

POSTGRADUATE STUDIES

Master Programme MSc in International Management

Module and Course Subject Descriptions Semesters 1 – 3



Prof. Dr. Thomas Bürgi
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Module Group:
General International Management

MODULE	Cross-cultural Management and Leadership
ECTS-Credits	4
Descriptor	GM CCML
School	School of Business
Course of Study	MSc in International Management (FT)
Short Title	
Module Group Code	General International Management
Type	Core Related Minor
Academic Module Coordinator	Prof. Dr. Thomas Bürgi
Phone and E-Mail	
Lecturers	
Phone and E-Mail	
Level	Level A (Advanced)
ECTS-Credits	4
Semester	1
Pre-requisites	---
Restrictions	---
Contact hours	40
Overall hours (contact hours plus self-study)	120 (40 contact hours, 80 h self-study)
Exclusions	
Teaching and Learning Methods	<p>The module is taught through plenary lectures and plenary/group workshops, including case studies, documentaries and presentations. In addition, students undertake guided independent study throughout, tailoring their existing cross-cultural management and multiculturalism knowledge to programme content. The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged.</p> <p>Learning will be facilitated by individual and group research and case study analysis, class discussions and small group work.</p> <p>Students are required to present their work both orally and in written format to complement the learning outcomes.</p> <p><i>Attendance at tutorials is considered an essential component of the modul.</i></p>
Language of Tuition	English
Module Description (200-300 words)	<p>The well-rounded manager in the successful organisation usually numbers among his or her priorities the development of people, or human resource development. An organisation continually has to adapt to changes in the competitive environment. Its effectiveness depends on the motivation and behaviour of the workforce. To capitalise on the capabilities of an international workforce, it must have appropriate incentives, develop effective teams, design an attractive job environment and manage the dynamics of organisational change with regard to diverse cultural imprints of members of the workforce - and provide leadership.</p> <p>By understanding the critical role of culture in this process, and by understanding the skills needed to manage one's own life as well as relationships with others, this module strives to develop management and leadership skills of participants. It builds on a sample of studies covering critical management skills in cross-cultural contexts and organisations.</p>

<p>Outline Content <i>(topics covered)</i></p>	<ul style="list-style-type: none"> ▪ Cultures, values, attitude and behaviour ▪ The roles of managers and leaders across cultures ▪ Organisational success related to management and leadership. ▪ Personal skills (developing self awareness, managing personal stress) ▪ Interpersonal skills (building relationships, motivating others, managing conflict) ▪ Group skills (empowering and delegating, designing effective cross-cultural teams, leading positive change) ▪ Specific cross-cultural communication skills ▪ Corporate cultures and employee management ▪ Ethical thinking and ethical management practice ▪ Influence processes in organisations: power and politics related to cultural value systems.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Roles of managers and leaders 2. Basics of ethical management practice. 3. Role of culture in business, in local, national and international contexts 4. Concept of Empowerment 5. Approaches and responses taken by organisations to respond to cross-cultural issues and topics.
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Plan, conduct and report a piece of original research (for continuous assessment) that explores and analyses the relationship between the theoretical and practical aspects of designing and exploring managerial concepts taking into account cross-cultural differences in value, attitude and behaviour. 2. Identify, understand and synthesise arguments and research from diverse electronic and written sources (lecturer's script, GLOBE's publications, bibliographic searches, primary data collection)
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Develop awareness of personal management skills 2. Communicate effectively (oral and written). The summative assessment will concentrate on written communication. You will be given numerous opportunities throughout the tutorial session to participate in group work to discuss present issues with your peers. 3. Work effectively as an individual and as part of a team. 4. Apply critical thinking and problem solving skills to a variety of different managerial situations. 5. Make competent use of information technology (word-processing packages, bibliographic searches, collection of primary data).
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (30%, one individual piece of coursework) and end of module examination (70%, 3 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than three weeks after submission date. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. ▪ Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<ul style="list-style-type: none"> - Whetten, David A. and Cameron, Kim S. (2007): <i>Developing Management Skills, Upper Saddle River, New Jersey</i> - Schneider, S. and Brasseur, J-L. (2003): <i>Managing across cultures, FT/Prentice Hall</i> - Hofstede, Geert and Hofstede Gert Jan (2005): <i>Cultures and Organizations. Software of the Mind, McGraw-Hill, New York</i> - Rayer, C. and Adam-Smith, D. (2005): <i>Managing and Leading People. London: CIPD</i> - Harris, Philip R et al. (2004) <i>Managing Cultural Differences: Global Leadership Strategies for the twenty-first Century (6th edition), Elsevier, Oxford</i> - Gupta, V. and House, R. (2004), <i>Understanding Leadership in Diverse Cultures: Implications of Project GLOBE for Leading International Ventures</i>, in D. Tjosvold and K. Leung (eds.) <i>Leading in High Growth Asia: Managing Relationship for Teamwork and Change</i>, World Scientific Publishing, Singapore, pp: 13-54 - Eduardo Salas, C. Shawn Burke, Katherine A. Wilson-Donnelly, and Jennifer E. Fowlkes (2004): <i>Promoting Effective Leadership Within Multicultural Teams: An Event-Based Approach</i> in: David V. Day, Stephen J. Zaccaro, Stanley M. Halpin: <i>Leader Development for Transforming Organizations: Growing Leaders for Tomorrow</i>, Lawrence Erlbaum Associates, pp 293-324 - Csikszentmihalyi, M.(2003) <i>Good Business: Leadership, Flow and the Making of Meaning</i>, Hodder and Stoughton - Tayeb, M. (2003), <i>International Management – Theories and Practices; Prentice Hall</i> - Tayeb, M. (2003), <i>Handbook of Cross-Cultural Management, Journal of International Business Studies, Vol. 34</i> - Goleman, Daniel et al. (2002), <i>Primal Leadership: realizing the power of emotional intelligence</i>, Boston, Harvard Business School Press - Holden, N. (2002), <i>Cross-Cultural Management, a Knowledge Management Perspective FT/Prentice Hall</i> - Rajnandini Pillai, Terri A. Scandura, Ethlyn A. Williams (1999), <i>Leadership and Organizational Justice: Similarities and Differences across Cultures, Journal of International Business Studies, Vol. 30.</i> - Hoecklin Lisa (1994), <i>Managing cultural Differences: Strategies for competitive Advantage</i>, Harlow, Pearson Education - Schein, E.H. (1992), <i>Organizational Culture and Leadership</i>, San Francisco: Jossey-Bass
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MODULE	Manager's Shadow Project		
ECTS-Credits	2		
Descriptor	GM MSP		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Group Code	General International Management		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Thomas Bürgi		
Phone and E-Mail			
Lecturers			
Phones and E-Mails			
Level	Level A (Advanced)		
ECTS-Credits	2		
Semester	1		
Pre-requisites	Cross-cultural Management and Leadership		
Restrictions	---		
Contact hours	12		
Overall hours (contact hours plus self-study)	60 (12 contact hours, 48 h self-study)		
Exclusions			
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake a guided independent study by acting as a manager's shadow and collecting data regarding the manager's activities.		
Language of Tuition	English		
Module Description <i>(200-300 words)</i>	Students spend one week observing a manager and report on what they have observed and learned in terms of best practices. Structured observation, non-structured, semi-structured and structured interview. Reflect on data and analysis. Analysis in report format will be graded as core course.		
Outline Content <i>(topics covered)</i>			
Learning Outcomes <i>A. Knowledge and Understanding</i>	<ol style="list-style-type: none"> 1. Core concepts of a manager's roles and functions in practice. 2. Observed activities of a manager. 3. Motives behind decision making and activity planning. 4. Responsibilities of the manager with regard to co-workers, and relationships between organisation and manager. 5. Time and stress management of the manager. 		
Learning Outcomes <i>B. Intellectual and Transferable Skills</i>	<ol style="list-style-type: none"> 1. Assess the competencies required by managers operating in the international arena. 2. Plan, conduct and report a piece of original research (for continuous assessment) that explores and analyses the relationship between the theoretical and practical aspects of acting as a manager. 		

Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Communicate effectively (oral and written). 2. Work effectively as an individual and as part of a team. 3. Apply critical thinking and problem solving skills to a variety of different situations. 4. Design a questionnaireMake competent use of information technology (word-processing packages, bibliographic searches, collection of primary data).
Assessment	<ul style="list-style-type: none"> ▪ Assessment will be based on one individual piece of coursework (60%) and end of module presentation (40%) ▪ Students will receive written feedback on their coursework and the presentation.
Subsequent Course Subject	
Other	None
Indicative Learning Resources	<ul style="list-style-type: none"> - Punch, K.F. (2005) Introduction to Social Research, Sage - Collis, J. and Hussey R. (2003) Business Research, Palgrave/Macmillan - Fisher, C. (2004) Researching and Writing a Dissertation for Business Students, FT/Prentice Hall

MODULE	International Accounting and Finance
ECTS-Credits	6
Descriptor	GM IF
School	School of Business
Course of Study	MSc in International Management (FT)
Short Title	
Module Code	General International Management
Type	Core Related Minor
Module coordinator	Prof. Dr. Carsten Peuckert
Lecturer	Prof. Dr. C. Peuckert, Prof. Dr. T. Hüttche
Phone and E-Mail	
Level	Level B (Basic)
ECTS-Credits	6
Semester	1
Pre-requisites	---
Restrictions	---
Contact hours	48
Overall hours (contact hours plus self-study)	180
Exclusions	
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing finance knowledge to programme content.
Language of Tuition	English
Module Description <i>(200-300 words)</i>	<p>The module International Accounting and Finance consists of two parts:</p> <ul style="list-style-type: none"> • Corporate Finance • International Accounting <p>Corporate Finance encompasses all of a firm's decisions that have financial implications. A firm's actions can be categorized as decisions about where to invest the firm's funds (the investment decision), where to raise these funds (the financing decision), and how much cash to return to the owners (the payout decision). The value of the firm reflects its success in each of these areas.</p> <p>The corporate finance part provides students with an opportunity to understand and evaluate:</p> <ul style="list-style-type: none"> • methods of valuation • determinants of capital budgeting decisions • the effect of debt on the risk and required return of equity holders • how to calculate cost of capital • financial planning • different methods of corporate financing <p>The objective of International Accounting is to provide the opportunity for students to gain an understanding and appreciation of International Financial and Management Accounting. Students will learn to analyse and compare financial statements (balance sheets, income statements, statements of cash flows, statements of retained earnings, notes) of companies adopting different accounting standards. The focus is on the relevant set of IFRS.</p>

<p>Outline Content <i>(topics covered)</i></p>	<p>Corporate Finance</p> <ul style="list-style-type: none"> • Net present value (NPV) and alternative investment rules • NPV & Cash Flow Forecast • Project Evaluation • Leverage and Returns • Financial Leverage and Firm Value • Weighted Average Cost of Capital (WACC) • Financing Choices <p>International Accounting</p> <ul style="list-style-type: none"> • Basic understanding of financial statements and annual reports • Understanding the reasons for differences and the need for harmonization • Evolution of various accounting models and the main influencing factors • IFRS in theory and practice - analysing accounting policies and financial shenanigans • Current and emerging trends in international accounting
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Knowledge of the fundamentals of corporate financing. 2. Understand stockholder wealth maximization as the main objective in decision making. 3. Understand complex, regularly changing international accounting standard and realize the consequences for a company. 4. Main principles of IFRS. 5. Discuss the purposes of, and progress towards, the international harmonisation of accounting practices.
<p>Learning Outcomes <i>1. B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Capable to evaluate projects that yield a return greater than the minimum acceptable hurdle rate. 1. Choose a financing mix that maximises the value of the firm. 2. Identify, understand and analyse relevant financial information about a company. 3. Skills to evaluate the differences in financial accounting practices globally and to estimate their implications on business activity.
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Analytical capacity to analyse capital market developments and to integrate the results in the decision making process of an institution. 2. Work effectively in designing the financial framework of a company. 3. Apply critical thinking by analysing financial information.
<p>Assessment</p>	<p>An end of module examination (100%, 2 hour examination) will be used to assess the learning experience.</p>
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<p>Brealey; Myers; Allen: Principles of Corporate Finance. 9th international Edition, McGraw-Hill, 2008.</p> <p>Damodaran: Corporate Finance. 2nd Edition, Wiley & Sons, 2001.</p> <p>Ross; Westerfield; Jaffe: Corporate Finance. 6th international Edition, McGraw-Hill, 2002.</p> <p>Van Horne; Wachowicz: Fundamentals of Financial Management. 12th Edition; Prentice Hall, 2005.</p> <p>IFRS / IAS Standards, published by IFRS Board, 2008 (www.iasb.org or www.ifrs-portal.com)</p> <p>Finch, C. ; A student's guide to IFRS (2008) Kaplan Publishing Foulks Lynch.</p> <p>Antle R. and Garstka S.J. (2004): Financial Accounting, 2nd edition, Yale University: Thomson South-Western</p> <p>Choi, F. and Meek, G. (2005) International Accounting, 5th edition, New Jersey: Pearson Prentice Hall</p>
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MODULE	Developing International Business Strategies		
ECTS-Credits	6		
Descriptor	GM DIBS		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	General International Management		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Najib Harabi		
Phone and E-Mail			
Lecturers	Prof. Dr. Najib Harabi, Prof. Stuart Wall, Jonathan Knowles MA, MBA		
Phones and E-Mails			
Level	Level A (Advanced)		
ECTS-Credits	6		
Semester	1		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.		
Language of Tuition	English		

