



# **Module Guide**

## **General Business**

Faculty Applied Economics (School of Management)

Examination regulations ---

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## CROSS CULTURAL MANAGEMENT

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Cross Cultural Management
Lecturers	Donya Byrtus Johanna Maurer Prof. Dr. Rainer Waldmann
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Weighting of the grade	5/210
Language of Instruction	English

### Module Objective

Cultural differences among international business partners, customers and suppliers often result in tension and misunderstandings. Managers who competently navigate in different cultural environments can contribute substantially to the success of globally active enterprises.

A condition for the acquisition of intercultural competence is the recognition that ones own actions are influenced by ones own cultural values and norms. Reflecting on ones own cultural background forms the basis for the understanding of foreign cultures.

The first part of the course sets the theoretical framework: Globalisation and migration have led to radically changing cultural, social and political landscapes of diversity. Participants understand the concept of "multidiversity" and deal with chances and risks of implementing DEI initiatives. Subsequently they acquire the knowledge they need to explain and understand various cultures. Through the comparative study of cultures they discover the relevance of the cultural framework to management theory and for explaining management behaviour.

Participants learn how to independently apply the culture assimilator technique to broaden their knowledge through a qualitative research project. This involves soliciting international managers and collecting critical incidents of cross cultural business interactions, which are then analysed with the help of theory. Carrying out



qualitative interviews with members of foreign cultures further develops the participants social and intercultural skills.

The second part of the course is conducted as an off-campus intensive social and intercultural competence-training workshop. Here the results of the culture-assimilator research projects are presented through role-playing in situational re-enactments. The implications are further clarified through a variety of interaction exercises.

The social and intercultural competence training assists the participants in their ability to reflect on cultural identities, to avoid value judgments in their perception of foreign cultures, to empathize and accept differences as well as to develop additional options for actions international managers can take.

## **Applicability in this and other Programs**

G-27 Internationale Fallstudien (Case Studies in Global Management)

## **Entrance Requirements**

Completion of international internship & partner university program

## **Learning Content**

1. Introduction
  - o Identity and Multidiversity
  - o Cultural Differences
2. Defining Culture
  - o Examples
  - o The Characteristics of Culture
  - o The Layers and Elements of Culture
3. Comparing Culture
  - o The Impact on the Individual: the Culture Shock
  - o Culture Contexts: Hall
  - o Culture and the Workplace: Hofstede
  - o Cultural Patterns
  - o Further Dimensions
4. Summary



## Teaching Methods

The course begins by conveying the fundamentals of cross-cultural management via theoretical lectures and moderated discussions. Since most of the participants have intercultural experiences assembled from a wide variety of cultures, the theory can be directly tied to many of the individual experiences.

The theoretical fundamentals are then extended through the development, application and presentation of the culture assimilators. The qualitative research projects are performed in groups organized along the principles of self-organized learning. The projects help develop individual competence in applying the scientific method and also further the development of presentation, social and intercultural skills. The implementation of these projects contributes 50% to the final grade. Short case studies, critical incidents, are selected from the international business world. Explanations and analysis of these cases support the integration of the participants existing management knowledge with intercultural perspectives. Case studies and explanations will be summarized in a written paper (50% of the overall grade). Social and intercultural skills are further developed in the training workshop through role playing, interaction exercises, problem solving tasks, simulations and feedback rounds.

## Remarks

## Recommended Literature

Hofstede G., Hofstede, G. J., and Minkov, M., *Cultures and Organizations: Software of the Mind*, 3rd ed., McGraw-Hill (2010)

Lewis, R. D., *When Cultures Collide*, 4th ed., London, Brealey Publishing (2018)

Meyer, E., *The Culture Map*, New York, Public Affairs (2015)

Trompenaars, F., Hampden-Turner, C., *Riding the Waves of Cultures*, 4th ed., New York et al., McGraw Hill (2020)

Vertovec, S., *Superdiversity, Migration and Social Complexity*, Routledge, London and New York, 2023

<https://www.allbright-stiftung.de/english>

<https://globeproject.com/results.html#country>

<https://www.charta-der-vielfalt.de/en/>



## **COMMUNICATION AND PRESENTATION TECHNIQUES AND SCIENTIFIC WRITING**

Module code	
Module coordination	Prof. Dr. Adrian von Düring
Course number and name	Communication and Presentation Techniques
Lecturers	Prof. Dr. Adrian von Düring Dr. Maximilian Seidl
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	4
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	4/210
Language of Instruction	English

### **Module Objective**

The main goal is to improve students listening, speaking and presentation skills through theory, observation, practice and group feedback. They also learn to argue in debating sessions.

