



Technische Universität München

Module Catalog

M.Sc. Management

TUM School of Management

Technische Universität München

www.tum.de

www.wi.tum.de

Module Catalog: General Information and Notes to the Reader

What is the module catalog?

One of the central components of the Bologna Process consists in the modularization of university curricula, that is, the transition of universities away from earlier seminar/lecture systems to a modular system in which thematically-related courses are bundled together into blocks, or modules.

This module catalog contains descriptions of all modules offered in the course of study.

Serving the goal of transparency in higher education, it provides students, potential students and other internal and external parties with information on the content of individual modules, the goals of academic qualification targeted in each module, as well as their qualitative and quantitative requirements.

Notes to the reader:

Updated Information

An updated module catalog reflecting the current status of module contents and requirements is published every semester. The date on which the module catalog was generated in TUMonline is printed in the footer.

Non-binding Information

Module descriptions serve to increase transparency and improve student orientation with respect to course offerings. They are not legally-binding. Individual modifications of described contents may occur in praxis.

Legally-binding information on all questions concerning the study program and examinations can be found in the subject-specific academic and examination regulations (FPSO) of individual programs, as well as in the general academic and examination regulations of TUM (APSO).

Elective modules

Please note that generally not all elective modules offered within the study program are listed in the module catalog.

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IMIM Program

Global Entrepreneurship

Industrial Management

Basics

Basics in Management

Module Description

WI000258: Empirical Research in Economics and Management

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: winter/summer semester
Credits:* 6	Total Hours: 180	Self-study Hours: 120	Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The final written exam (120 minutes) is a means to assess students' understanding of the basic and advanced theories of empirical research in economics and management research. Students have to show that they understand different research designs. They have to prove that they are familiar with the basic concepts of different empirical methods, therefore they have to analyze data as well as to interpret the results of these different methods.

The exam is 100% based on multiple choice questions.

Students may use a non-programmable calculator and a non-electronic dictionary for the exam.

Students have the possibility to improve their final grade by taking a voluntarily midterm assignment. The final grade can be improved by 0,3. The midterm assignment consists of handing in two practice sheets. The completion of the practice sheets is not mandatory, but highly recommended. The exercise sheets are a means to assess students' understanding learning progress of the basic theories of empirical research for the further course of the module.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

This module prepares students for qualitative and quantitative research (e.g. for their Master's Thesis) by introducing them to basic and advanced topics of empirical research.

Amongst others, the topics are:

- Experiment design
- Correlation analysis
- Linear and multiple regression models
- Qualitative methods
- Factor- and cluster analysis
- Conjoint analysis

The acquired skills are important for students' Master's Thesis but are equally important to understand and analyze data and statistics in their future career and everyday life.

Intended Learning Outcomes:

After the successful participation in the module Empirical Research in Economics and Management, students will be able to understand the most important methods of empirical research, covering basic as well as advanced aspects of research design, data collection, data analysis, and interpretation. Students will learn how to understand

and analyze academic empirical research and be in a position to critically question in-press reports which refer to empirical studies. Students will learn to apply basic methods of empirical research. Students will learn the basics of how to plan, set up, and conduct an empirical research project themselves (e.g., for their seminar paper or their final thesis). Finally, students will learn to interpret empirical research results.

Teaching and Learning Methods:

The module consists of lectures and integrated exercises (both will be recorded on Lecturio - but active participation is recommended).

The lectures serve to build a thorough theoretical understanding of the related scientific concepts and methods. In the exercises students learn to apply the methods, they have learned in the lectures, in concrete analyses and interpretations. In addition to the examples of the integrated exercises, two practice sheets are provided on which the student can practice individually. The practice sheets include various topics, such as regression analysis, factor analysis, cluster analysis, and conjoint analysis, which are relevant for the exam. Both practice sheets will be discussed in detail during the tutorial sessions.

Media:

Lecture slides are available via Moodle.

Reading List:

- Eisenhardt, K (1989). Building Theory from Case Study Research. The Academy of Management Review, 14(4), 532-550.
- Singleton Jr, R., Straits, B. C., Straits, M. M., & McAllister, R. J. (2010). Approaches to social research. Oxford University Press.
- Stock, J., M, Watson (2007) Introduction to Econometrics - Chapter 10: Regression with Panel Data,
- Stock, J., M, Watson (2007) Introduction to Econometrics - Chapter 14: Introduction to Time Series Regression and Forecasting.