<p>Module Description <i>(200-300 words)</i></p>	<p>This module is about strategic choices. It looks at alternative directions (e.g. vertical moves, new markets and technologies, international expansion) and alternative means for pursuing these directions (e.g. internal expansion, acquisition, alliance). Competitive strategy develops a set of analytical approaches and tools to help formulate and evaluate these strategies topic by topic. It aims to provide a unified and integrated framework to assist strategy formulation.</p> <p>The module consists of two parts. The first part provides a broad based introduction to the environment in which the international business must operate, focusing on economic, legal, political, socio-cultural, ethical, ecological and technological factors influencing the decision making of the business or organisation. The functional and operational issues faced by international businesses are assessed, including the new strategic directions available within globalised economies as value chains are reconfigured.</p> <p>The second part then moves on to a more detailed focus on the design, development and implementation issues of management strategies in international business enterprises. Internal resources, competences and management styles are reviewed as regards their contribution to developing competitive advantages. The range of strategic options available to senior managers is reviewed, as are the needs and expectations of diverse stakeholders. There is an opportunity to research contemporary business issues in selected business sectors, e.g. automobile, pharmaceutical, banking and telecommunications. Students will work in teams as 'management consultancy firms' and present their findings.</p> <p>One of the main focuses for the design of this module has been the further development of relevant employability and professional skills. Such skills are implicit in the learning outcomes.</p>
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<p>Outline Content <i>(topics covered)</i></p>	<p>First part: Analysis of the international business environment</p> <ul style="list-style-type: none"> ▪ International economic environment ▪ International political and legal environment ▪ International socio-cultural environment ▪ International ecological environment ▪ International technological environment ▪ Internationalisation process and business across frontiers <p>Second part: Analysis of Business Strategy</p> <ul style="list-style-type: none"> ▪ Horizontal and vertical firm boundaries ▪ Competitors and competition ▪ Strategic commitment ▪ The dynamics of pricing rivalry ▪ Entry and exit ▪ Industry analysis ▪ Strategic positioning for competitive advantage ▪ Sustaining competitive advantage ▪ Innovation, evolution and environment ▪ Incentives in firms ▪ Strategy and structure ▪ Strategy and the general manager
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Critically assess the principles, practices and institutions underpinning international economic relationships 2. Evaluate the political, legal, socio-cultural, ethical, ecological, economic and technological factors which play a key role in determining both the direction and outcome of international business activity 3. Analyse and assess the processes by which international business strategies are devised, developed and implemented
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Critically evaluate the factors influencing senior managers in their international business strategies
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Apply the principles of international business activity to help evaluate the resources, competences and strategies of selected international businesses and international business sectors
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Individual assignment (25%) ▪ Group report and presentation (25%) ▪ Final exam (50%)
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<p>Key texts Besanko, D. et al (2007), <i>Economics of Strategy</i>, 4th Edition. Wiley Wall, S. and Rees, B. (2004) <i>International Business</i> 2nd edition, FT/Prentice Hall Johnson and Scholes (2005) <i>Exploring Corporate Strategy - Text and Cases</i> (7th edition), FT/Prentice Hall</p> <p>Journals, periodicals and newspapers <i>Harvard Business Review</i> <i>The Economist</i> <i>The Financial Times</i></p> <p><i>Note: a fuller outline of supplementary sources is given in the student module guide</i> Student module guide Lecturer encrypted website to accompany the key text Student website to accompany the key text</p> <ul style="list-style-type: none"> - Porter, M.E. (1980): <i>Competitive Strategy</i>, The Free Press, Cambridge, MA. - Davis, J. and Devinney T. (1997): <i>The Essence of Corporate Strategy</i>, Allen & Unwin: Sydney - Wall, S. and Rees, B. (2004) <i>International Business</i> 2nd edition, FT/Prentice Hall - Johnson and Scholes (2005) <i>Exploring Corporate Strategy - Text and Cases</i> (7th edition), FT/Prentice Hall - Kay J. (1995): <i>Foundations of Corporate Success: How Business Strategies Add Value</i>, Oxford University Press: New York - Kay J.: (1995): <i>Why Firms Succeed</i>. Oxford University Press: New York - Keat P.G. & Young P.K.Y. (2003) <i>Managerial Economics: Economic Tools for Today's Decision Makers</i> (4th edn) FT/Prentice Hall - Mintzberg, H. Quinn, J. B. Ghoshal, S. (2005) <i>The Strategy Process</i>. FT/Prentice Hall - Lynch, R. (2003) <i>Corporate Strategy</i>. FT/Prentice Hall - De Wit, B. Meyer, R. (2005) <i>Strategy Process Content, Context</i>. Thompson

MODULE	Research Design and Applied Statistics
ECTS-Credits	6
Descriptor	RDAS
School	School of Business
Course of Study	MSc in International Management (FT/PT)
Short Title	RDAS
Module Code	Research
Type	Core
Module coordinator	Prof. Dr. Beat Hulliger
Phone and E-Mail	beat.hulliger@fhnw.ch , +41 62 2860158
Lecturers	Prof. Dr. Beat Hulliger; Franz Barjak, Dipl. Geograph
Phone and E-Mail	beat.hulliger@fhnw.ch , +41 62 2860158, franz.barjak@fhnw.ch , +41 62 2877825
Level	Advanced
ECTS-Credits	6
Semester	1
Pre-requisites	<p>Basic algebra (solving equations in one variable, solving simultaneous linear equations in several variables) and calculus (analysis of the features of functions and derivatives), basic probability theory, descriptive statistics (measures of location and dispersion, tables and graphs). This material is normally covered in a BSc Business Administration curriculum and is also treated in the Premaster course on Mathematics and Statistics.</p> <p>Preparatory text books:</p> <ul style="list-style-type: none"> Ernest F. Haeussler, Richard S. Paul, Richard J. Wood (2008) <i>Introductory Mathematical Analysis for Business, Economics and the Life and Social Sciences: International Edition</i>, Pearson Education, ISBN: 9780132424356 Derek Rowntree (1991) <i>Statistics without Tears, An Introduction for Non-Mathematicians</i>, Penguin, ISBN: 9780140136326 Chapters 1,2,4 and 5 of Sharpe et al. (2009) (see Learning References)
Restrictions	---
Contact hours	48
Overall hours (contact hours plus self-study)	180
Exclusions	
Teaching and Learning Methods	Lectures and classroom exercises. Self reading and homework exercises. Data analysis with SPSS.
Language of Tuition	English

<p>Module Description (200-300 words)</p>	<p>The module contains a course on Research Design and a course on Applied Statistics.</p> <p>The course on Research Design kicks off with a brief discussion of the nature and purpose of business research. Reconstructing the research process it gives an overview of research problems and their identification and how to formulate research questions. Research designs are introduced theoretically, and the writing of research proposals as an instrument to structure and guide the research is intensively dealt with, both theoretically and in practice (through a course assignment). The relationship between theory and empirical work will be discussed extensively as well as the relative merits of qualitative and quantitative methods. Last but not least, students will receive hands on guidance on how to search for, manage and use scientific literature.</p> <p>The course on Applied Statistics gives the tools to draw valid conclusions from data and to support business decisions in multifactor problems under uncertainty. The course gives a review of descriptive statistics, probability theory and statistical inference (estimation and testing). It introduces survey research methods. Simple and multiple regression introduce the basic concept of quantitative outcomes which are driven by several causal factors jointly. Statistical data analysis including data preparation, modeling and presentation of statistical results is trained with exercises. Practical work on real data with state of the art software provides the necessary skills to apply the methods in applied business research.</p>
<p>Outline Content (topics covered)</p>	<p>Research Design: Nature and purpose of business research; problem formulation and research questions; research design and proposal; role of theories; scientific literature; qualitative and quantitative methods.</p> <p>Applied Statistics: Review of probability, estimation and test theory with applications; Introduction to survey research methods (Representative surveys, questionnaires, Estimation); Simple and multiple regression; Model building and model assessment; Statistical data analysis with examples from economic research using the statistical software SPSS.</p>
<p>Learning Outcomes A. Knowledge and Understanding</p>	<ol style="list-style-type: none"> 1. Core concepts of research paradigms, research design, choice of research methods, interpretation. 2. Role of business research projects, focus on international contexts 3. Understanding of quantitative and qualitative models and their value for business research and business decision making. 4. Understanding of the concepts of probability theory and statistics and knowledge on applications in economy and management. 5. Knowledge of methods for econometric modelling of complex cause-effect structures. 6. Understanding of the impact of uncertainty on problem analysis and decisions.
<p>Learning Outcomes B. Intellectual and Transferable Skills</p>	<ol style="list-style-type: none"> 1. Ability to conceptualize a practical problem into a research problem and questions. 2. Awareness of the importance of different approaches to research. 3. Ability to formulate a model and to judge the outcome critically. 4. Statistical thinking to judge the value of evidence based decision taking into account uncertainty. 5. Ability to use statistical methods for business research and to interpret and report the results.

Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Know how to write a research proposal. 2. Be able to assess the data needs and choose appropriate methods. 3. Be able to analyse and interpret data. 4. Be able to use statistical and mathematical software including interpretation of output. 5. Be able to formulate and analyse problems, and interpret and present results based on quantitative methods.
Assessment	<ul style="list-style-type: none"> • Research Design will be assessed by means of a research proposal written by groups (3-4 students) during the semester (Learning outcomes A1,A2,A3,B1,B2,C1,C2): 30% contribution to module mark. • An end of module examination (3 hour examination) will be used to assess the learning experience in Applied Statistics (Learning outcomes A3,A4,A5,A6,B3,B4,B5,C2,C3,C4,C5): 60% contribution to module mark. Submission of at least half of the exercises in Applied Statistics contributes 10% to the module mark.
Subsequent Course Subject	Module Practice-oriented Research Project and Master Thesis
Other	Connection with Module "Applied Business Research", which introduces qualitative empirical research methods.
Indicative Learning Resources	<ul style="list-style-type: none"> • Bryman, A., Bell, E. (2007) Business Research Methods, 2nd ed., Oxford University Press. • Sharpe, N. R., De Veaux, R.D., Velleman, P.F. (2011) Business Statistics : A First Course, International Edition, Pearson, ISBN 978-0-321-69509-7.

MODULE	Qualitative Research (Research Design II)		
ECTS-Credits	6		
Descriptor	QR		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Research		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Ruth Schmitt		
Phone and E-Mail	0041 56 462 42 93, ruth.schmitt@fhnw.ch		
Lecturers	Prof. Dr. Ruth Schmitt; Dr. Ganesh Nathan		
Phones and E-Mails			
Level	Advanced		
ECTS-Credits	6		
Semester	1		
Pre-requisites	---		
Restrictions	---		
Contact hours			
Overall hours (contact hours plus self-study)	180		
Exclusions			
Teaching and Learning Methods	Lectures and classroom exercises. Self reading and homework exercises. Use of software for qualitative data analysis. Data analysis projects are performed on the basis of cases.		
Language of Tuition	English		
Module Description <i>(200-300 words)</i>	This is an introductory course into qualitative research. It prepares students to undertake a piece of qualitative business or management research for their Masters project by developing appropriate knowledge, understanding and transferable intellectual and practical skills. Emphasis is placed on applying the skills that lead to a successful closure of a research journey set within any organisational setting identified by students in the role of either academic or practitioner researchers. Skills such as the ability to frame research aims, generate research questions/hypothesis, and research objectives, the ability to generate a conceptual framework, the ability to select and justify a particular qualitative research design and methodology and the ability to act as an ethical researcher so as not to spoil the field are all developed in front of concrete research problems. Students will gain confidence in a range of cognitive and practical skills suitable to conducting research projects in a range of international business contexts so as to add to knowledge and understanding.		
Outline Content <i>(topics covered)</i>	<ul style="list-style-type: none"> • The nature of qualitative research, its fields of application. • Setting up qualitative designs. • Performing a professional data collection and analysis (including computer support). • Writing research reports 		