Besides this they will develop the skills that are necessary to prepare presentations, to speak with confidence and to plan and use visual aids effectively. Students learn what communication is, how culture, language choices and non-verbal clues affect the image presented, how to organize a message, how to make persuasive presentations. Students also learn how to be effective listeners and give qualified feedback.

### **Applicability in this and other Programs**

none

### **Entrance Requirements**

none

### **Learning Content**



The course covers communication and feedback, body language, organizing thoughts and data, voice, non-verbals and audience interaction and visual aids.

**Students are expected to incorporate the following themes into their presentations:**

Basics of successful presentations

How to use visual aids including PowerPoint

How to avoid over-presenting with PowerPoint and other media

The logistics of presenting.

What to do when things go wrong

**Students will develop and improve these skills during debates:**

What constitutes effective leadership behavior?

How to give and receive feedback in a debate?

What are some obstacles to effective communication and how these can be overcome?

What does a presenter need to know about nonverbal communication?

When is assertive behavior appropriate in communicating?

What are the elements of persuasive presentations?

What are effective response styles?

How to argue convincingly?

How can a verbal confrontation produce its intended result?

What are effective ways to organize a message?

## **Teaching Methods**

The course is conducted like a professional workshop. Students begin by making short presentations on a variety of theoretical and practical topics related to oral presentations and communication techniques. After individual feedback and coaching and discussion rounds with peers, students then evaluate a professional presentation and develop guidelines for improving their own subsequent presentations.

Students also participate in a workshop to learn the principles of debating techniques. Students get the opportunity to practice in a small group forum.

## **Recommended Literature**



The Presenter's Fieldbook: A Practical Guide (Christopher-Gordon New Editions) Third Edition, 2018

by Robert J. Garmston

The Exceptional Presenter: A Proven Formula to Open Up and Own the Room

May 1, 2007

by Timothy J. Koegel



## CASE STUDIES IN GLOBAL MANAGEMENT

Module code	
Module coordination	Prof. Dr. Adrian von Düring
Course number and name	Case Studies in Global Management
Lecturer	Prof. Dr. Adrian von Düring
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written student research project, practical course assessment
Weighting of the grade	5/210
Language of Instruction	English

### Module Objective

The need for global strategy is intense as capital markets become more erratic, growth opportunities dwindle and competition emerges from unexpected countries and in unexpected ways. This course exposes students to strategic management in an international context. Students learn how to assess the strategic position and align the conflicting goals of the various regional, divisional and functional managers with an enterprise's mission.

The course introduces the basic concepts and tools for formulating business strategy and focuses on how firms can develop sustainable competitive advantages. The course also introduces the role of the board of directors and general management as strategy makers. Students acquire the tools necessary to analyse the business environment, the resources of the firm, and alternative strategies. The course consists of lectures, extensive case work to demonstrate the use of the tools in a business context, written analysis and simulated board room presentations and interactions. The course is designed to help students apply the cultural, business and academic experiences gleaned from their year abroad within a theoretical framework to practical problems that businesses face in a globally competitive environment. The goal is to foster research skills, persuasion skills, integrative case-solving skills, practical planning and implementation skills.

### Applicability in this and other Programs



none

## Entrance Requirements

Principles of Management

Principles of Marketing

## Learning Content

Central topics include assessing industry economics and dynamics to identify strategic threats and opportunities, evaluating the profit potential of strategic resources and capabilities, and strategic diversification. Other topics include assessing actual and potential cost and differentiation advantages, vertical scope of the firm, strategic management of multi-business firms, global strategy, strategic alliances, competitive advantage, strategic management in technology- intensive industries, and strategy under uncertainty.