Responsible for Module:

Henkel, Joachim; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Empirical Research in Management and Economics (WI000258) (MiM at Campus Heilbronn) (lecture with integrated exercises, 4 SWS)
 Gäßler F, Pramsöhler J

For further information in this module, please click campus.tum.de or [here](#).

Module Description

WI001129: Marketing and Innovation Management (MiM)

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The grading will be based on a written exam (120 min). By answering multiple choice questions students have to show that they have understood and can apply models and concepts related to markets aspects of innovation and to the organization of the innovation process. The questions also assess whether students can explain and analyze marketing basics (including key terms, theories, frameworks, the use of marketing strategies and marketing mix instruments, and their interrelationship with core concepts in marketing). The questions may require calculations. Students may use a non-programmable calculator to do these calculations.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

Market aspects of innovation:

- Innovation: Examples and particularities,
- Innovation and the development of industries,
- Sources of innovation,
- Innovation strategy: Analysis of the market, technology and competition,
- Acquisition of technology: Market, cooperation and networks

Organizing the innovation process:

- The innovation process within the firm,
- R&D, production and marketing,
- Cooperation for innovation?
- Motivation and incentive systems,
- Promoters and champions,
- Roles in the innovation process,
- Opposition against innovation within the firm,
- Integrating customers into the innovation process,
- Measuring and controlling innovation.

Marketing management:

- Principles of marketing,

- Marketing strategy and environment,
- Creating customer value, satisfaction, and loyalty,
- Information management and market research,
- Analyzing consumer and business markets,
- Competition and differentiation from competitors,
- Segmenting, targeting, and positioning,
- Creating and managing products and services, brand management,
- Pricing,
- Marketing communications, marketing channels, and service P's.

Intended Learning Outcomes:

At the end of the module, students will be able to (1) recognize and apply models and concepts related to the market aspects of innovation (e.g., modes of acquisition of technology) and to the organization of the innovation process (e.g., promoters and champions in the innovation process), (2) identify how they can be concretely used in companies, (3) evaluate which models and concepts are most useful in a given situation, (4) remember and understand the key terms used in marketing (e.g., customer lifetime value, segmenting, targeting, and positioning, marketing mix instruments), (5) explain common marketing theories and frameworks (e.g., service-dominant logic, decision-making styles), (6) describe and justify the use of both marketing strategies and marketing mix instruments, and (7) relate the strategies and use of instruments to core concepts in marketing, such as customer-perceived value, satisfaction, and loyalty, and (8) evaluate existing innovation and marketing concepts in terms of their strengths and weaknesses in theory and practice.

Teaching and Learning Methods:

The module consists of two lecture series, each of which include two sessions held by guest speakers to refer to state of the art examples of marketing and innovation. Students will be asked to read the literature before the lecture and prepare for each lecture using texts and slides that are provided. Students will be enabled to relate the material to decision making in practice, by means of examples and cases. In a group project, students can elect to apply key innovation concepts and develop their own case examples, which will subsequently be shared in a wiki format. Students will also be encouraged to discuss the material in online forums that are provided to the students between lectures.

Media:

Lecture slides are available via Moodle. Presentation slides, online discussion forum

Reading List:

- Afuah - Innovation Management. strategies, implementation, and profits
- Dodgson, Gann, Salter - The Management of Technological Innovation (Chapter 4)
- Teece - Profiting from Technological Innovation: Implications for integration, collaboration, licensing and public policy
- Stamm - Structured Processes for Developing New Products
- Hauschildt, Kirchmann - Teamwork for innovation - the "troika" of promoters
- Kotler/Keller/Brady/Goldman/Hansen (2012): Marketing Management, 2nd European ed., Pearson: Harlow.
- Kotler/Armstrong (2014): Principles of Marketing, 15th ed., Pearson: Harlow.
- Homburg (2015): Marketingmanagement. Strategie - Instrumente - Umsetzung - Unternehmensführung, 5. Aufl., Gabler: Wiesbaden.