08.06.2010

Learning Outcomes <i>A. Knowledge and Understanding</i>	<ol style="list-style-type: none"> 1. Demonstrate a critical awareness of different qualitative research designs and respective methodologies relevant to academic and practitioner researchers working within an international context. 2. Demonstrate a deepened understanding of qualitative approaches. 3. Demonstrate a critical understanding of the potentials and the limits of a qualitative approach.
Learning Outcomes <i>B. Intellectual and Transferable Skills</i>	<p>Critically evaluate the literature relevant to their research aims in order to develop a conceptual framework or critical stance.</p>
Learning Outcomes <i>C. Practical Skills</i>	<p>Acting as an independent self-learner who demonstrates the appropriate skills necessary to plan, organise, and undertake a qualitative research project in international business.</p>
Assessment	<p>An end of module examination (2 hour examination) will be used to assess the learning experience.</p>
Subsequent Course Subject	
Other	
Indicative Learning Resources	<p>Basic Literature Bryman, A., E. Bell. (2007). <u>Business Research Methods</u>, 2nd Edition, Oxford University Press, Oxford Creswell, J. W. (1998). <u>Qualitative inquiry and research design - Choosing among five traditions</u>. Thousand Oaks, Sage Publications. Remenyi, D., B. Williams, et al. (1998). <u>Doing research in business and management - An introduction to process and method</u>. London, Sage Publications.</p> <p>A reader will be distributed in class.</p>

MODULE	Practice-oriented Research Project
ECTS-Credits	15
Descriptor	Rolf Meyer
School	School of Business
Course of Study	MSc in International Management
Short Title	PORP
Module Code	Research
Type	Core
Module coordinator	Prof. Dr. Rolf Meyer
Phone and E-Mail	rolf.meyer@fhnw.ch +41 62 286 01 64
Tutors	
Level	Level A (Advanced)
ECTS-Credits	15
Semester	2 (FT)
Pre-requisites	Attendance of the two basic research modules (Research Philosophy and Quantitative Methods, Business Research Methods and Applied Research) is required to start with the Practice-oriented Research Project.
Restrictions	---
Contact hours	32 hours
Overall hours (contact hours plus self-study)	450 hours (32 h contact lessons, 418 h self study)
Exclusions	
Teaching and Learning Methods	<p>The module is taught through plenary lectures (colloquium) supervised group workshops / group work (research-based project) and individual work (research proposal). Students undertake guided independent study throughout, tailoring their existing knowledge to programme content.</p> <p>Students are required to present their work both orally and in written format to complement the learning outcomes.</p>
Language of Tuition	English

<p>Module Description <i>(200-300 words)</i></p>	<p>Managers are frequently called upon to undertake in-depth studies involving one issue or a series of interrelated business problems which will necessitate a degree of research based activity. The completion of the Practice-oriented Research Project at the MSc level ensures that successful MSc graduates are able to evaluate the methods underlying such research activity, whether undertaken by themselves or by others. It is the purpose of the Practice-oriented Research Project to develop, in the course member, the ability to relate objectives, evidence and conclusions in a coherent and rational manner.</p> <p>The aim of the Practice-oriented Research Project is to provide course members with the opportunity to exercise analytical and critical skills to identify significant business problems and to determine appropriate methodologies for their problem solving strategies by evaluating evidence and reaching evidence-based conclusions. The Practice-oriented Research Project emphasises methodology and rational analysis leading to rational conclusions and clear recommendations.</p> <p>On completion of the Practice-oriented Research Project course members will be able to:</p> <ul style="list-style-type: none"> • create and develop objectives relevant to the solution of one, or a number of related business problems. • critically evaluate the ways in which relevant published literature contributes to a broader understanding of the problem. • identify and apply the methodology necessary for the provision of evidence which is offered as the foundation for conclusions and recommendations. • demonstrate independence, competence and confidence in undertaking detailed research into the nature of and solutions to a major business problem, and in carrying out appropriate referencing. <p>Course members will prepare the Practice-oriented Research Project working in groups. Each group will have a research supervisor to advice and discuss problems arising during the preparation of the Project.</p> <p>Each group will be expected to submit a Project of about 15,000 words. The Project will include stated objectives, an evaluation of existing literature, an analysis of the research methods employed, and a lucid and scholarly presentation of evidence and policy recommendations. The Project should reference all sources of information and contain a bibliography of relevant literature.</p> <p>Each student will prepare an individual research proposal, based on the results of the group's research project.</p> <p>Our university is involved in a wide range of research partnerships, with industry, with government, and in the public sector, as well as with academic institutions both in Switzerland, the UK, and overseas. We have long-standing links with business and industry; and our research students are in good standing to find commercial applications for their work. The research projects will be developed and supervised in cooperation with our six institutes, the industry, and our research partners.</p>
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<p>Outline Content <i>(topics covered)</i></p>	<p>a) Research-based project Students will work in groups of 3 to 4. Each group will have a research supervisor to advise discuss problems arising during the preparation of the Project. The students' project should be based on current literature and should apply sound research methods.</p> <p>b) Colloquium During colloquium sessions the students will present their projects, research questions, methods applied, and results.</p> <p>c) Final presentation Each group will present the results of their project. The final presentations are open to the public – unless the information presented is confidential.</p> <p>d) Research proposal Each student will write a research proposal for a research based follow-up project. This proposal is to include current research based questions, the methods to be applied to answer these research based questions, and the name of the collaborating company or institution. The research proposal can be used for the Master Thesis.</p>
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>1. Identify and critically evaluate relevant concepts, models and principles that inform and illuminate the area of inquiry.</p>
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<p>2. Demonstrate competence in the management of a research based project in a way that is consistent with both professional practice and ethical principles.</p> <p>3. Select, critically justify and apply appropriate methodologies, techniques and practical strategies in data collection, interpretation and dissemination.</p> <p>4. Engage in reflective and reflexive analysis of the context, processes and outcomes of the inquiry.</p>
<p>Learning Outcomes <i>C. Practical Skills</i></p>	
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Project paper (50 %) ▪ Final presentation (20 %) ▪ Individual research proposal (30 %)
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>This module can be done during spring semester (start February, handing-in reports and individual proposals end of July) or during fall semester (start August, handing-in reports and individual proposals end of January)</p>
<p>Indicative Learning Resources</p>	<p>Depends on the topic of the Practice-oriented Research Project</p>

MODULE	Master Thesis
ECTS-Credits	15
Descriptor	Rolf Meyer
School	School of Business
Course of Study	MSc in International Management (FT)
Short Title	
Module Code	Research
Type	Core Related Minor
Module coordinator	Prof. Dr. Rolf Meyer
Phone and E-Mail	+41 62 286 01 64, rolf.meyer@fhnw.ch
Level	Stage 3
ECTS-Credits	15
Semester	3
Pre-requisites	
Restrictions	<p>Students must have passed the following modules before starting with their Master Thesis</p> <ul style="list-style-type: none"> • Business Research Methods and Applied Statistics • Research Philosophy and Quantitative Methods • Cross-cultural Management and Leadership • Manager's Shadow Project • International Accounting and Finance • Developing International Business Strategies • Practice-oriented Research Project • Two Electives
Contact hours	30
Overall hours (contact hours plus self-study)	450 hours (30 h contact lessons, 420 h self study)
Exclusions	
Teaching and Learning Methods	Individual work Colloquium
Language of Tuition	English

<p>Module Description <i>(200-300 words)</i></p>	<p>The master thesis is of central importance to the student's Masters award during which the student will be expected to bring together aspects of learning from previous modules as well as using this learning as the basis for planning, conducting and writing up a research-based project.</p> <p>The topic of the master thesis must be research based and has to help answering questions of one or more international companies. Therefore the master thesis can be written in cooperation and/or in order for an international company located in Switzerland or all over the world.</p> <p>Each student will be expected to submit a report of about 15,000 – 20'000 words. The report will include stated objectives, an evaluation of existing literature, an analysis of the research methods employed, and a lucid and scholarly presentation of evidence and policy recommendations. The report should reference all sources of information and contain a bibliography of relevant literature.</p> <p>In a first colloquium the students will present and discuss their research proposal with the starting point, the researched-based questions, the methods they want to apply and the next steps.</p> <p>In a second colloquium the students will present and discuss the midterm presentation.</p> <p>The defences (final presentation) are open to the public – unless the information presented is confidential.</p> <p>The Master Thesis will be supervised by one professor.</p>
<p>Outline Content <i>(topics covered)</i></p>	<p>Applied research project Research design Quantitative methods Qualitative methods Presentation</p>
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>1. Identify and critically evaluate relevant concepts, models and principles that inform and illuminate the area of inquiry.</p>
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<p>2. Demonstrate competence in the management of a research based project in a way that is consistent with both professional practice and ethical principles.</p> <p>3. Select, critically justify and apply appropriate methodologies, techniques and practical strategies in data collection, interpretation and dissemination.</p> <p>4. Engage in reflective and reflexive analysis of the context, processes and outcomes of the inquiry.</p>
<p>Learning Outcomes <i>C. Practical Skills</i></p>	
<p>Assessment</p>	<p>The Assessment consists of the written report (90 %) and the defence (10 %).</p>
<p>Subsequent Course Subject</p>	<p>None</p>
<p>Other</p>	
<p>Indicative Learning Resources</p>	

Module Group Electives 1: Global Marketing and Communication

MODULE	Cross-cultural Consumer Behaviour		
ECTS-Credits	6		
Descriptor	CCCB		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 1: Global Marketing and Communication		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Thomas Bürgi		
Phone and E-Mail			
Lecturers			
Phones and E-Mails			
Level	Level A, Stage 2		
ECTS-Credits	6		
Semester	2		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.		
Language of Tuition	English		
Module Description <i>(200-300 words)</i>	We buy goods and services every day in order to eat, to wear, to read, to watch, to play, to travel, to exercise, to make us wealthy and perhaps wise. Consumption is so prevalent that we are often unaware of its importance in shaping our lives. This elective adopts a psychological approach to consumer behaviour and explores the implications for individual consumers and marketers. It deals with the crucial issues of shopology: why consumers buy what they buy, where they buy it and how they respond to marketing and advertising influences.		
Outline Content <i>(topics covered)</i>	<ul style="list-style-type: none"> ▪ People as consumers ▪ The Self ▪ Shopology: Brand Lands and Hot Spots ▪ Market segmentation ▪ New products and innovations ▪ Perception and personality ▪ Learning, memory and thinking ▪ Motivation and family influences ▪ Social and developmental influences ▪ The influence of small groups ▪ The influence of social class ▪ The Culture Code: Cultural influences and attitudes ▪ Communication and persuasion ▪ Approaching a decision ▪ The decision and its consequences ▪ Consumer awareness ▪ The future consumer 		

<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Core concepts of consumer behaviour. 2. Role of cultural imprints in marketing, evaluation of local, national and international contexts (the culture code) 3. Theories and frameworks used to guide ethical marketing 4. Responsibilities of, and relationships between organisations (brands) and their internal and external stakeholders (brand community) 5. Approaches and responses taken by organisations to respond to ethical issues
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Plan, conduct and report a piece of original research (for continuous assessment) that explores and analyses the relationship between the theoretical and practical aspects of consumer behaviour. 2. Identify, understand and synthesise arguments and research from diverse electronic and written sources (lecturer's script, governmental publication, bibliographic searches, primary data collection)
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Communicate effectively (oral and written). The summative assessment will concentrate on written communication. You will be given numerous opportunities throughout the tutorial session to participate in group work to discuss present issues with your peers. 2. Work effectively as an individual and as part of a team. 3. Apply critical thinking and problem solving skills to a variety of different situations. 4. Make competent use of information technology (word-processing packages, bibliographic searches, collection of primary data).
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (50%, one group piece of coursework) and end of module examination (50%, 3 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than three weeks after submission date. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. ▪ Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>
<p>Indicative Learning Resources</p>	<ul style="list-style-type: none"> - Nadeau, Raymond A. (2007), Living Brands: collaboration + innovation = customer fascination, McGraw-Hill, New York - Häusel, Hans-Georg (2007), Brain Script: Warum Kunden kaufen, Rudolf Haufe Verlag, Planegg/ München - Solomon, Michael, et al. (2006), Consumer Behaviour, A European Perspective, Prentice Hall, Harlow - Cohen, Marshal (2006), Why Customers Do what they Do: Who they are, why they buy, and how you can anticipate their every move, McGraw-Hill, New York - Roberts, Kevin (2006), The Lovemarks Effect: Winning in the Consumer Revolution, powerHouse books, Brooklyn - Mikunda, Christian (2004), Brand Lands, Hot Spots & Cool Spaces, Kogan Page, London - Schiffman L., Bednall D., O'Cass A., Paladino A. and Kanuk L. (2005) Consumer Behaviour, 3rd edition, Pearson - Varey R.J. (2001): Marketing Communication: Principles and Practice, New York: Routledge - Howes D. (1996): Cross-Cultural Consumption: Global Markets, Local Realities. London: Routledge