1. The nature of global strategy
2. Strategy formulation
  - 2.1. The business mission
  - 2.2. The external assessment
  - 2.3. The internal assessment
  - 2.4. Strategy analysis and choice
  - 2.5. Focusing on the network vs. Competitive advantage
3. Strategy implementation
  - 3.1. Implementing strategies: management and operations issues
  - 3.2. Implementing strategies: marketing, finance/accounting, r&d, and mis issues
4. Strategy evaluation
  - 4.1. Strategy review, evaluation, and control
5. Strategic management case analysis
  - 5.1. How to prepare and present a case analysis

## Teaching Methods

The course is arranged in two parts. In part one, through text assignments, short case analyses, group presentations and directed discussion, students learn and practice



analytical techniques for assessing and solving the problems faced by companies planning or undergoing international expansion. In the third part, students are required to analyze a comprehensive, timely case; usually involving the assessment and implementation of a change in global strategy for

an enterprise. Teams of students compete to convince management of their superior analytical skills. Students alternately act out the roles of strategic consultants and management team in a realistic boardroom setting that is made more realistic through the presence of a recognized industry expert. Through role playing the students learn the various perspectives, goals, and problems the CEO as well as the various functional managers experience in initiating or altering the global strategy and the difficulties consultants face in convincing management of their 'value added' contribution.

The course features guest professors, participation of top executives of companies around which the case revolves; discussion, group projects, intercultural teamwork, case studies, presentations, business simulation and roll playing.

## **Recommended Literature**

Strategic Management: Concepts 4Th Edition

1. by Frank Rothaermel Mcgraw-Hill 2018



## **ADVANCED METHODS IN PROCUREMENT**

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Advanced Methods in Procurement
Lecturer	Prof. Dr. Diane Ahrens
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weighting of the grade	5
Language of Instruction	English

### **Module Objective**

This course is split into two parts:

Part 1:

The broad scope of this course starts from principles of sourcing to strategic procurement decisions like low cost country sourcing, procurement concepts like consignment inventory, vendor managed inventory. Prices and Total Cost are analyzed, suppliers evaluated, and development strategies discussed.

Part 2:

The second part focusses on quantitative methods: Times series are analyzed and different forecasting methods needed for purchasing decisions are trained. Based on this disposition decisions - timing and quantity of orders - are made.

### **Entrance Requirements**

none

### **Learning Content**

Part I:



1. Development of Purchasing Function
2. Leverage Effect of Procurement
3. Best Cost Country Sourcing
4. Sourcing Strategies
5. Price and Total Cost Analysis
6. Supplier Evaluation and Development
7. Replenishment Strategies & Procurement Logistics

Part II:

1. Linear and Multiple Regression
2. Time Series and Forecasting Methods
3. Disposition and Ordering
4. Newsvendor and other Models

## Teaching Methods

The course features lectures introducing to strategic sourcing and procurement logistics theory in an international business environment, focused lectures based on selected procurement categories, class discussion, group activities, situational analysis and comparison, and integrative experiential learning.

Self-managed student work teams develop procurement strategies based on given case studies, e.g. for steel bulk buying or specific injection molded plastic parts. Students are confronted with procurement decisions from the real world cases and then compare their responses to actual management actions.

## Recommended Literature

Jacobs, F.R.; Chase, R.B.: Operations & Supply Management, 15th Edition, McGraw-Hill Irwin International Edition, 2018

Baily, P.; Farmer, D.; Crocker, B.; et al.: Procurement, Principles & Management, 11th edition, Pearson Education Ltd., 2015

Jahns, C.: Cases in Purchasing and Supply Management: Category Sourcing, SMG Publishing, 2005

Van Weele, A.J.: Purchasing and Supply Chain Management, 7th edition, Cengage Learning Emea, 2018



**▶ STRATEGIC PLANNING VERSUS CONSTANT CHANGE: TOOLS AND PRACTICES FOR FUTURE LEADERS TO NAVIGATE CHALLENGING TIMES**

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Strategic Planning versus constant change: Tools and practices for future leaders to navigate challenging times
Lecturer	Christopher Lohwasser
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	5
Language of Instruction	English

**Module Objective**

The elective Strategic Planning versus constant Change shall provide future managers the **awareness, tools and processes** necessary for **strategic planning** and **positive leadership** to be applied in **times of extraordinary challenges**.