Responsible for Module:

Henkel, Joachim; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Marketing (WI001129) (Master MiM, WIN, NAWI) (lecture, 2 SWS)
Fuchs C, Ungemach C

Technology and Innovation Management: Introduction (WI001129) (Master MiM) (lecture, 2 SWS)

Gäßler F

Marketing and Innovation Management (WI001129HN) MiM Heilbronn (lecture, 4 SWS)
Lude M [L], Lude M

For further information in this module, please click
campus.tum.de or [here](#).

Module Description

WI001130: Cost Accounting

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: summer semester
Credits:* 6	Total Hours: 180	Self-study Hours: 120	Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Students take a 60 minutes written exam. The only aid permitted is a non-programmable calculator. The questions in the written exam refer to the topics of managerial cost accounting. Each intended learning outcome is addressed by several questions in the exam: By answering these questions, students show to what extent they are able to (1) remember and understand the basic concepts of managerial cost accounting systems, (2) analyze accounting problems and (3) apply the newly acquired knowledge to solve these problems

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

The module introduces students to managerial cost accounting. It covers topics such as job costing, activity-based costing, process costing, allocation of support-department costs, inventory costing and capacity analysis, cost behavior, and cost-volume-profit analysis.

Intended Learning Outcomes:

The intended learning outcomes of this module are: (1) students will be able to remember and understand the standard concepts of managerial cost accounting systems, which are internationally used (e.g., job costing, activity-based costing, process costing); (2) they will be able to assess and thoroughly analyze real-world accounting problems; (3) they will be able to evaluate and compare multiple tools of cost accounting and apply them in the most appropriate way to solve specific problems.

Teaching and Learning Methods:

The module consists of a lecture and an exercise. In the lecture, the lecturer presents the concepts of cost accounting to the students to introduce them to the material. Students then apply these concepts to solve accounting problems interactively in class. Students also read literature suggested to them, which is then discussed in class. In the exercises, students use the acquired knowledge to solve problem sets and case studies.

Media:

presentations, text books, lecture notes, exercises

Reading List:

Horngrén, C./Datar, S./Rajan, M.: Cost Accounting. A Managerial Emphasis (Global Edition), 15th ed., Pearson, 2015.

Responsible for Module:

Friedl, Gunther; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Cost Accounting (WI001130) (MiM) (lecture, 2 SWS)

Friedl G [L], Blaschke M

Cost Accounting - Exercise (WI001130) (MiM) (exercise, 2 SWS)

Friedl G [L], Delic A

Cost Accounting (WI001130HN) MiM Heilbronn (lecture with integrated exercises, 4 SWS)

Schäfer P [L], Schäfer P

For further information in this module, please click

campus.tum.de or [here](#).

Module Description

WI001131: Production and Logistics (MiM)

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	German/English	one semester	summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The assessment takes place in form of a written exam (120 min) at the end of the semester. In the exam students demonstrate that they are able to explain, discuss and critically evaluate various concepts of production management and logistics. Furthermore, they prove that they can apply the discussed quantitative approaches for operations and supply chain management, critically evaluate them and discuss the results. The answers involve own formulations, as well as calculations or mathematical modelling.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

This is an introductory module, providing an overview on planning problems in (1) production and (2) logistics and on methods to solve these.

(1) In the production part, students become acquainted with different planning hierarchies (strategic, tactical and operational) and the planning problems on the respective level:

- At the beginning, strategic planning problems such as site location planning are covered.
- Then, in the tactical planning level, we discuss questions concerning the infrastructure of production systems.
- In the second part of the lecture, operational planning decisions are treated.
- We introduce demand forecasting techniques and examine master planning problems.
- After giving attention to material requirements planning, we proceed to production planning issues where we focus on lot sizing questions, machine scheduling and sequencing in flow lines.

(2) The logistics part of the module discusses questions along the supply chain:

- Beginning with transport logistics and the corresponding planning problems on the determination of tours, routes and packing schemes.
- Afterwards, within the area of material logistics, inventory control policies and their extension to the stochastic case are elaborated.
- The strategic design of the logistics network is dealt with when talking about planning problems of supply chain management.
- Then, the interfaces to the predecessor resp. successor companies in the supply chain are explained. Within the procurement stage, methods for the selection of suppliers and within the distribution stage, the installment of a suitable distribution network and the processes in the warehouse are discussed.