MODULE	Corporate Reputation and Brand Development
ECTS-Credits	6
Descriptor	CI / BD
School	School of Business
Course of Study	MSc in International Management (FT)
Short Title	
Module Code	Electives Module Group 1: Global Marketing and Communication
Type	Core Related Minor
Module coordinator	Prof. Dr. Sabine Einwiller, Subst. Rodolfo Ciucci
Phone and E-Mail	+41 62 286 00 41 - sabine.einwiller@fhnw.ch ; rodolfo.ciucci@fhnw.ch
Lecturers	Rodolfo Ciucci, Prof. Stefan Gürtler, Prof. Roland Hänni, O'Patrick Wilson
Phones and E-Mails	Rodolfo.ciucci@fhnw.ch , +41 62 286 00 41 Stefan.guertler@fhnw.ch , +41 62 286 01 79 Roland.haenni@fhnw.ch , +41 62 286 01 57 o@os-pr.com , +41 61 721 58 19
Level	Level A (advanced)
ECTS-Credits	6
Semester	3
Pre-requisites	---
Restrictions	---
Contact hours	60
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)
Exclusions	---
Teaching and Learning Methods	The module foresees plenary lectures and plenary/group workshops. Students will also undertake independent study, which allows them to tailor their management, communications and marketing knowledge to programme content.
Language of Tuition	English

<p>Module Description <i>(200-300 words)</i></p>	<p>This module brings together corporate strategy, people management and managing the corporate reputation and its brands in knowledge-based economies.</p> <p>Corporate reputation and brands are among the most valuable intangible assets of a company and it's crucial to corporate success to manage them well. While products and services are often difficult to evaluate and to differentiate, the corporate brand and/or reputation influence customer preferences. Beyond customers and consumers, there is a multitude of other stakeholders that may be influenced by them: employees, investors, governments, just to name a few of the most significant ones. The firm's reputation among these stakeholders can be the determining factor for their support in terms of loyalty, capital investment or providing the infrastructure fur a successful business.</p> <p>Reputations and brands are anchored in the corporate strategy and identity, but they are created collectively by the firm and its stakeholders and exist in the minds of the companies' stakeholders. Thus, emanating from the stakeholder perspective of the firm and the corporate strategy, the reputation and brands are formed collectively and in sync with the firm's internal and external environments. Concepts like sustainable development, corporate social responsibility and corporate governance play a crucial role in managing the balance between those environments and reputation. Issues should be anticipated to prevent crises and damage to the reputation and brands. If a crisis can't be prevented, professional crisis management is essential in order to minimize damage.</p> <p>Managing the process of reputation and brand development and protection is a task that requires top management stewardship and that is generally led by the corporate communication and marketing functions. It is also an interdisciplinary management task that very much depends on cooperation and collaboration. Therefore, this module draws on a wide range of disciplines including corporate communications, marketing, psychology, organisational behaviour, HR and strategic management when discussing how to develop, manage and protect corporate reputations and brands.</p>
<p>Outline Content <i>(topics covered)</i></p>	<ul style="list-style-type: none"> ▪ Stakeholder thinking and corporate strategy ▪ Why corporate reputation and brand matters ▪ Defining reputation, brand, image and identity ▪ Organisational identity, action and reputation: the linchpin ▪ Corporate communications: Marketing communications, organisational and management communications ▪ Developing reputation and brands ▪ Designing the brand architecture ▪ Employee branding: Living the values of the corporate brand to create strong reputations ▪ Reputation building in the financial community: Investor relations ▪ Reputation building in the public sector: Public affairs ▪ Preventing damage to the reputation: Issues management ▪ Minimizing damage to the reputation: Crisis management ▪ The role of corporate social responsibility for corporate reputation ▪ Reputation and brand measurement

Learning Outcomes <i>A. Knowledge and Understanding</i>	Upon completion of the course students will have critical knowledge and understanding of <ol style="list-style-type: none"> 1. relationships between organisations and their environments 2. core concepts of reputation and stakeholder management 3. how to manage relationships with focal internal and external stakeholder groups 4. theories and frameworks used to build strong reputations and brands 5. the role of strategically designed brand architectures 6. approaches to protect the corporate reputation from and during crises
Learning Outcomes <i>B. Intellectual and Transferable Skills</i>	Upon completion of the course students will have <ol style="list-style-type: none"> 1. a comprehensive knowledge of models and instruments on how to develop corporate reputation and brands 2. practical skills on how to manage corporate reputation and brands 3. conducted and reported a piece of original research that explores the practical management of the corporate reputation and/or a company's brands
Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Research skills: secondary and primary research methods 2. Analytical skills: examine, compare and contrast assumptions and statements 3. Communication and presentation skills 4. Team working skills
Assessment	<ul style="list-style-type: none"> ▪ A combination of both quality and presentation of research (50%, group work) and end of module written examination (50%, 1 hour individual examination) will be used to assess the learning experience. ▪ Students are given feedback on their work during lectures and special consultation sessions. ▪ To prepare for the written exam, students are given specimen exam-type questions.
Subsequent Course Subject	
Other	None

Indicative Learning Resources	Text of reference
	<ul style="list-style-type: none"> - Van Riel, Cees B.M., Fombrun, Charles: <i>Essentials of Corporate Communication</i>. Routledge, London/New York, 2007. ISBN 10: 0-415-32826-8 - Schultz, Majiken, Hatch, Mary Jo: <i>Taking the Brand Initiative</i>. Wiley & Sons, 2008. ISBN-10: 0787998303/ISBN-13: 9780787998301
	<p>Indicative readings</p>
	<ul style="list-style-type: none"> - Aaker, D. & Joachimsthaler, E. (2000a). <i>Brand leadership</i>. New York: The Free Press. - Aaker, D. & Joachimsthaler, E. (2000b). The brand relationship spectrum: The key to brand architecture challenge. <i>California Management Review</i>, 42(4), pp. 8-23. - Argenti, P. (2005). <i>Corporate communication</i>. McGraw-Hill/Irwin. - Balmer, J.M.T. & Greyser, S.A. (2003). <i>Revealing the corporation: Perspectives on identity, image, reputation, corporate branding, and corporate-level marketing</i>. New York: Routledge. - Coombs, T. (2007). <i>Ongoing crisis communication: Planning, managing and responding</i>. Thousand Oaks: Sage. - Fombrun, C. (1996). <i>Corporate reputation: Realizing value from the corporate image</i>. Boston, MA: Harvard Business School Press. - Fombrun, C. & van Riel, C. (2004). <i>Fame and fortune. How successful companies build winning reputations</i>. Upper Saddle River, NJ: Prentice Hall. - Kapferer, J.-N. (2003): <i>Strategic brand management: Creating and sustaining brand equity long term</i>. London: Kogan Page. - Hatch, M.J. & Schultz, M. (2001). Are the strategic stars aligned for your corporate brand? <i>Harvard Business Review</i>, February 2001, pp. 129-134. - Miles, S. J. & Mangold, W. G. (2005). Positioning Southwest Airlines through employee branding. <i>Business Horizons</i>, 48, pp. 535-545. - Mitchell, R.K., Agle, B. & Wood, D.J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. <i>Academy of Management Review</i>, 22(4), pp. 853-886.

MODULE	Marketing and Strategy in a Globalizing World		
ECTS-Credits	6		
Descriptor	MSGW		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 1: Global Marketing and Communication		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Mike Domenghino		
Phone and E-Mail			
Lecturers	Prof. Dr. Mike Domenghino; Prof. Dr. Peter Abplanalp		
Phones and E-Mails			
Level	Level A (Advanced)		
ECTS-Credits	6		
Semester	3		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	<p>The module is taught through case studies, plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing marketing and strategy knowledge to programme content.</p> <p>The class structure and teaching methods employed will be interactive in nature, and class participation is mandatory, especially during the case discussions. Learning will be facilitated by individual and group work and case study analysis, class discussions and small group work.</p> <p>Students are required to present their work both orally and in written format to complement the learning outcomes.</p> <p>Attendance is considered an essential component of the module and will be taken into account by the board of examiners.</p>		
Language of Tuition	English		

<p>Module Description <i>(200-300 words)</i></p>	<p>Introduction and acknowledgements: This course is taught in cooperation and with the consent of Professor Pankaj Ghemawat, professor at HBS and currently IESE (Spain). The following sections draw heavily on his course description, book (2007) and case materials provided by him mid-December 2007 to the responsible lecturer M. Domenghino. In addition, concepts and cases developed by two other HBS professors, Michael Porter and Christopher Bartlett will be taught.</p> <p>In our supposedly globalized world, businesses are frequently advised to charge across borders as if the whole world were one flat seamless marketplace. But the world is not so flat after all, and, following Ghemawat's terminology, the world is and will be for quite some time in a state he calls 'semiglobalization'. The course focuses on the strategic issues that arise when firms operate across national borders. The course develops a coherent way of evaluating and optimizing companies' cross-border activities with the help of mainly Ghemawat recent book (cf. below), Bartlett and Porter's publications and especially some 20 case studies by the same authors exemplifying strategic marketing and strategy choices/outcomes.</p>
<p>Outline Content <i>(topics covered)</i></p>	<p>The content of the course covers:</p> <ol style="list-style-type: none"> 1. Introduction and Bartlett concepts: the 3 traditional cross-border strategies (multilocal, international, global) and mainly his 'transnational strategy'. Porter's views on competition globally and his Volvo US case study are also discussed. 2. How globalized is the world really? And how can companies track the pros and cons of alternative cross-border moves? Ghemawat's ADDING VALUE Scorecard provides an analytical template. 3. Differences and the CAGE DISTANCE FRAMEWORK: What differences across countries impinge the most on cross-border activity in specific industries? This part of the course presents the multidimensional CAGE DISTANCE FRAMEWORK for thinking broadly but systematically about cross-border differences. Following that the three AAA strategies are discussed: ADAPTATION. AGGREGATION, ARBITRAGE. 4. ADAPTATION is the most common strategy for dealing with differences by adapting to them. 5. AGGREGATION is the strategy of overcoming differences by achieving greater cross-border scale/scope economies than country-by-country adaptation would allow. 6. ARBITRAGE is the strategy of exploiting differences across countries to directly create value. 7. Integration and Innovation: This final module examines some of the trade-offs between adaptation, aggregation and arbitrage and concludes with the development of innovative global concepts.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>Upon successful completion of this course, students should have gained critical knowledge and a clear understanding of:</p> <ol style="list-style-type: none"> 1. Definitions, models and concepts applied in marketing and strategy in the globalized world. 2. Some 20 HBS case studies and the lessons derived from them.
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Examination skills: examine, compare and contrast assumptions and statements within problem analysis from case studies, written and verbal descriptions 2. Communication skills (verbal, non-verbal, listening) 3. Presentation skills (oral and written): making presentations to a variety of audiences and for a variety of purposes 4. Team working skills from working with peers on case studies

Learning Outcomes <i>C. Practical Skills</i>	Upon successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. Critically assess the practicality of the options/methods available for designing/implementing cross-border strategies. 2. Apply them in real-life business situations as gleaned from the about 20 case studies written by P. Ghemawat, M. Porter, C. Bartlett and other Harvard scholars and can apply them in the appropriate way 3. Establish performance indicators for the measurement of their success/sustainability.
Assessment	Just as in IESE/HBS the grade will be based on class participation (40%), exercises during the course (30%) and a final exam (30%).
Subsequent Course Subject	
Other	None
Indicative Learning Resources	Mandatory are: <ul style="list-style-type: none"> - The 2007 Ghemawat book 'Redefining Global Strategy', HBS Press, as well as about 20 case studies and Ghemawat's recent HBR articles on the same subject. - Bartlett, C. and Ghoshal, S (2002): Managing across borders: The Transnational solution. Cambridge: Harvard Business School Press. Further reading materials are: <ul style="list-style-type: none"> - Porter, M.: Competing across Borders, in 'On Competition', Harvard Business School Press, 1998 - Kotler, P. and Keller, K.L. (2006): Marketing Management, 12th edition, Prentice Hall - Besanko, D., D. Dranove, Shanley, M. & S. Schaefer (2004): Economics of Strategy, John Wiley & Sons, Inc., 3rd edition - Usunier, J. C. & Lee J A (2005) Marketing Across Cultures (4th ed) Prentice Hall - Doole, I & Lowe, R (2004) International Marketing Strategy Analysis, Development and Implementation. (4th ed.) Thomson Learning - Ghauri, P.N. (1999) Advances in International Marketing: International Marketing Purchasing, JAI Press: Connecticut - Chandler, A. D. (1986). The evolution of modern global competition. In Michael E. Porter, editor, Competition in Global Industries. Boston: Harvard Business School Press.