**Entrance Requirements**

none

**Learning Content**

- o Foundations of Strategic Management
  - o Understanding Vision, Mission and Goals
  - o Defining Strategies
- o Tools and Methods of Strategic Planning
  - o Michael Porters Strategic Frameworks



- o Henry Mintzberg 5Ps
- o Fredmund Maliks CPC
- o Understanding extraordinary Challenges
  - o Attributes of uncertain times
  - o VUCA
- o Methods of (Project-)Management in non-linear situations
  - o Waterfall Project Planning
  - o Agile methods, Scrum and Kanban
  - o Objectives and Key Results (OKR)
- o Leadership in uncertain times
  - o Henry Fayol and his principles of Management
  - o Ethical Aspects of Leadership in uncertain times

## Teaching Methods

The course combines a lecture type course with elements of case- studies, and real business applications. Students are asked to share experiences from their internships, and previous roles.

## Remarks

The course will be held in blocks on Fridays and Saturdays, there will be remote consultancy sessions for the presentations and case studies.

**Individual presentation** (10min) based on **case studies** incorporating a real-world situation and the principles and methods taught.



## COMPANY CREATION - FROM SCRATCH TO 1ST STAGE

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Company Creation - from scratch to 1st stage
Lecturer	Reijo Koivula
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	5
Language of Instruction	English

### Module Objective

For whom: anyone who is interested to create a startup or a company

When a student has completed this course, he or she will be able to: Understand the basic principles of founding a company in different EU countries and also globally. He/she will understand the different processes involved in forming a new (service) business. The student can understand and prepare a basic business model and value propositions and is able to apply innovation management principles that turn innovative ideas into market-ready services. The student will become familiar with the computer skills required in establishing a company. These are put to use, with particular emphasis being placed on software-knowledge, through the deployment cloud technologies. Media creation is explored for new company publicity and public relations, which is learned together with key aspects of new company marketing and sales.

### Entrance Requirements

none

### Learning Content



- Business plan, canvases
- Company forms
- Insurances
- Registration
- Work force buying and hiring
- Management and leadership, team
- Funding
- Required IT from basic office software to innovation management software (IMS).
- Commercialization, media, social media, marketing, sales

## Remarks

- o J.Fried, D.Hansson, Rework (37 Signals, 2010) ISBN: 9780307463746
- o G.A.Moore, Crossing the Chasm, 3rd ed. (Collins Business Essentials, 2014) ISBN: 9780062292988
- o P.Thiel, B.Masters, Zero to One (Crown Business, 2014) ISBN: 9780804139298



## GLOBAL LEADERSHIP

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Global Leadership
Lecturer	Matthias Koeppen
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	5
Language of Instruction	English

### Module Objective

*I want to lead people!* Do you think you have it in you? What makes you think you can and much more do you want to lead? What does Leadership actually mean in the 21st century?

*I wish to manage large diverse cultural teams!* What is the difference between Management vs. Leadership? What is Culture and how does the Global Context impact Leadership?

What is Sustainability and Business Ethics? As St. Ambrose said: *When in Rome, do as the Romans do!* While the phrase encourages adaptability, it doesn't mean you should compromise your core values or ethics. It's about finding a balance between respecting local customs and staying true to yourself. Where do you draw the line?

This course should answer these questions! Students will remember this course on their first business trip for e.g. a meeting in Shanghai or when receiving international guests as hosts in Germany! This course cannot offer gaining the real-world experience but provides a framework and guidelines on the way to becoming a Global Leader!

### Entrance Requirements

none



## Learning Content

The "Global Leadership" course is designed to equip students with the essential knowledge, skills, and competencies required to lead effectively in a globalized and interconnected world. The course explores the challenges and opportunities of leading diverse teams, managing cross-cultural dynamics, and navigating **complex global** environments. Through a combination of theoretical frameworks, case studies, and practical exercises, students will develop a deep understanding of what it means to be a global leader in the 21st century.

### Learning Objectives:

By the end of this course, students will be able to:

1. Understand the key concepts, theories, and models of Leadership and Global Leadership in particular.
2. Analyze the impact of cultural, social, and economic differences on leadership practices.
3. Develop strategies for effective communication and collaboration in multicultural teams.
4. Apply ethical decision-making frameworks to address global challenges.
5. Demonstrate adaptability, resilience, and emotional intelligence in leadership roles.
6. Reflect on their own leadership style and identify areas for growth in a global context.

