • Stock control • Marketing strategies and marketing-mix • Advertising and product promotion • Distribution channels and sales • Change in the business organisation 		
Literature: <ul style="list-style-type: none"> • P. F. Drucker: Innovation and Entrepreneurship, Burlington, Ma. 2007 		
Prerequisites/previous knowledge: courses of semester 1		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A109	Name of the Module: Building Leadership	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 2
Topic: Organisation and Personnel Management		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Leaders are built, not born • How people determine value • The ideal self • Changes of the self • Personal visions • Guiding principles • Leading with passion • Lifelong learning • The power of relationships • The role of mentors and coaches 		
Literature: <ul style="list-style-type: none"> • S. P. Robbins; T. A. Judge: Organizational Behavior, Upper Saddle River, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A110	Name of the Module: Building Teamwork	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 2
Topic: Organisation and Personnel Management		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Management teamwork • The power of norms • Emotional Intelligence • Leadership competencies • Problems of leadership • Executive coaching • Self-managed teams • Team dissonances and conflicts • Action learning • Building an emotionally intelligent organisation 		
Literature: <ul style="list-style-type: none"> • S. P. Robbins; T. A. Judge: Organizational Behavior, Upper Saddle River, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A111	Name of the Module: Accounting and Finance	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 3
Topic: Business Economics		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • How figures count • Balance sheet • Profit and loss statement • Cash flow and profitability • Variable and fixes costs • Book value and market value • Working capital • Quick ratios • The annual report • Capital planning • Financial tools • Micro- and Macroeconomic environment • Advantages of information technology 		
Literature: <ul style="list-style-type: none"> • J. G. Siegel; N. Dauber; J. K. Shim: The Vest Pocket CPA, Hoboken, NJ 2008 		
Prerequisites/previous knowledge: courses of semester 1-2		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A112	Name of the Module: Manufacturing and Marketing	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 3
Topic: Business Economics		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • The manufacturing process • Quality management • Research and development • Projects and changes • Marketing tools • Market segmentation • Product life cycle management • Distribution expertise • Innovation and strategic marketing • Global industrial challenges 		
Literature: <ul style="list-style-type: none"> • P. Kotler; H. Kartajaya; I. Setiawan: Marketing 3.0 – From Products to Customers to the Human Spirit, Hoboken, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1-2		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A113	Name of the Module: Financial Statements	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 3
Topic: Business Economics		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Types of financial statements • Basics of management analysis • External financial reports • Management financial statements • Operating ratios and benchmarks • Evaluating business performance • Evaluating investment performance • Tools and methodological aspects 		
Literature: <ul style="list-style-type: none"> • J. K. Shim; J. G. Siegel: The Vest Pocket CFO, Hoboken, NJ 2008 		
Prerequisites/previous knowledge: courses of semester 1-2		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) “Business Administration” – Description