In order to deal with the arising decision problems in production and logistics, simple heuristics as well as simple

linear programming and mixed integer programming models are discussed and applied.

Intended Learning Outcomes:

At the end of the module the students will be able:

- to understand the relation between different planning problems in production and logistics
- to analyze selected planning problems of the strategic, tactical and operational level (for details see course content), and to apply respective solution approaches
- to evaluate the economic impact of production and logistics related decisions (e.g. the tradeoff between holding and setup costs or between costs and service)
- to develop efficient solution approaches based on specific challenges in production and logistics
- to independently place close to industry supply chain management problems within the theoretical framework and discuss them critically
- to analyze novel solution approaches for cross-disciplinary issues from industry

Teaching and Learning Methods:

The lecture "Production Management" will take place in form of a flipped classroom. The students will prepare the announced topic using the lecture material and the learning videos provided. During the classes, questions regarding the topic will be discussed and selected exercises are used to gain a deeper understanding of the prepared topic.

The lecture "Logistics und Supply Chain Management" goes along with the concept of a classical lecture.

Media:

Presentations, Script (Production and Supply Chain Management)

Reading List:

Günther, H.O., Tempelmeier, H. (2012), Produktion und Logistik, 9. Auflage, Springer

Ghiani, G., Laporte, G., Musmanno R. (2013), Introduction to Logistics Systems Management, 2. Aufl., Wiley

Responsible for Module:

Grunow, Martin; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Production Management (WI001131) (MiM, WIN, NAWI) (lecture, 2 SWS)

Grunow M [L], Grunow M (Pahr A), Hage F

Production and Logistics (WI001131HN) MiM Heilbronn (lecture, 4 SWS)

Grunow M [L], Noch nicht bekannt N

Logistics and Supply Chain Management (WI001131) (MiM, WIN, NAWI) (lecture, 2 SWS)

Rogetzer P, Svoboda J

For further information in this module, please click

campus.tum.de or [here](#).

Module Description

WI001137: Management Science (MiM)

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: winter semester
Credits:* 6	Total Hours: 180	Self-study Hours: 120	Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Students mastery of the content taught in this module is checked with a 60 minutes written exam. Students are only allowed to use a non-programmable calculator. In the exam students have to answer questions, apply algorithms to solve management or business problems such as planning the optimal production mix, the optimal project portfolio or the cost minimal distribution route, create mathematical models for small example problems, and discuss presented results. By this the students demonstrate that they have understood and can apply the mathematical models and methods. The overall grade of the module is based on the result obtained in the written exam.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Knowledge in Mathematics and Statistics at the level of a successful undergraduate degree in Natural Science, Engineering or Sport Science.

Content:

Management Science is about modeling, solving and analyzing business administrations and management problems using mathematical concepts. Management Science is used across different industries, departments and organizations. The lecture will treat the Management Science approach to decision making in general and the following topics in particular: Linear Programming, Mixed-Integer Programming, Graph Theory, Network Flow, Dynamic Programming and Decision Theory.

Intended Learning Outcomes:

After successful completion of the module students can use Operations Research methods used in Management Science in order to model business problems, to solve them to optimality and to analyze them. Students will in particular be enabled to model and solve linear programs, mixed-integer programs, dynamic programs, find shortest as well as maximum flows in networks, model and solve decision matrices and decision trees, employ utility theory to model and solve risky decisions and use scoring models in order to model and solve multi-criteria decision problems. In contrast to the module for Bachelor-students, for Master students more emphasis will be put on the acquisition of modeling knowledge.

Teaching and Learning Methods:

The module consists of a weekly lecture, a weekly exercise course as well as a biweekly tutorial which is voluntary. In the lecture the content is introduced to the student. The exercise repeats and deepens the contents. In the tutorial students are solving exercises by themselves and in groups guided by a student teaching assistant. Groups are of no more than 20 students. The student teaching assistants will repeat concepts from the lecture and the exercise and they help students in undertaking the exercises.