### Course Content:

1. **Introduction to Global Leadership:**
  - o Defining global leadership
  - o The role of globalization in shaping leadership practices
  - o Key competencies of global leaders
- o **Cultural Intelligence and Cross-Cultural Communication:**
  - o Understanding cultural dimensions (e.g., Hofstede, Trompenaars)
  - o Overcoming cultural barriers in communication
  - o Building trust and rapport across cultures
  - o Country Cluster specific examples (Northern Asia CN, JAP, North America USA, Europe DACH, Scandinavia, Eastern Europe)
- o **Leading Diverse and Virtual Teams:**



- o Strategies for managing geographically dispersed teams
- o How to behave in global business meetings, business practices and standards  
What To-Do and NO-GOs
- o **Ethical Leadership and Social Responsibility:**
  - o Ethical dilemmas in global leadership
  - o Corporate social responsibility (CSR) and sustainability
  - o Balancing profit and purpose in a global economy
- o **Global Leadership in Practice:**
  - o Case studies of successful global leaders
  - o Developing a personal leadership action plan

## Teaching Methods

- o Interactive lectures and discussions
- o Group work and case study analysis
- o Role-playing and simulations
- o Guest lectures
- o Reflective journaling and self-assessment exercises

## Remarks

2. **Group Presentation (30%):**  
A team-based presentation on a global leadership challenge, including proposed solutions and strategies.
3. **Assignment (70%):**  
A personal reflection on the students leadership style, cultural intelligence, and areas for development.

## Recommended Literature

Perruci, G. (2022). The Study and Practice of Global Leadership. Emerald Publishing

Chirino-Klevans, I. (2020). Cases on global leadership in the contemporary economy. IGI Global: Hershey

Daft, R. L. (2010). Understanding the theory and design of organizations. South-Western Cengage Learning: Mason



Sriramesh, K., Verčič, D. (2020) The global public relations handbook : theory, research, and practice. New York: Routledge

Hollensen, S. (2019) Global Marketing. London: Pearson Education



## INTRODUCTION TO AIR TRANSPORT MANAGEMENT

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Introduction to Air Transport Management
Lecturer	Jack Romero
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	5
Language of Instruction	English

### Entrance Requirements

none

### Learning Content

The Introduction to Air Transport Management course is designed to give you a brief insight into the world of airlines, airports and air transport industry in general by covering topics such as, but not limited to:

- o Airline business
- o Airline operations
- o Airline marketing
- o Aircraft fleet planning
- o Airport business
- o Air transport economics
- o Quality management of airline operations
- o Statistical Analysis



- o Research Methods and Forecasting



## ▶ MARKET RESEARCH INCL. SPSS

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Market Research incl. SPSS
Lecturer	Dr. Melanie Hazod
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written student research project
Weighting of the grade	5
Language of Instruction	English

### Module Objective

This lecture should lead you to an understanding of the uses and abuses of market research.

After completing the module, you should be able to:

- o evaluate the usefulness of market research for the problem you are involved
- o discuss appropriate types of research with confidence
- o set yourself realistic expectations regarding the results/ timing
- o understand the importance of market research
- o perform a complete market research project (idealtypical market research process)
- o know the statistical software SPSS and can operate basis analysis
- o design qualitative and quantitative questionnaires in compliance with relevant quality criteria
- o analyze questionnaires under quality aspects

### Entrance Requirements



none

## Learning Content

1. Market Research Definition
  - 1.1. Market Research Process
  - 1.2. Development of a Market Research Project
  - 1.3. Formulation of the Specific Research Problem
  - 1.4. Information Requirements
  - 1.5. Market Research Goal Definition
  - 1.6. Selection of research approaches
  - 1.7. Quality criteria in Market Research
  - 1.8. Rules of Scientific Practice
  - 1.9. Global Ethical Guidelines (e.g. ESOMAR)
2. Method Design
  - 2.1. Methods of Data Collection
  - 2.2. Qualitative and Quantitative Methods in Market Research
  - 2.3. Qualitative Methods
  - 2.4. Quantitative Methods
  - 2.5. Field Research
  - 2.6. Desk Research
  - 2.7. Semantic Differential
  - 2.8. Customer Surveys as an Instrument of Primary Research
  - 2.9. Survey Design
3. Data Collection
  - 3.1. Data Collection Steps / Procedure
  - 3.2. Population vs. Sample
  - 3.3. Sample Selections
  - 3.4. Full and Partial Census