MODULE	Local Clusters and International Corporations		
ECTS-Credits	6		
Descriptor	LCIC		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 1: Global Marketing and Communication		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Mike Domenghino		
Phone and E-Mail			
Lecturers	Prof. Dr. Peter Abplanalp - Course Leader Prof. Dr. Mike Domenghino Prof. Dr. Markus Freiburghaus Prof. Dr. Matthias Kiese		
Phones and E-Mails	peter.abplanalp@fhnw.ch / mike.domenghino@fhnw.ch / markus.freiburghaus@fhnw.ch / matthias.kiese@fhnw.ch Course administration: olga.schibli@fhnw.ch		
Level	Level A (Advanced)		
ECTS-Credits	6		
Semester	Fall		
Pre-requisites	---		
Restrictions	---		
Contact hours	52		
Overall hours (contact hours plus self-study)	180 (52 contact hours, 128 h self-study)		
Exclusions			
Teaching and Learning Methods	This course is a distinctive course platform developed at Harvard by Professor Michael Porter and it is designed to be taught in collaboration with Professor Porter's institute and 90 universities around the world. The core course is taught almost exactly as M. Porter teaches it at Harvard the very same year, with the exception that a lot of Swiss content about local Swiss clusters and international companies in clusters in Switzerland and elsewhere is added. It is based on the case method (about 10+ cases) and internet-based video materials of Porter lectures at Harvard. Students are given access to a course website on the Harvard intranet and are invited to join the alumni network of Porter students at Harvard and worldwide.		
Language of Tuition	English		
Module Description	<p>Introduction and acknowledgements: This course is taught with the permission and support of Professor M. Porter and his Institute of Strategy and Competitiveness at the Harvard Business School, of which our school has been an Affiliate since 2003. The contents are almost totally his copyright and the responsible lecturers are Affiliate Faculty of Porter's courses and trained by M. Porter and his staff every year at Harvard.</p> <p>The course explores the determinants of competitiveness of companies, clusters and regions/states. It addresses the issues from a bottom-up, firm-based microeconomic perspective and focuses on the importance of local clusters for the success of firms and regions. It probes in detail the ultimate sources of competitiveness which is rooted in the strategies and operating practices of locally based firms, especially internationally active companies, the vitality of clusters and the quality of the business environment in which competition takes place.</p>		

<p>Outline Content <i>(topics covered)</i></p>	<p>In line with M. Porter's approach the course comprises six key parts:</p> <ol style="list-style-type: none"> 1. Firms, industries and cross-border competition strategies 2. Location and clusters, exploring the concepts of the diamond and clusters for developed and developing countries 3. Policies for nations and regions that help/hinder the development of competitiveness and the success of firms 4. Advanced topics addressing the application of the concepts to social issues, European competitiveness and health care 5. Student projects on selected clusters in Switzerland and elsewhere, e.g. (medical devices, biotech, pharmaceuticals, wealth management, tourism etc.) Managers from firms of the respective clusters are invited to participate/lecture in the course. 6. A summary of the course on the process of economic development stressing the role of the macro environment and the overriding importance of the micro business environment.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>Upon successful completion of this course, students should have gained critical knowledge and a clear understanding of:</p> <ol style="list-style-type: none"> 1. Current definitions/models of competitiveness and what helps and hinders it. 2. A wide spectrum of real-world situations involving firms, regions and states
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Examination skills: examine, compare and contrast assumptions and statements within problem analysis from case studies, written and verbal descriptions 2. Communication skills (verbal, non-verbal, listening) 3. Presentation skills (oral and written): making presentations to a variety of audiences and for a variety of purposes 4. Team working skills
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<p>Upon successful completion of this course, students and participating companies should be able to:</p> <ol style="list-style-type: none"> 1. Assess their clusters and their companies' strategies and improve them. 2. Assess the economic and social policies of regions, such as cantons and states and offer suggestions for improvement. <p>It is furthermore expected that by the end of the course the students and the participating managers have formed a network thus opening up possibilities</p> <ul style="list-style-type: none"> - for companies to find new executive talent already familiar with their industry - for students to explore employment opportunities in industries they have studied
<p>Assessment</p>	<p>Just as at Harvard, 50% of the grade will depend on the frequency and quality of their class participation (noted by a 'scribe' and the lecturer), the other 50% depend on the quality of the students' research project on a cluster and their presentation.</p>
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<p>Mandatory:</p> <ul style="list-style-type: none"> - Porter, M. E., On Competition, publisher: Harvard Business School Press (2008), ISBN: 978-1-4221-2696-7 - 10+ case studies written by M. Porter and other authors. - Articles/cases written by the instructors Abplanalp and Domenghino <p>Recommended:</p> <ul style="list-style-type: none"> - The plethora of articles and books written by Porter on the subject, some of which will be particularly recommended by the instructors as the course progresses, especially http://www.lib.uwo.ca/programs/generalbusiness/porter.html - Porter, M.E. and World Economic Forum. The Global Competitiveness Report 2008-9, Geneva http://www.weforum.org/documents/gcr0809/index.html
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**Indicative Learning
Resources**

- Ritchie, J.R. B. and Crouch, G. I. (2005): *The Competitive Destination: A Sustainable Tourism Perspective*, Wallingford: Cabi Publishing.
- Daub, C.-H. and R. Ergenzinger (2005): Enabling sustainable management through a new multi-disciplinary concept of customer satisfaction, *European Journal of Marketing*, Vol. 39, Number 9/10, pp. 998-1012.
- Swarbrooke, J. (1999): *Sustainable Tourism Management*, Wallingford: Cabi Publishing.
- Harris, R, Griffin, T. and P. Williams (2002), *Sustainable Tourism: A global perspective*, Oxford: Elsevier.
- Weaver, D. (2006): *Sustainable Tourism: Theory and Practice*, Oxford, Elsevier.

Module Group Electives 2: International Human Resource Development

MODULE	Leading People in Changing Environments		
ECTS-Credits	6		
Descriptor	LPCE		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Group Code	Electives Module Group 2: International Human Resource Development		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Martina Zölch		
Phone and E-Mail			
Lecturers	Prof. Dr. Martina Zölch; Keith Jackson MA, MBA, (Dr. des.); Prof. Dr. Nathalie Amstutz		
Level	Level 2 (Advanced)		
ECTS-Credits	6		
Semester	2, summer term		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			

<p>Teaching and Learning Methods</p>	<p>Leadership is commonly help to be a key to organisational survival in strategic business environments distinguished by rapid and complex change. The emphasis in the selection and application of teaching and learning methods is on guiding the students towards a demonstrable appreciation of the relevance and potential impact of leadership in environments characterised by change. No one definition of 'leadership' is proposed. However, the emphasis is on how systematic reference to leadership influences the choices people makes - individually and collectively - as they respond to changing environments: i.e. the emphasis is on leading <i>people</i> in and through business environments characterized by change.</p> <p>The overarching learning objective of this module is to develop a 'critical discourse' about the nature and relevance of leadership in different business sectors and across diverse strategic business contexts, incorporating in depth discussion of case studies and applying a variety of strategic management tools such as PESTLE analysis. Depending on the make-up of the student cohort for this elective, case study examples are drawn from a range of business sectors: e.g. comparing and contrasting the role and relevance of 'leadership' in international organisations operating in (so-called) 'for profit' and 'not-for-profit' business environments.</p> <p>The module is taught through plenary lectures and plenary/group workshops. The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged in the form of open discussion in class, small (study-support) group discussion outside of class, and task-based (e.g. case study) team discussions both inside and outside class. There is an on-line tutor-led forum discussion available between class sessions, where students are also expected to participate</p> <p>Special methods applied in this module are the learning diary method and the process reflection of group dynamics. The diary method is designed as a clearly structured, longitudinal and independently managed research process combining personal and professional reflection, critical selection and review of readings and other relevant sources of information, self-evaluation of professional development. The process reflection should encourage the students to apply the content of this module on the team they are working with for the final presentations teams have to do in this module (see 'Assessment' below).</p> <p><i>Attendance at class sessions and (where relevant) tutorials face-to-face and on-line is considered an essential component of the module and can be taken into account by the board of examiners.</i></p>
<p>Language of Tuition</p>	<p>English</p>
<p>Module Description (200-300 words)</p>	<p>In our module, the focus is on describing and explaining leadership in respect of developing and maintaining the type of 'personal relations' Adair mentions in environments subject to change. The emphasis is on leadership as a process designed - or expressed naturally - as an ability to support people - individually and collectively - as they seek to negotiate changing environments (by regardful interaction, goal-oriented instrument-based action, designing work environments and tasks).</p> <p>Consequently, the content of the module will be informed by the critical application of theories, models and techniques appropriate to contexts for strategic leadership. There will be structured discussion of case studies, together with open critical reflection and discussion of the concepts and process illustrated in the module content.</p> <p>Overall, the notion of 'leading people in changing environments' is unpacked and reassembled in the form of a coherent series of insights and techniques relevant to the development of effective leadership across a range of strategic business contexts - a process we consider appropriate for students taking a high-quality Masters degree in International Management.</p>

<p>Outline Content <i>(topics covered)</i></p>	<p>The class sessions will address - separately and iteratively - questions such as:</p> <ul style="list-style-type: none"> • What does the phrase 'leading people in changing environments' actually mean in relation to international business and management? • What are the key concepts and theories describing and explaining leadership? • How has the notion of 'leadership' evolved through processes of management research? • Why should people trust leaders? • How might the leadership of people evolve in response to changing environmental factors such as: economic & technological and demographic change; legal & political change; social & cultural change? • What is the future significance of strategic leadership in an increasingly globalised and diversified business environment? • What is the role of organisational and team leadership in promoting creativity and innovation in international management? • What is the significance of the psychological contract in managing the individual-organisational context? • What is the impact of diversity on leader-member-relationship? And how should leaders deal with highly diverse teams? • What kind of competencies can be derived for leaders operating effectively in different cultural and changing environments?
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. At the end of their studies on this module, students should be able to demonstrate - orally and in written format - a differentiated understanding of how perceptions of 'effective leadership' vary across diverse contexts for people's responses to change. 2. Students should demonstrate - orally and in written format – a critical appreciation of core concepts connecting current and traditional thinking and practice in respect of international management and the leadership of people in response to diverse stakeholder expectations. 3. Students should demonstrate a critical understanding of what 'leading people in changing environments' might mean in theory and across a range of contexts for international management practice. They should be able to do this with reference to their own professional experience and to examples of leadership discussed in the module. 4. Students should be able to identify issues and to develop questions, hypotheses and methods for further research in a written format based on the results of their diaries.
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Report back on a process of professional development in the form of a learning diary, encompassing a structured response to themes developed in class discussions and selected reading; critical reflections on these themes; further independent research on the main themes, and the formulation of a research question for each of the main themes. 2. Identify, understand and synthesise arguments and research from diverse electronic and written sources (lecturer's script, governmental publications, bibliographic searches, primary data collection) and write a structured and persuasive response to questions about these arguments and research findings.

<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Students should demonstrate the ability to plan and give written and oral presentations of the main or selected findings from both international leadership research and from the diary-based process of professional development outlined above. 2. Students should develop techniques relevant to communicating a sense of 'self-leadership' in respect of managing their own learning, presenting the results of their professional reflection; and, by extension, of developing their own career. 3. Students should reflect on and learn from their own experience of work and study in teams by re-applying the content taught in this module.
<p>Assessment</p>	<p>There are three points of assessment used in this module:</p> <ul style="list-style-type: none"> • <u>Coursework</u>: 6 x weekly learning diary entries (individual) = 60% • <u>Presentation</u>: End of course presentation (team) on topic relevant to course content and as approved by course leader = 20% • <u>Report</u>: Post-presentation report (individual) reflecting on processes of team leadership and re-applying concepts discussed during the course = 20% <p>Notes:</p> <ul style="list-style-type: none"> • To pass the module, students must complete all three points of assessment listed above • Students are encouraged to share and discuss their work together. • Lecturers offer students individual feedback on their progress after the first two diary entries have been submitted and assessed. Discussion of the continuous assessment work will be encouraged to take place between students. Structured feedback concerning coursework (diaries) is given to student by lectures either face to face or online after completion of two or three diary tasks. • The students will be briefed on the nature of lecturers expectations with regard to assessment.
<p>Subsequent Module Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<p>Main reference text (students should buy):</p> <ul style="list-style-type: none"> • Western, S. (2008) <i>Leadership: A Critical Text</i>. London: Sage. <p>Supporting references (selected):</p> <ul style="list-style-type: none"> • Adair, J. (2006). <i>Effective leadership</i>. London: Chartered Institute of Personnel and Development. • Briscoe, D. R. & R. S. Schuler (2004). <i>International Human Resource Management</i>. London: Routledge • Gill, R. (2006). <i>Theory and practice of leadership</i>. London: Sage. • Kase, K. Saez-Martinez, F. J. & Riquelme, H. (2005). <i>Transformational CEOs: Leadership and Management Success in Japan</i>. Cheltenham: Edward Elgar • Kotter, J.P. (1996). <i>Leading change</i>. Boston (MA): Harvard Business School Press. • Potter, J. and Hooper, A. (2005). <i>Developing strategic leadership skills: developing a strategic approach at all levels</i>. London: Chartered Institute of Personnel and Development. • Mücke, A. (subm.). Employee age is somehow relevant, but mine..? Supervisors' age attributions in critical leadership situations. <i>Personalpsychologie</i>. • Schein, E. (1988). <i>Organizational Culture and Leadership</i>. San Francisco: Jossey Bass • Saunders, M. Lewis, P. & A. Thornhill (2002). <i>Research Methods for Business Students</i>. London: FT/Prentice Hall. • Sparrow, P.R. & Cooper, C.L. (2003). <i>The Employment Relationship. Key Challenges for HR</i>. Oxford: Elsevier. • Yukl, G. (2006). <i>Leadership in Organizations</i>. Eaglewood Cliffs (NJ): Prentice-Hall. <p>Targeted surveys of reports and current research updates on the topics of 'leadership', 'people management' and 'leading people' made available by the Chartered Institute for Personnel & Development (CIPD) at www.cipd.org.uk</p> <p>Selective reference to the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project at http://www.thunderbird.edu/wwwfiles/ms/globe/</p>
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MODULE	International Human Resource Management		
ECTS-Credits	6		
Descriptor	IHRM		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Group Code	Electives Module Group 2: International Human Resource Development		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Anita Graf		
Phone and E-Mail			
Lecturers	Prof. Dr. Anita Graf, Prof. Dr. Erhard Lüthi, Prof. Dr. R.-Dieter Reineke, Annewien Deinum (KPMG), Tanja Ruesch (eBay)		
Level	Level A (Advanced)		
ECTS-Credits	6		
Semester	3, winter term		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	<p>The module is taught through plenary lectures, plenary/group workshops, and business case studies/presentations. In addition, students undertake guided independent study throughout (self study), tailoring their existing Human Resource Management knowledge to programme content. Pre-assignments (pre-reading, study of case material etc.) as well as thorough study of the materials distributed in class (post-processing) are an important element of the course.</p> <p>The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged. Learning will be facilitated by individual and group research and case study analysis, class discussions and small group works. Students are required to present their work both orally and in written format to complement the learning outcomes.</p>		
Language of Tuition	English		