Media:

Script, Presentation slides

Reading List:

Bradley, S.P., A.C. Hax und T.L. Magnanti: Applied Mathematical Programming, Addison-Wesley, 1977.

Domschke W and A. Drexl: Einführung in Operations Research, 9th Ed., Springer, 2015.

Hillier FS and Lieberman GJ: Introduction to Operations Research, 9th ed., McGraw-Hill, 2010. Winston WL: Operations Research, 5th Ed., Thomson, 2004.

Responsible for Module:

Kolisch, Rainer; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Management Science (WI001137): (MiM) (lecture with integrated exercises, 4 SWS)

Naber A

For further information in this module, please click
campus.tum.de or [here](#).

Module Description

WI001138: Investment and Financial Management (MiM) [IaF]

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: summer semester
Credits:* 6	Total Hours: 180	Self-study Hours: 120	Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The grading is based on a written exam with a duration of 120 minutes. To test whether the students acquired the theoretical basics in financial analysis and investment planning, multiple choice questions are asked, where they have to find the correct or incorrect statement among several alternative statements. By using a calculator and the formulary issued by the chair, the students for example have to analyze investment projects, create the optimal capital structure of projects or firms, evaluate bonds, stocks, or equity options to demonstrate their ability to apply financial tools based on finance theory and to critically analyze different problem sets which finally results in a context-based conclusion.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

None

Content:

The module will give students a broad understanding of the instruments to analyse and evaluate investment opportunities. Subsequent, a complete list of these methods:

- Financial Statement Analysis (balance sheet analysis, analysis of profit and loss account)
- Investment Analysis (net present value method, actuarial return)
- Capital Budgeting (determination of free cashflows, choosing between alternatives)
- Cost of Capital (equity costs, borrowing costs, capital costs)
- Capital Structure

Intended Learning Outcomes:

Upon completion of this module students will be able to name and apply important measures of company performance indicators, create an optimal capital structure for companies and investment projects in a world without taxes (Modigliani-Miller) and with taxes (valuing the tax shield), which ultimately enables them to analyse and evaluate investment opportunities. Finally, students will be able to understand and analyse companies' investment decision making process and to create investment as well as capital budget plans. Furthermore, students will be able to remember and understand key theories of corporate finance and to apply fundamental methods of corporate finance which sets the fundamental basis for the overall module.

Teaching and Learning Methods:

The module will combine several learning methods.

- Weekly Lecture: Presentation of theoretical basics and applied examples, supported by slides. As a better

learning effect is reached by a dynamic learning environment, the student can join in live surveys with onlineTED.

- Exercise available on several dates: Calculation of selected exercises from the set of exercises in small groups so the students can directly ask questions about the calculations.
- Set of exercises with applied examples for individual practising of exercises.

Media:

Presentations, exercises with solutions, onlineTED

Reading List:

Berk/DeMarzo, Corporate Finance, 3rd. Edition, Pearson.

Responsible for Module:

Braun, Reiner; Prof. Dr. rer. oec.

Courses (Type of course, Weekly hours per semester), Instructor:

Investment and Financial Management (WI001138) (MiM Heilbronn) (lecture with integrated exercises, 4 SWS)
Breitkopf N [L], Breitkopf N

Investment & Financial Management (MiM) (lecture, 2 SWS)
Dorau N [L], Braun R

Investment & Financial Management - Exercise (WI001138) (MiM) (exercise, 2 SWS)
Dorau N [L], Braun R, Dorau N

For further information in this module, please click
campus.tum.de or [here](#).

Module Description

WI001139: Financial Accounting (MiM)

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	152	28

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The examination of the students success consists of a written exam (60 min, multiple choice). Students may use a non-programmable calculator as helping material. In the exam students show that they are able to correctly record financial transactions using double-entry bookkeeping. Moreover, in the exam students demonstrate that they can discuss accounting theories and new standards of IFRS as well as conduct financial statement analyses.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

The first part of the module teaches the the technique of double-entry bookkeeping and of constructing financial statements at the end of the fiscal year. The second part introduces important standards under IFRS. The third part explains financial statement analysis.