- 3.5. Sample Size Calculation
- 4. Methods of Data Analysis
  - 4.1. Data preparation for analysis
  - 4.2. Statistical Analysis Methods
  - 4.3. Introduction in SPSS
  - 4.4. Data Analysis with Excel and SPSS
- 5. Documentation Options
  - 5.1. Presentation Rules
  - 5.2. Diagrams
  - 5.3. Data manipulation
- 6. Controlling of the Goal Achievement
  - 6.1. Review of the goal achievement
  - 6.2. How to Review Goals Step by Step
  - 6.3. Key Insights Guiding Decisions

## Teaching Methods

The course combines topic-specific theoretical introductions with hands-on, practice-oriented sessions. These practical components are designed to deepen students' understanding and enable them to apply theoretical concepts to real-world market research problems.

To ensure continuity and relevance, a comprehensive case study runs throughout the course, serving as a bridge between theoretical input and practical implementation. Students work collaboratively in small groups to address specific questions and conduct relevant analyses.

The teaching approach emphasizes a diverse mix of methods, including:

- o Lectures
- o Interactive seminar discussions
- o Analytical exercises
- o A practice-based project
- o Independent self-study



This blend of teaching methods fosters both conceptual knowledge and practical competence, equipping students with the tools to critically engage with and solve market research challenges.

## Remarks

Teaching is supported by the iLearn platform: course materials (theory, script, presentations, journal articles, cases, examples) are provided to students online.

## Recommended Literature

- o Fowler, Floyd J. (2013): Survey Research Methods (Applied Social Research Methods), SAGE Publications.
- o Weiss, Robert S. (1995): Learning From Strangers: The Art and Method of Qualitative Interview Studies, Free Press, ISBN-10: 0684823128.
- o Eriksson, Paivi/Kovalainen, Anne (2015): Qualitative Methods in Business Research (Introducing Qualitative Methods series), Sage Publications Ltd, ISBN-10: 1446273393.
- o Atkinson, Robert G. (1998): The Life Story Interview, Qualitative Research Methods, ISBN-10: 076190428X.
- o Holstein, James/Gubrium, Jaber F. (1995): The Active Interview, Qualitative Research Methods, ISBN-10: 0803958951.
- o Belk, Russell/Fischer, Eileen/Kozinets, Robert/Kozinets, Robert V. (2012): Qualitative Consumer and Marketing Research, Sage Publications Ltd, ISBN-10: 0857027670.
- o King, Nigel/Horrocks, Christina (2010): Interviews in Qualitative Research, Sage Publications Ltd, ISBN-10: 1412912571.
- o Beall, Anne E. (2010): Strategic Market Research: A Guide to Conducting Research that Drives Businesses, Second Edition, iUniverse, ISBN-10: 1936236168.
- o Sarstedt, Marko/Mooi, Erik (2014): A Concise Guide to Market Research: The Process, Data, and Methods Using IBM SPSS Statistics, Springer, ISBN-10: 3642539645.
- o Bradburn, Norman M./Sudman, Seymour/Wansink, Briann (2004): Asking Questions: The Definitive Guide to Questionnaire Design - For Market Research, Political Polls, and Social and Health Questionnaires, Research Methods for the Social Sciences, ISBN-10: 0787970883.
- o Hague, Paul/Jackson, Peter (1999): Market Research: A Guide to Planning, Methodology and Evaluation, Kogan Page Ltd, ISBN-10: 0749429178.