Module number: A114	Name of the Module: Evaluation of Business Performance	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) “Business Administration”		Semester: 3
Topic: Business Economics		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Developing the budget • Beyond the break even – making profit • Managing the sales revenue • Sales Prices and cost implications • Handling the expenses • Prices and volumes – trade-offs • Costs and volumes – trade-offs • For survival – turning losses into profits 		
Literature: <ul style="list-style-type: none"> • J. K. Shim; J. G. Siegel: The Vest Pocket CFO, Hoboken, NJ 2008 		
Prerequisites/previous knowledge: courses of semester 1-2		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A115	Name of the Module: Management Control	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 3
Topic: Business Economics		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Product mix and cost control • Manufacturing and sales control • Allocation strategies and problems • Budgeting and budget control • Guidelines for management reporting • Managing inefficiency • Determining capital investment returns • Discounting the future 		
Literature: <ul style="list-style-type: none"> • J. K. Shim; J. G. Siegel: The Vest Pocket CFO, Hoboken, NJ 2008 		
Prerequisites/previous knowledge: courses of semester 1-2		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A116	Name of the Module: Product and Price	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 4
Topic: Marketing and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Competitive marketing concepts • Marketing-mix • Innovation and Technology Management • Designing the product • Branding strategies • Shaping the price • Pricing strategies • How to attract the customer • Conditions and services 		
Literature: <ul style="list-style-type: none"> • P. Kotler; G. Armstrong: Principles of Marketing, Upper Saddle River NJ 2009 • P. Kotler; G. Armstrong: Study Guide for Principles of Marketing, Upper Saddle River NJ 2009 		
Prerequisites/previous knowledge: courses of semester 1-3		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A117	Name of the Module: Place and Promotion	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 4
Topic: Marketing and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Distribution strategies • Distribution channels • Challenges of global logistics • Sales management • Designing the customers' minds • Advertising and product promotion • Public relations • The role of the mass media • The (innovative) future of place and promotion 		
Literature: <ul style="list-style-type: none"> • P. Kotler; G. Armstrong: Principles of Marketing, Upper Saddle River NJ 2009 • P. Kotler; G. Armstrong: Study Guide for Principles of Marketing, Upper Saddle River NJ 2009 		
Prerequisites/previous knowledge: courses of semester 1-3		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A118	Name of the Module: Customer Relations	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 4
Topic: Marketing and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Specific marketing environments • Types of customers • Customers in the international context • Market research • Methodological approaches • Buying behaviour and influences • Ethical aspects of marketing • Ecological aspects of marketing 		
Literature: <ul style="list-style-type: none"> • P. Kotler; G. Armstrong: Principles of Marketing, Upper Saddle River NJ 2009 • P. Kotler; G. Armstrong: Study Guide for Principles of Marketing, Upper Saddle River NJ 2009 		
Prerequisites/previous knowledge: courses of semester 1-3		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A119	Name of the Module: Business Plan	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 4
Topic: Marketing and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • A plan, why? – the genesis of a dilemma • Business failures as a consequence • Types of business plans • General strategies and tactics • Business plan elements • Goals and targets • The planning process • Important planning issues • Function-specific issues • Response options 		
Literature: <ul style="list-style-type: none"> • R. Abrams: Successful Business Plan – Secrets & Strategies, London 2010 		
Prerequisites/previous knowledge: courses of semester 1-3		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A120	Name of the Module: Business Tactics	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 4
Topic: Marketing and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • A plan, why? – the genesis of a dilemma • Business failures as a consequence • Types of business plans • General strategies and tactics • Business plan elements • Goals and targets • The planning process • Important planning issues • Function-specific issues • Response options 		
Literature: <ul style="list-style-type: none"> • R. Abrams: Successful Business Plan – Secrets & Strategies, London 2010 		
Prerequisites/previous knowledge: courses of semester 1-3		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A121	Name of the Module: Project Preparation	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 5
Topic: Projecting and Performance		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Project Management • The organisational context • Defining a project • The role of the project manager • Building an effective project team • Teamwork on the project • Training of the skills • Maintaining a project team • Overviewing the project plans • Failures and how to resolve them 		
Literature: <ul style="list-style-type: none"> • S. E. Portny: Project Management, Hoboken, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1-4		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A122	Name of the Module: Project Performance	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 5
Topic: Projecting and Performance		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Identifying the project costs • How to deal with risks and uncertainties? • Project interfaces • Communication issues on projects • Control of project execution • Documentation of projects • Successful conclusion of the project • Identification of further projects 		
Literature: <ul style="list-style-type: none"> • S. E. Portny: Project Management, Hoboken, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1-4		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A123	Name of the Module: Managing Performance	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 5
Topic: Projecting and Performance		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Managing the goal setting process • The problem on focussing on the future • Implications of defining goals • Achieving realistic goals • Giving and receiving feedback • Acknowledging and rewarding success • Exploration of problem areas • Performance review discussions • Development of future action plans 		
Literature: <ul style="list-style-type: none"> • S. E. Portny: Project Management, Hoboken, NJ 2010 		
Prerequisites/previous knowledge: courses of semester 1-4		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A124	Name of the Module: Coaching Assignments	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 5
Topic: Projecting and Performance		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Coaching – unknown so far? • Benefits of a coaching process • The framework of coaching • Coaching instruments • Recognising individual performance • Recognising team performance • Maintaining skills • Extending personal knowledge 		
Literature: <ul style="list-style-type: none"> • J. Whitmore: Coaching for Performance, London 2009 		
Prerequisites/previous knowledge: courses of semester 1-4		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A125	Name of the Module: Cultural and Educational Management	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 5
Topic: Projecting and Planning		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Course paper: 20 Private study: 100
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Leadership and management • Organisational culture • Visions, missions and policies • Cultural change – impossible? • Management of human resources • Empowerment of employees • Women as leaders • Gender and diversity issues • The intercultural context • Building new relationships 		
Literature: <ul style="list-style-type: none"> • S. P. Robbins; T. A. Judge: Organizational Behavior, Upper Saddle River, NJ 2010 		
Prerequisites/previous knowledge: courses semester 1-4		
Assessment/exams: Alternative exam (assignments/case studies/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A126	Name of the Module: Thesis Coaching	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 6
Topic: Thesis		Credits: 6 ECTS Workload (in hrs.): 180 Teaching and learning methods in hours: Assignments (online): 60 Private study: 120
Learning outcomes: The participants of the course are sensitised to coherences and problem areas within the scope of the course topic. The students will have the skills to notice attentively and to scrutinise the contents of study. They are enabled to develop awareness and responsibility as well alternative lines of action and prospects. Knowledge is transferred in the course both on a theoretical and a practical background. Based on the insights gained in the module the participants learn to prepare decisions and to design their implementation within the framework of operational sequences.		
Contents: <ul style="list-style-type: none"> • Bachelor thesis preparation • Preliminary thinking • Suggestions for getting started • Discovering possibilities • Designing of a proposal • Mapping texts • The connection of reading and writing • The operative working process • Finishing a thesis • How to present a bachelor thesis? 		
Literature: <ul style="list-style-type: none"> • K. Moore; S. L. Cassel: Techniques for College Writing – The Thesis Statement and Beyond, Florence, Ky. 2010 		
Prerequisites/previous knowledge: courses of semester 1-5		
Assessment/exams: Alternative exam (assignments/course paper): 100 %		