<p>Module Description</p>	<p>Major internationally operating companies have been the principal agents of globalisation of the world, and of its markets. These companies draw on a lot of different resources: managerial talent, motivational expertise, technological know-how as well as the skills to identify favourable market conditions. Their most important resource is their workforce. The main objective of this module is to examine how global companies excel in managing their multicultural workforce, how they develop and transfer people in cross-border processes and how they work on international reward questions.</p> <p>Human resource management (HRM) is concerned with the effective and efficient management and utilisation of human resources in organisations. It should ensure the future development of the organisation and the individual alike. Effective HRM is highly crucial for success, many organisations regard Human Resource Management and Development as one of the basic responsibilities of all line managers, not just of staff specialists in the HRM department.</p> <p>After completing this module, you will understand HRM both from a strategic and an operational perspective. From a strategic point of view, HRM policies and activities are designed to support and reinforce business strategies and objectives as well as supporting change management processes in organisations. From an operational point of view, HRM is concerned with the development, design and implementation of effective and efficient procedures and tools to optimise the day-to-day management and development of people in organisations.</p>
<p>Outline Content</p>	<p>Introduction HRM: Origins and nature of HRM, HRM models, HRM activities, trends and challenges</p> <p>Strategic Human Resource Management: Strategic HRM as part of corporate strategy, alignment with structures and cultures in a multinational environment, features of strategic HRM, organization, processes and methods of strategic HRM, examples of performance measurement of strategic HRD, dynamics and principles of change management</p> <p>Recruitment and Selection: Personnel planning, HR marketing, recruitment process, selecting, interviewing and inducting new staff</p> <p>Global Reward Management: Financial and non-financial rewards, total compensation, designing pay levels, mix and pay structures, pay for performance, long-term incentive plans and benefits</p> <p>Global Mobility: International assignments, key issues of international assignments, expatriation process, compensation package, balance sheet approach, and trends in international assignments</p> <p>Performance and Competency Management: Factors influencing performance, performance evaluation process, key competencies today and in the future, design of competency models, do's and don'ts, business cases</p> <p>Talent and Career Management: Definition of talent, talent management cycle: sourcing, developing, evaluating, compensating/motivation talent, 9-box assessment, high potential pools, succession planning, career tracks</p> <p>Leadership and Employee Development (LED): LED as part of international Human Resource Development, requirements and concepts of international LED, knowledge management as part of LED, the relationship between organisational development and human resource development</p> <p>Business Case eBay - Role of HRM in European Business Reorganisation: Change management process, impact of a global business implementing organisational change in Europe, impact of HRM for a successful outcome of change processes</p> <p>Organisation of International HRM: Organisations and people, business models, mobilising a global workforce, HR organisation - organisation accountability for HR strategy, design and delivery</p> <p>Self Management Competence: Dimension of self management competence, results research projects MSc</p>

Learning Outcomes <i>A. Knowledge and Understanding</i>	<ol style="list-style-type: none"> 1. Core concepts and themes of HRM in order to support business effectiveness. 2. Approaches and responses taken by organisations to respond to current and future challenges related to their human capital/potential. 3. Efficient sourcing strategies and tools, principles of global mobility. 4. Theories and frameworks of performance appraisal and rewards, and competency management. 5. Concepts of employee, leadership & career development, and talent management. 6. Role and impact of national culture on employee management and development. 7. Responsibilities of HRM department, relationships between line managers and HR professionals, concepts of international HR structures.
Learning Outcomes <i>B. Intellectual and Transferable Skills</i>	<ol style="list-style-type: none"> 1. Understand and synthesise HRM concepts and HRM-related research results and business cases. 2. Apply acquired HRM knowledge to related practical case studies.
Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Communicate effectively (oral and written). The summative assessment will concentrate on written communication. You will be given numerous opportunities to participate in group work to discuss present issues with your peers. 2. Work effectively as an individual and as part of a team. 3. Apply critical thinking and problem solving skills to a variety of different situations and case studies.
Assessment	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (30%, three group assignments) and end of module examination (70%, 1.5 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than four weeks after submission date.
Subsequent Course Subject	
Other	None
Learning Resources	<ul style="list-style-type: none"> ▪ Snell S. and Bohlander G. (2010): Principles of Human Resource Management, International Edition 15e ▪ All distributed articles and materials (on Moodle) are integrated part of the course and subject to exam preparation.

MODULE	Corporate Governance and Corporate Social Responsibility
ECTS-Credits	3
Descriptor	CSR
School	School of Business
Course of Study	MSc in International Management
Short Title	
Module Code	
Type	Core Related Minor
Module coordinator	Prof. Dr. Ruth Schmitt
Phone and E-Mail	ruth.schmitt@fhnw.ch 0041 56 462 42 93
Lecturers	Prof. Dr. Ruth Schmitt, Dr. Michael Madjar, Dr. Ganesh Nathan
Phone and E-Mail	
Level	Stage 2
ECTS-Credits	3
Semester	3
Pre-requisites	---
Restrictions	---
Contact hours	44
Overall hours (contact hours plus self-study)	90
Exclusions	
Teaching and Learning Methods	<p>The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout the course, tailoring their existing CSR knowledge to programme content. The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged.</p> <p>Students are required to present their work both orally and in written format to complement the learning outcomes.</p>
Language of Tuition	English
Module Description (200-300 words)	<p>The module on <i>Corporate Social Responsibility</i> analyses proactive and ethical leadership and governance which also addresses long-term corporate success in a competitive and dynamic environment.</p> <p>The corporate social responsibility (CSR) and its related ethical concepts are the basis to develop sound business strategies to resolve ethical dilemmas and to contribute to an overall corporate success.</p> <p>The module inquires into critical business issues such as human right issues, management salaries, environmental issues, whistleblowing etc. and evaluates them in terms of potential conflict between ethics and the demands of a competitive environment.</p> <p>To do so, different approaches to and understandings of corporate governance and corporate social responsibility are explored and the relationship between the different approaches and business performance is studied.</p>

Outline Content <i>(topics covered)</i>	<ul style="list-style-type: none"> ▪ Corporate social responsibility: Issues, theories and concepts. ▪ Governance, legality and legitimacy. ▪ Ethical principles in business (with a special focus on international business). ▪ Codes of conduct and best practice of implementing corporate governance and CSR. ▪ Stakeholder management and dialogue. ▪ Performance measurement and internal and external control ▪ Critical reflection of both corporate governance and corporate social responsibility
Learning Outcomes <i>A. Knowledge and Understanding</i>	<ol style="list-style-type: none"> 1. Understanding the role of governance and CSR in business, with a special focus on international contexts. 2. Knowing frameworks used for ethical decision making. 3. Knowing the responsibilities of, and relationships between organisations and their internal and external stakeholders. 4. Knowing the fundamentals of a successful implementation of corporate governance and CSR. 5. Understanding the pros and cons of CSR.
Learning Outcomes <i>B. Intellectual and Transferable Skills</i>	<ol style="list-style-type: none"> 1. Identifying and discussing arguments and research from diverse electronic and written sources (e.g. lecturer's script, governmental publications, other official sources, scholarly papers). 2. Analysing cases according to a given set of corporate governance and CSR concepts and criteria. 3. Deriving proposals for improvements of the companies' corporate governance and CSR framework based on the above analysis.
Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Communicating effectively (oral and written). 2. Working effectively as an individual and as part of a team. 3. Applying critical thinking and problem solving skills to a variety of different tasks.
Assessment	<ul style="list-style-type: none"> ▪ End of module examination (2 hour examination) will be used to assess the learning experience (80%). ▪ Additionally, one written group assignment will be assessed (20%). ▪ Students are given specimen exam-type questions before the exam.
Subsequent Course Subject	
Other	None
Indicative Learning Resources	Course literature <ul style="list-style-type: none"> • Crane, A., Matten, D.: (2007): Business ethics - Managing corporate citizenship and sustainability in the age of globalization, (2nd ed.): Oxford University Press, Oxford. • Goshal, S.: (2005): Bad Management Theories are Destroying Good Management Practices: <i>Academy of Management Learning and Education</i>, 2005, Vol. 4, No.1, 75-91 • Mallin C. (2007). Corporate Governance (2nd edition). Oxford University Press, Oxford • Further readings suggested in the course.

08.06.2010

MODULE	International Organisational Behaviour
ECTS-Credits	6
Descriptor	IOB
School	School of Business
Course of Study	MSc in International Management (FT)
Short Title	
Module Group Code	Electives Module Group 2: International Human Resource Development
Type	Core Related Minor
Module coordinator	Prof. Dr. Wolfgang Eberling
Phone and E-Mail	
Lecturers	Prof. Dr. Wolfgang Eberling,
Phones and E-Mails	
Level	Stage 2
ECTS-Credits	6
Semester	2, summer term
Pre-requisites	---
Restrictions	---
Contact hours	60
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)
Exclusions	
Teaching and Learning Methods	Teaching and learning strategy is based on the principles of developing reflective practice. Students are provided with a copy of the syllabus and course content at the beginning of the course, to facilitate reading in advanced of classes. One primary text is recommended so that students and tutors can coordinate activities and accurate references can be made for personal study. Tutors introduce and explain key concepts and learning points, which are consolidated by class discussion and case study analysis to achieve understanding and prepare for assessment. Students will be encouraged to reflect on their personal experience by the production of a statement of learning following the written assignment. Coursework and examinations will require the analysis and evaluation of theory and its skilful replication of replicated practice. The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.
Language of Tuition	English

<p>Module Description <i>(200-300 words)</i></p>	<p>An organisation continually has to adapt to changes in the competitive environment. Its effectiveness depends on the motivation, attitude and behaviour of the workforce. To capitalise on the capabilities of the workforce, it must have an appealing corporate culture, appropriate group and individual incentives, develop effective teams, design an attractive job environment and manage the dynamics of organisational change in a challenging cross-cultural environment.</p> <p>People make the difference. In any organisation, whatever the size, shape, or form, effective management of people is crucial if a higher performance compared to co-competitors is to be achieved. People management is not only the concern of human resource managers and specialists. It is a key set of skills all managers need if they are to be successful in their roles as coaches and supporters empowering a dynamic workforce. Many organisations of the 21st century allocate functions previously carried out by Human Resource Departments to line managers.</p> <p>The module International Organisational Behaviour deals with analysing and understanding, influencing and modifying the behaviour of people in international organisations. The behaviour of people will be viewed at the individual interpersonal level as well as at group levels. It includes application of concepts and processes in an international environment such as personality, perception, attitude, learning, motivation, decision-making, communication, conflict, cultural change and leadership in multicultural organisations. It also encompasses concepts and models of empowerment, covering the topic of designing dynamic organisations. Various design options, from mechanistic design to organic design, are being examined and research results are taken into account. Emphasis will be laid on how to develop organisations, how to develop change strategies and implement all the necessary steps leading to success.</p>
<p>Outline Content <i>(topics covered)</i></p>	<ul style="list-style-type: none"> ▪ Basics of cross-cultural organisational behaviour related to management and leadership. ▪ Adapting leadership styles and behaviour to cultural orientations. ▪ Managing cultural diversity, and using culture as a management tool. ▪ Stress and well-being at work. ▪ Contemporary theories of motivation, status, and reward. ▪ Empowerment strategies and implementation: Entrepreneurship and Intrapreneurship ▪ Job design and employee reactions to work environment ▪ Workgroup dynamics and group-based problem solving ▪ Influence processes: power and politics ▪ Designing dynamic organisations: organisational development and transformation ▪ Managing transitions: organisational culture and change. ▪ Fundamental Interventions ▪ Cutting-edge change strategies and their implementation.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Core concepts of organisational behaviour (individual, group, organisation). 2. To develop an understanding of the determinants of behaviour in a multi-cultural organisation. 3. To develop an understanding of the language used and required by international managers to communicate effectively in multi-cultural situations 4. To evaluate the theories explaining attitudes and behaviour in multi-cultural organisations. 5. To understand the role of the international manager and the criteria required to manage successfully