- o Bartkowiak, Judy (2012): Market Research In A Week: Market Research In Seven Simple Steps, Teach Yourself: Business, ISBN-10: 144415964X.
- o Poynter, Ray (2010): The Handbook of Online and Social Media Research: Tools and Techniques for Market Researchers, John Wiley & Sons, ISBN-10: 0470710403.
- o McGivern Yvonne (2013): Practice of Market Research: An Introduction, Pearson Education Limited, ISBN-10: 0273773119.
- o Brace, Ian (2013): Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research (Market Research in Practice), Kogan Page, ISBN-10: 0749467797.
- o McQuarrie, Edward F. (2016): The market research toolbox: a concise guide for beginners, Sage, Los Angeles, ISBN: 9781452291581.
- o Charan, Ashok. (2015): Marketing analytics: a practitioner's guide to marketing analytics and research methods, World Scientific, Singapore, ISBN: 9789814641364.
- o Sarstedt, Marko. (2014): A concise guide to market research: the process, data, and methods using IBM SPSS statistics, Springer, Berlin, ISBN: 9783642539657.
- o Poynter, Ray. (2014): The handbook of mobile market research: tools and techniques for market researchers, ISBN: 9781118935620.
- o ESOMAR (2007): Market research best practice: 30 visions for the future; a compilation of discussion papers, case studies and methodologies from ESOMAR, Wiley, Chichester, ISBN: 9780470065273.
- o Wrenn, Bruce. (2002): Marketing research, Best Business Books, New York, ISBN: 0585484678.
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- o Brinkmann, Svend/Kvale, Steinar (2014): InterViews: Learning the Craft of Qualitative Research Interviewing, Sage Publications, Inc, ISBN-10: 1452275726.
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- o Hanson, Norwood Russell (2010): Patterns of Discovery: An Inquiry into the Conceptual Foundations of Science, Cambridge University Press, ISBN-10: 0521092612.



## **ARTIFICIAL INTELLIGENCE (AI) IN BUSINESS**

Module code	
Module coordination	Prof. Dr. Rainer Waldmann
Course number and name	Artificial Intelligence (AI) in Business
Lecturer	Dr. ShiKui Wu
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	elective course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Portfolio
Weighting of the grade	5
Language of Instruction	English

### **Module Objective**

- o Apply key data mining and predictive analytics techniques to solve business problems, demonstrating technical proficiency in real-world scenarios.
- o Critically analyse business data to identify meaningful patterns, trends, and problems, and translate these insights into actionable decisions.
- o Evaluate the ethical considerations and potential biases in data-driven decision-making and propose responsible, ethical solutions in the use of AI and analytics.
- o Design and implement appropriate analytical models using machine learning tools and AI concepts to develop effective and innovative solutions.
- o Integrate global and cultural contexts into AI applications and data interpretation to ensure inclusive and responsible decision-making in diverse business environments.
- o Effectively communicate data-driven findings and business implications to both technical and non-technical audiences using clear visualizations and business language.

### **Entrance Requirements**

none



## Learning Content

This course intends to cover, but is not limited to, the following issues:

- o Fundamentals of business analytics, machine learning and artificial intelligence
- o Fundamentals of data mining process in organizations
- o Data pre-processing, visualization and dimension reduction
- o Classification and prediction models
- o Predictive analytics with forecasting methods
- o Modelling with spreadsheets and analytics tools
- o AI applications in various sectors
- o Ethical issues with AI in organizations

## Teaching Methods

- o Lectures combined with in-class and online practices
- o Case studies with AI in various contexts
- o Hands-on tutorials and exercises
- o Group activities and projects

## Remarks

### Assessment Method(s):

- o In-class and online pop quizzes to timely check learning effectiveness.
- o Individual and team assignments to apply knowledge/techniques for business problem solving and decision making.
- o Group project to apply the whole process of business analytics with AI, including: data sources, business case and project proposal, project meeting and presentation, and project report.

## Recommended Literature

- o Sharda, R., Delen, D. and Turban, E. 2024. *Business Intelligence, Analytics, Data Science, and AI: A Managerial Perspective*. 5th Edition. Pearson.
- o Hillier, F. S., and Hillier, M. S. 2023. *Introduction to Management Science and Business Analytics*, 7th Edition. McGraw Hill.



- o Shmueli, G., Bruce, P. C., Gedeck, P., and Patel, N. R. 2025. *Machine Learning for Business Analytics: Concepts, Techniques, and Applications in Python*, 2nd Edition. Wiley.
- o Burnett, S. 2024. *AI in Business: Towards the Autonomous Enterprise*. 2nd Edition. BCS, The Chartered Institute for IT.
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