Study Programme Bachelor of Arts (B. A.) "Business Administration" – Description

Module number: A127	Name of the Module: Bachelor Thesis	Lecturer(s): Coaching team
Academic Course: Bachelor of Arts (B. A.) "Business Administration"		Semester: 6
Topic: Thesis		Credits: 24 ECTS Workload (in hrs.): 720 Teaching and learning methods in hours: Project work by oneself: 720
Learning outcomes: The students demonstrate that they are able to solve an economic problem with scientific approach on their own. They dispose of the capacity to familiarise oneself with the current subject area, to edit the state of affairs and the results in an academic form, to document the work progress in the Bachelor thesis as well as to present and discuss the results in the context of a scientific speech.		
Contents: <ul style="list-style-type: none"> • Choice and fixing of a topic for the Bachelor project (in agreement with the coaches) • Preparation of the results / drawing-up of the Bachelor thesis • Presentation of the most important aspects of the Bachelor thesis respectively the Bachelor project 		
Literature: <ul style="list-style-type: none"> • K. Moore; S. L. Cassel: Techniques for College Writing – The Thesis Statement and Beyond, Florence, Ky. 2010 		
Prerequisites/previous knowledge: courses of semester 1-5		
Assessment/exams: Bachelor thesis: 100 %		

8 Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. HOLDER OF QUALIFICATION

1.1 Family Name/First Name

individually

1.3 Date, Place of Birth

individually

1.4 Student ID Number or Code

individually

2. QUALIFICATION

2.1 Name of Qualification (full, abbreviated; in original language)

Bachelor of Arts (B. A.)

Title Conferred (full, abbreviated; in original language)

n.a.

2.2 Main Field(s) of Study

Business Administration

2.3 Institution Awarding the Qualification (in original language)

Carolus Magnus University Brussels

Status (Type / Control)

Private University

2.4 Institution Administering Studies (in original language)

Carolus Magnus University Brussels

Status (Type/Control)

Private University

2.5 Language(s) of Instruction/Examination

English

3. LEVEL OF THE QUALIFICATION

3.1 Level

First degree, with thesis

3.2 Official Length of Programme

3 years, 180 ECTS credit points

3.3 Access Requirements

Higher Education Entrance Qualification (HEEQ); general or specialised or HEEQ for Universities, or foreign equivalent.

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Distance education, full time

4.2 Programme Requirements/Qualification Profile of the Graduate

The degree provides students with competences in the theory and practice of the respective study field and the methods involved. Sound management and social competences are achieved. Students are qualified for management positions in all spheres of the study field. Students learn to solve professional problems both independently and as team members. In the final semester students also write a final thesis. All modules are strictly practice-oriented, and the size of the study groups offers an individual learning and teaching atmosphere. The close contact to the professors and the degree of commitment and teaching activities prove highly beneficial for the learning outcomes.

4.3 Programme Details

See "Final Examination Certificate" for subjects offered in examinations, and topic of thesis, including evaluations.

4.4 Grading Scheme

General grading scheme

4.5 Overall Classification (in original language)

individually

Based on the accumulation of grades received during the study programme and the final thesis (examinations 87%, thesis 13%); cf. Final Examination Certificate.

5. FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

Qualifies to apply for admission to Master/second degree programmes.

5.2 Professional Status

The “Bachelor of Arts (B. A.)” entitles its holder to exercise professional work in different fields, represented by the study programme.

6. ADDITIONAL INFORMATION

About the institution and the programme: www.carolus-magnus-university.eu

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Certificate Bachelor examinations *Date*

Bachelor certificate *Date*

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system provides a context for the qualification and the type of higher education that awarded it.

Certification Date:

Chairman
Examination Committee

(Official Seal)