<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Plan, conduct and report a piece of original research (for continuous assessment) that explores and analyses the relationship between the theoretical and practical aspects of behaving ethically and responsibly. 2. Analyse management situations in a multi-cultural setting and develop appropriate management approaches. (Undertake an effective analysis and evaluation of a management case study in a multi-cultural setting.) 3. Critically examine the global-local dilemma facing international managers. 4. Identify, understand and synthesise arguments and research from diverse electronic and written sources (lecturer's script, governmental publication, bibliographic searches, primary data collection)
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Communicate effectively (oral and written). The summative assessment will concentrate on written communication. You will be given numerous opportunities throughout the tutorial session to participate in group work to discuss present issues with your peers. 2. Work effectively as an individual and as part of a team. 3. Apply critical thinking and problem solving skills to a variety of different situations. 4. Make competent use of information technology (word-processing packages, bibliographic searches, collection of primary data). 5. Apply knowledge of managing in a multi-cultural setting and evaluate how appropriate management techniques will aid performance.
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (30%, one individual piece of coursework) and end of module examination (70%, 3 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than three weeks after submission date. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. ▪ Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<ul style="list-style-type: none"> - Mintzberg, H. (2009), Structure in Sevens: Designing Effective Organizations, Harlow: Prentice Hall. - Shockley-Zalabak, Pamela S. (2009), Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, Values, 7th Edition, Harlow: Prentice Hall. - Brooks, I. (2006), Organisational Behaviour: Individuals, Groups and Organisation. 3rd Edition, Harlow: Prentice Hall. - French, W. et al. (2005), Organization Development and Transformation: Managing Effective Change, 6th Edition, Mc Graw-Hill, - Mullins, L.J. (2005) Management and Organisational Behaviour, 7th Edition, Harlow: Prentice Hall. - Grint, K. (2005) Leadership: Limits and Possibilities. Basingstoke: Palgrave MacMillan. - Beardwell, I., Holden, L., and Claydon, T. (2004) Human Resource Management. A contemporary Approach. Harlow: Prentice Hall. - Bloisi, W., Cook, C.W. and Hunsaker, P.L. (2003) Management and Organisational Behaviour. London: McGraw-Hill. - Clawson, J.G. (2003) Level Three Leadership. Getting Below the Surface. (2nd Edition). New Jersey: Pearson Education. - Cole, G.A. (2004) Management Theory and Practice. London: Thompson Learning. - Linstead, S. Fulop, L. and Lilley, S. (2004) Management and Organization: a critical text. Basingstoke: Palgrave MacMillan. - Rees, D. and McBain, R (2004) People Management. Challenges and Opportunities. Basingstoke: Palgrave MacMillan. - Torrington, D., Hall, L. and Taylor, S. (2005) Human Resource Management. (6th Edition) Harlow: Prentice Hall. - Weightman, J. (2004) Managing People (2nd Edition) London: CIPD. - Robbins S.P. (2004): Organisational Behaviour, 10th edition, Prentice Hall - Adler, N.J. (1997) International Dimensions of Organizational Behavior (3rd edn), South-Western College Publishing: Cincinnati, OH.
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Module Group Electives 3: Corporate Sustainability

MODULE	Sustainable Management and Marketing		
ECTS-Credits	6		
Descriptor			
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 3: Corporate Sustainability		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Claus-Heinrich Daub		
Phone and E-Mail			
Lecturers	Prof. Dr. Claus-Heinrich Daub, Ylva Stiller, MSc.		
Level	Stage 2		
ECTS-Credits	6		
Semester	3		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.		
Language of Tuition	English		
Module Description (200-300 words)	<p>Today, most of the dominant management and marketing theories are based upon the premise that companies must rigorously pursue market-driven business objectives if they are to achieve an increase in shareholder value. In recent years, however, we have observed a gradual paradigm shift that in academic discourse, and also in the public sphere, is characterised by terms such as "corporate citizenship", "corporate social responsibility" and "corporate sustainability". In their various connotations these terms describe the wide-ranging responsibility of a business towards its stakeholders and society as a whole. At the core of the concepts are the questions of how companies perceive their general responsibility to society and the specific concerns of their stakeholders and how they develop a management approach that attempts to reconcile their economic objectives with environmental and social concerns. This management approach, which systematically draws on insights derived from the political discourse on sustainable development and strives for a harmonisation of economic, environmental and social aspects of corporate management, is termed "sustainable management".</p>		

<p>Outline Content <i>(topics covered)</i></p>	<ul style="list-style-type: none"> • Global developments since 1970 (environment, civil society, information technology) • UN conferences and reports (Stockholm 1972, Brundtland commission report 1987) • United Nations Conferences Rio 1992 and Johannesburg 2002) • challenges for companies: compliance, eco-efficiency, value maximizing • corporate social responsibility and corporate citizenship • economic effects of sustainable management (image, differentiation, legitimacy, motivation) • environmental management • stakeholder analysis • strategy development • empowerment and involvement • sustainability reporting.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Gain a basic and more advanced understanding of management challenges against the background of the growing importance in corporate sustainability 2. Require solid knowledge of fundamental theory behind modern concepts of sustainable development and sustainable management. 3. Identify environmental and social risks 4. Understand life cycle costs 5. Classify organisations in a wide range of different contexts, such as public, private and not-for-profit, and describe their specific challenges with regards to CSR/CC and Corporate Sustainability.
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Examination skills: examine, compare and contrast assumptions and statements within problem analysis from written and verbal descriptions 2. Communication skills (verbal, non-verbal, listening) 3. Presentation skills (oral and written): making presentations to a variety of audiences and for a variety of purposes 4. Team working skills
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Perform analyses of companies` sustainability strategies and triple-bottom-line reporting 2. Establish performance indicators for ongoing transparent measurement (Reporting) 3. Develop and implement suitable Corporate Missions and Codes of Conduct in different types of companies 4. Develop and/or improve systems for managing and preventing environmental and social liabilities 5. Develop suitable marketing and communication strategies for socially and environmentally responsible products and services
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (50%, one individual piece of coursework) and end of module examination (50%, 2 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than three weeks after submission date. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. <p>Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.</p>
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

<p>Indicative Learning Resources</p>	<ul style="list-style-type: none"> - Benn, S. and Dunphy, D. (2007): Corporate Governance and Sustainability, London/New York, Routledge. - Daub, C.-H. and R. Ergenzinger (2005): <i>Enabling sustainable management through a new multi-disciplinary concept of customer satisfaction</i>, European Journal of Marketing, Vol. 39, Number 9/10, pp. 998-1012. - Daub, C.-H. (2007), <i>Assessing the quality of Sustainability Reporting: an alternative methodological approach</i>, Journal of Cleaner Production, Volume 15, Issue 1, pp. 75-85. - Fuller, D.A. (1999): Sustainable Marketing: Managerial-Ecological Issues, Thousand Oaks, CA: SAGE Publications - Griffiths, A., Benn, S. and Dunphy, D. (2007): Organizational Change for Corporate Sustainability, Taylor&Francis.
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MODULE	Sustainable Tourism and Event Management		
ECTS-Credits	6		
Descriptor	TEM		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 3: Corporate Sustainability		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Claus-Heinrich Daub		
Phone and E-Mail			
Lecturers	Prof. Dr. Claus-Heinrich Daub; Ylva Stiller, MSc.		
Level	A (advanced, stage 2)		
ECTS-Credits	6		
Semester	2		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.		
Language of Tuition	English		
Module Description (200-300 words)	<p>Tourism is one of the world's largest and fastest growing industries today, with a forecasted growth rate of between three and six percent annually. Parallel to the increasing internationalisation of products and services, the interest for the new and exotic is seducing increasingly more travellers to extend their tacit knowledge of states and cultures. During the last couple of decades the tourism industry has experienced a virtual migration of travellers, hungry for experiences beyond the common, most of whom are domiciled in the rich northern countries. Needless to say, this mass invasion has had a veritable impact on the social and environmental structures of many tourist destinations.</p> <p>Fortunately, a growing awareness of the necessity to sustain the original value of a destination is spreading among tour operators as well as destination management, initiating a change towards a more ecologically and culturally sensitive tourism. Several all-inclusive destinations, who have struggled with issues of environmental degradation and the dilution of the domestic culture are now turning the tables and arranging excursion, exhibitions and events with little or no harm to the ecological or social environment. This awareness is commonly referred to as sustainable tourism.</p> <p>In this context tourist attractions such as festivals, open-air concerts, conferences or other events may play an important role. The nature of events, being a defined form of activities under a restrained period of time, could prove to be the key ingredient to sustainable tourism as well as the limitation thereof. Most of us would not mind making trade-offs, if so perceived, for the short duration of an event, however if it has a lasting impact on our consumption patterns, or not, is an entirely other question.</p>		

<p>Outline Content <i>(topics covered)</i></p>	<p>The content of the course covers:</p> <ol style="list-style-type: none"> 1. the scope and development of the international tourism industry 2. the consequences of international tourism including political, economic, socio-cultural and environmental impacts 3. the concept of sustainable tourism as new framework for the international tourism industry 4. key topics of international marketing management, including the social responsibility of organizations and the identification and stewardship of stakeholder interests. 5. an introduction to event management, including core features and essential processes and skills 6. sustainable event management and marketing 7. an overview of current/prominent events: Euro 08, Swiss Indoors, FC Basel, Art Basel and Miami, Millennium Stadium Cardiff (Wales)
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>Upon successful completion of this course, students should have gained critical knowledge and a clear understanding of:</p> <ol style="list-style-type: none"> 1. definitions and models applied in the events and tourism sectors, focus sustainable tourism and sustainable event management 2. the three dimensions of sustainable tourism (economic, environmental, social) 3. the key actors in sustainable tourism and event management 4. sustainable tourism in a variety of geographical settings 5. events and their sustainability
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Examination skills: examine, compare and contrast assumptions and statements within problem analysis from written and verbal descriptions 2. Communication skills (verbal, non-verbal, listening) 3. Presentation skills (oral and written): making presentations to a variety of audiences and for a variety of purposes 4. Team working skills
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. critically assess the practical role of sustainable tourism; 2. establish performance indicators for the measurement of the sustainability of a destination or an event 3. perform an analysis of the strategy for a tourist destination in terms of its sustainability 4. perform an analysis of the economic, environmental and social impacts of an event on a destination 5. develop a sustainable management and marketing strategy for a company in the tourism sector
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ A combination of both continuous assessment (40%, presentationk) and end of module examination (60%, 2 hour examination) will be used to assess the learning experience. ▪ Students will receive oral and written feedback on their continuous assessment work no later than three weeks after submission date and presentation. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. <p>Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.</p>
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>

**Indicative Learning
Resources**

- Ritchie, J.R. B. and Crouch, G. I. (2005): *The Competitive Destination: A Sustainable Tourism Perspective*, Wallingford: Cabi Publishing.
- Daub, C.-H. and R. Ergenzinger (2005): Enabling sustainable management through a new multi-disciplinary concept of customer satisfaction, *European Journal of Marketing*, Vol. 39, Number 9/10, pp. 998-1012.
- Swarbrooke, J. (1999): *Sustainable Tourism Management*, Wallingford: Cabi Publishing.
- Harris, R, Griffin, T. and P. Williams (2002), *Sustainable Tourism: A global perspective*, Oxford: Elsevier.
- Weaver, D. (2006): *Sustainable Tourism: Theory and Practice*, Oxford, Elsevier.

MODULE	Negotiating International Strategic Alliances (former title: Cross-cultural Negotiations and Joint Venture Collaboration)		
ECTS-Credits	6		
Descriptor	NISA		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Code	Electives Module Group 3: Corporate Sustainability		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Raymond Saner, Prof . Michael Jeive		
Phone and E-Mail	michael.jeive@fhnw.ch		
Lecturers	Prof. Dr. Raymond Saner, Prof . Michael Jeive		
Phones and E-Mails	michael.jeive@fhnw.ch ; saner@csend.org		
Level	Level 2 (Advanced)		
ECTS-Credits	6		
Semester	2		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	<p>The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing management and marketing knowledge to programme content.</p> <p>A negotiation simulation focusing on foreign direct investment and joint venture negotiations will be used during the course.</p>		
Language of Tuition	English		

<p>Module Description (200-300 words)</p>	<p>Strategic alliances are of fundamental importance for international business today, becoming an essential driver of superior growth. Alliances range in scope from an informal business relationship based on a simple contract to a joint venture agreement in which for legal and tax purposes either a corporation or partnership is set up to manage the alliance. A strategic alliance is a relationship between two or more organisations that falls somewhere between the extremes of an arm's-length sourcing arrangement on the one hand, and a full-blown acquisition on the other. It embraces things such as franchising, licensing and joint ventures.</p> <p>Booz Allen & Hamilton defines a strategic alliance as: A cooperative arrangement between two or more companies in which:</p> <ul style="list-style-type: none"> • a common strategy is developed in unison and a win-win attitude is adopted by all parties; • the relationship is reciprocal, with each partner prepared to share specific strengths with the other, thus lending power to the enterprise; • a pooling of resources, investment and risks occurs for mutual gain. <p>Any proposed strategic alliance has to generate the potential to add value to both partners. Other factors include an increasing intensity of competition, a growing need to operate on a global scale, a fast changing marketplace, and industry convergence in many markets. Such partnerships can leverage growth through alliances with international partners. Rather than take on the risk and expense that international expansion can demand, one can enter international markets by finding an appropriate alliance with a business operating in the marketplace you desire to enter.</p> <p>The strategic alliance must contribute towards the strategic objectives of the organisations, and the likely outcomes of the Joint Venture must be in line with the required strategic outcomes of those organisations. Finally the strategic alliance has to be made to work.</p> <p>Strategic alliances come about through negotiations. Understanding the negotiation process, how negotiation can vary from one industry to another, from one country to the next is crucial for the sustained success of strategic alliances. Negotiations are neither superior nor inferior to other forms of decision making. It is appropriate in some circumstances but not in others. Management is complex and deciding when negotiation is appropriate is just one aspect.</p> <p>The course aims to provide a thorough grounding in the science and practice of negotiation. Academic disciplines such as economics, psychology, sociology, politics, anthropology and mathematics have researched negotiation and much of this material forms the basis for its scientific analysis.</p> <p>A negotiation simulation focusing on foreign direct investment and joint venture negotiations will be used during the course. The goal of the simulation is to improve the participants' understanding of the interaction of the strategies of multinational firms, local companies, and host country governments and the strengths and weaknesses of the type of strategic alliances which could be developed.</p> <p>The simulation and the other negotiation exercises illustrate the application of the core concepts. They provide a framework for the understanding of the JV negotiation process and for the application of the learning to general situations.</p>
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<p>Outline Content <i>(topics covered)</i></p>	<ul style="list-style-type: none"> ▪ Strategic alliances in the context of international business strategies ▪ Background to business alliances and partnerships. ▪ Strategic alliances and partnership risk. ▪ Partner selection in a competitive environment ▪ Forming the strategic alliance. ▪ Making strategic alliances and partnerships work. ▪ Role and function of strategic alliance negotiations ▪ Distributive and integrative bargaining. ▪ Preparation for negotiation. ▪ Personality and power in negotiation. ▪ Culture and negotiation and the crucial value of trust ▪ Retrospection and self analysis. ▪ Leading teams in the strategic strategic alliance negotiation process. ▪ Coordinating internal and external negotiations for strategic alliances. ▪ Managing complex international business negotiations. ▪ Bid strategies and tender negotiations. ▪ Analysis and diagnosis. ▪ The negotiation agenda.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<p>Upon successful completion of this course, students should have gained critical knowledge and a clear understanding of:</p> <ol style="list-style-type: none"> 1. the strategic dimension of strategic alliances, an understanding of their being part of the strategic options available to companies aiming at conducting business abroad 2. Understanding of negotiation theory and its application 3. Anticipating the difficulties of strategic alliances before,during and after negotiations in general and in particular due to cross-cultural differences
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Being able to differentiate between distributive and integrative bargaining 2. Understanding the business advantage of strategic alliances versus other forms of international business options. 3. Grasping the management challenges linked to strategic alliance negotiations (leadership, role assignment, scenario planning, communication flow)
<p>Learning Outcomes <i>C. Practical Skills</i></p>	<ol style="list-style-type: none"> 1. Being able to make use of contract negotiation skills 2. Applying SWOT analysis to strategic alliance strategies 3. Mastering strategic alliance negotiations in competitive multi-actor environments

<p>Assessment</p>	<p>Task: In a group, identify a real joint venture for study. Ensure that you have access to materials for both / all JV partners</p> <ol style="list-style-type: none"> 1. Only cases where JV negotiation behavior can be described and analysed may be selected 2. Case analysis must include use of negotiation theory concepts <p>Identify three areas of analysis for example, negotiation analysis, business synergies, national/regional business environment, industry analysis, technology transfer, intellectual property rights (IPR) issues, legal and regulatory issues, financing the JV, management and control issues, crisis management etc Allocate one area of analysis to each team member</p> <ul style="list-style-type: none"> ▪ Tables and figures should be placed in an appendix (i.e. not part of your 8 pages) ▪ Pages have to be numbered and the name of the particular author must be printed on each page ▪ every paper should have a one page abstract or summary <p>Create a presentation and a paper: The presentation should be no longer than 30 minutes plus 30 minutes discussion time. The paper should be no longer than 8 pages per participant, each analysis section approx 8 pages plus introduction, conclusion etc.</p> <p>Weighting: Presentation 50% Paper 50%</p>
<p>Subsequent Course Subject</p>	
<p>Other</p>	<p>None</p>
<p>Indicative Learning Resources</p>	<ul style="list-style-type: none"> - Erez-Rein, N., Erez, M. and Maital, S. (2004): 'Mind the Gap: Key Success Factors in Cross-Border Acquisitions', in A.L. Pablo and M. Javidan (eds.) Mergers and Acquisitions: Creating Integrative Knowledge, Blackwell Publishing: Malden, MA, pp: 20-44. - Schuler, R.S., Jackson, S.E. and Yadong L. (2003): Managing Human Resources in Cross-Border Alliances, New York: Routledge - Culpan R. (2002): Global Business Alliances: Theory and Practice. Westport, CT: Quorum Books - Brouters, K. D. & Gary J.B. (1997): The role of key stakeholders in international joint venture negotiations: Case studies from Eastern Europe. Journal of International Business Studies, 28(2): 285-308 - Saner, Raymond; The Expert Negotiator, (3rd Edition), Martinus Nijhoff Publ, The Hague (2008) - Weiss, Steve; Creating the GM-Toyota Joint Venture: A Case in Complex Negotiations", Columbia Journal of Wrodl Business, New York, 1987 - Woodside, A.G. and Pitts, R.E. (1996): Creating and Managing International Joint Ventures, Westport, CT: Quorum Books - Tung, R.L. (1991): Handshakes across the sea: Cross-cultural negotiating for business success, Organization Dynamics, 19(3): 30-40

MODULE	Sustainable Entrepreneurship and Start-Ups (Former title: Entrepreneurship and Start-Ups)		
ECTS-Credits	6		
Descriptor	ESU		
School	School of Business		
Course of Study	MSc in International Management (FT)		
Short Title			
Module Group Code	Electives Module Group 3: Corporate Sustainability		
Type	Core	Related	Minor
Module coordinator	Prof. Dr. Rolf Meyer		
Phone and E-Mail			
Lecturers			
Level	Stage 2		
ECTS-Credits	6		
Semester	2, summer term		
Pre-requisites	---		
Restrictions	---		
Contact hours	60		
Overall hours (contact hours plus self-study)	180 (60 contact hours, 120 h self-study)		
Exclusions			
Teaching and Learning Methods	<p>The module is taught through plenary lectures and plenary/group workshops. In addition, students undertake guided independent study throughout, tailoring their existing entrepreneurship, innovation management and start-ups knowledge to programme content. The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged.</p> <p>The class structure and teaching methods employed will be interactive in nature, and class participation is actively encouraged. Learning will be facilitated by individual and group research and case study analysis, class discussions and small group work.</p> <p>Students are required to present their work both orally and in written format to complement the learning outcomes.</p> <p><i>Attendance at tutorials is considered an essential component of the module and can be taken into account by the board of examiners.</i></p>		
Language of Tuition	English		

<p>Module Description (200-300 words)</p>	<p>This module reviews the most important classical models of entrepreneurship and examines the main characteristics of entrepreneurs (or intrapreneurs) within organisations of all sizes. These organisations incorporate all sectors, be it commercial, public, or not-for-profit-distribution organisations. Latest research outcomes will be included in this assessment.</p> <p>Recent approaches to entrepreneurship and intrapreneurship are examined. Ways of supporting entrepreneurial culture are surveyed, and every level within the organisation will be taken account of. The important roles of entrepreneurship and innovation in economic growth and in sustainable management are analysed by applying different models (e.g. Porter's Diamond model to a selected region). The role and nature of small business start-ups is critically reviewed. Creative, innovative and integrative thinking with regard to sustainability are stimulated by application of various methods (e.g. Buzan's Mind-Mapping).</p> <p>Moreover, the context of innovation in a modern business environment is reviewed. The significance and outcomes of different innovation processes are examined. A proper analysis of mechanisms for protecting innovations and intellectual property will round up this module.</p> <p>One of the main goals for the design of this module encompasses the further development of relevant employability and professional skills. These skills are judged to be implicit in the learning outcomes.</p> <p>Multiculturalism and cross-cultural competencies have been considered in the design of this module. They will be considered when the assessment brief is written.</p>
<p>Outline Content (topics covered)</p>	<ul style="list-style-type: none"> ▪ Review and comparison of differing perspectives of entrepreneurship and innovation ▪ Review and assessment of the roles of traditional managers, intrapreneurs and entrepreneurs ▪ Critical assessment of the entrepreneur's attitude to risk and return ▪ Creative methods for unlocking ideas in the innovation process ▪ Drivers of innovation ▪ Critical appraisal of the economic context of entrepreneurship and innovation processes ▪ Appraisal of the central role of the business plan, especially the cash-flow forecast. ▪ Writing, presenting and analysing business plans ▪ International comparisons of entrepreneurship ▪ Specialities of global start-ups ▪ Female entrepreneurship in context ▪ Assessment of the significance of the family business in the economy. ▪ Application of learning in these areas to social enterprise and the public sector ▪ Intellectual property application and protection.
<p>Learning Outcomes <i>A. Knowledge and Understanding</i></p>	<ol style="list-style-type: none"> 1. Critically evaluate classical and corporate approaches to entrepreneurship and intrapreneurship. 2. Develop a critical awareness of the role of creativity in the innovation process and the approaches through which creativity can be developed in the individual. 3. Critically evaluate the role and significance of entrepreneurship and innovation in the economy, making comparisons with other nations
<p>Learning Outcomes <i>B. Intellectual and Transferable Skills</i></p>	<ol style="list-style-type: none"> 1. Critically evaluate one new entrepreneurial idea or innovation, demonstrating its potential implementation within its market by formulating a business start-up (or development) plan

Learning Outcomes <i>C. Practical Skills</i>	<ol style="list-style-type: none"> 1. Communicate effectively (oral and written). You will be given numerous opportunities throughout the tutorial session to participate in group work to discuss present issues with your peers. 2. Work effectively as an individual and as part of a team. 3. Present an own project. 4. Apply critical thinking and problem solving skills to a variety of different situations. 5. Make competent use of creativity techniques. 6. Make competent use of information technology (word-processing packages, bibliographic searches, collection of primary data).
Assessment	<ul style="list-style-type: none"> ▪ A combination of i) writing and presenting a business plan (30%, group work), ii) continuous assessment (30 %, one individual piece of coursework) and iii) end of module examination (40 %, 2 hour examination) will be used to assess the learning experience. ▪ Students will receive written feedback on their continuous assessment work no later than three weeks after submission date. ▪ Overall discussion of the continuous assessment work will take place during the lectures. In addition, students are welcome to discuss their assignments during special consultation hours. ▪ Students are given specimen exam-type questions at regular intervals throughout the module, and the exam paper will be discussed in greater detail throughout the module, too.
Subsequent Course Subject	
Other	None
Indicative Learning Resources	<ul style="list-style-type: none"> - Welsch, H.P. (2003): Entrepreneurship: The Way Ahead. New York: Routledge - Wickham P.A. (2003): Strategic Entrepreneurship (3rd ed.) Harlow : Prentice Hall - Kaplan J.M. (2003); Patterns of Entrepreneurship Wiley - Lambing P.A. & Kuehl, C. R. (2003): Entrepreneurship, 3rd edition, New Jersey : Prentice Hall - Busenitz, L.W. and Lau C-M (1996): A Cross-Cultural Cognitive Model of New Venture Creation, Entrepreneurship: Theory and Practice, 20 - Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. Academy of Management Review, 13(3), 4, 42-453 - Bird, B. J. (1989). Entrepreneurial behavior. Glenview, IL: Scott, Foresman and Company. - Fagenson, E. A. (1993). Personal value systems of men and women entrepreneurs versus managers Journal of Business Venturing, 8, 409-430. - Gartner, W. B. (1990). What are we talking when we talk about entrepreneurship? Journal of Business Venturing, 5(1), 15-28. - Low, M. B., & MacMillan, I. C. (1988). Entrepreneurship: Past research and future challenges, Journal of Management, 14(2), 139-161. - Meyer, R. (div.). 10 own studies, published at FHNW, (http://www.fhnw.ch/wirtschaft/ifu/forschung-und-entwicklung/)