Intended Learning Outcomes:

Upon successful completion of this module, students are able to record business transactions or (re-)valuations using double-entry bookkeeping and to construct individual and consolidated financial statements according to International Financial Reporting Standards (IFRS). They can critically discuss the impact of new or revised accounting standards on financial statments and on managerial behavior. Students can evaluate important accounting theories. Moreover, they are able to identify leeway for earnings management, to evaluate its level in financial statements and its impact on current and future performance. Finally, they are able to analyse the financial position, the performance and the financial stability of firms using data from financial statements. Using these analyses students can compare international firms.

Teaching and Learning Methods:

The module consists of two parts. The first part is an online lecture and a corresponding exercise. In the lecture the relevant methods and theories are conveyed. In the exercise the content of the lecture and its understanding is deepened and extended by exercises and case studies in which real financial statements are discussed. The second part of the module is a regular lecture. The exercise is integrated in this lecture. Relevant scripts and exercises can be downloaded via Moodle.

Media:

Script, tutorials, case studies, moodle

Reading List:

Buchholz, Rainer: Grundzüge des Jahresabschlusses nach HGB und IFRS, 8. Aufl., München 2013

Meyer, Claus: Bilanzierung nach Handels-und Steuerrecht, 27. Auflage, Herne 2016.

IASB: International Financial Reporting Standards

Responsible for Module:

Ernstberger, Jürgen; Prof. Dr. rer. pol. habil.

Courses (Type of course, Weekly hours per semester), Instructor:

Financial Accounting (WI001139) (MiM) (lecture with integrated exercises, 4 SWS)

Ernstberger J, Grottel B, Keiling M

For further information in this module, please click

campus.tum.de or [here](#).

Basics in Economics

Module Description

WI001056_1: Principles of Economics

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Students receive credit for the module by passing a multiple choice exam (written, 120 minutes). The exam is a means to measure the participants' understanding of fundamental micro- and macroeconomic concepts and methods. Moreover the exam assesses the students' ability to apply economic theory to concrete problems. Hereby, participants demonstrate their capacity for abstraction (thinking in economic models) and concretization (interpreting and applying the results of the model).

Repeat Examination:

Next semester

(Recommended) Prerequisites:

None

Content:

This module provides an introduction to the basic concepts of economics. It is divided into two parts: micro- and macroeconomics.

Microeconomics deals with the behavior of individual agents, such as households, firms, and public institutions and with their interaction on markets. How can market demand be derived from the consumption choices of households? How can market supply be derived from the production decisions of firms? Which mechanisms give rise to an equalization of demand and supply? What are the consequences of market failure, and what can the state do about it?

Macroeconomics takes an aggregated perspective; it analyzes the economy as a whole. How can economic activity, inflation, and unemployment be measured? What are the factors that determine economic growth? Which mechanisms give rise to economic fluctuations, and how can these fluctuations be mitigated through fiscal and monetary policy?

Intended Learning Outcomes:

At the end of the module the students will be able to understand and explain the basic principles of economics. On the micro level, this includes consumer behavior as well as firms' production decisions. The students will be able to analyze basic mechanisms that give rise to the equalization of supply and demand in competitive markets. Having attended the module, the students will be able to understand the interrelation between market power and social welfare and will be able to explain market failures. On the macro level, students will be able to identify and explain the main sources of growth, unemployment and inflation. Moreover, they will be able to analyze the basic tools of monetary and fiscal policy.

Teaching and Learning Methods:

The module consists of a lecture as well as an integrated exercise. The lecture content will be conveyed to the

students by means of a verbal presentation. In the exercise participants apply the acquired knowledge by solving exercises and implementing case studies. The course aims at encouraging students to independently deliberate the economic problems, which are discussed in the lecture and in the relevant literature.

Media:

text books, script

Reading List:

Baumol, William J. and Alan S. Blinder (2015): Economics - Principles and Policy. Boston: Cengage AND
Krugman, Paul and Robin Wells (2015): Economics. New York: Worth AND
Mankiw, Gregory N. and Mark P. Taylor (2017): Economics. Boston: Cengage

Responsible for Module:

Freiherr von Weizsäcker, Robert; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Principles of Economics (WI001056_1) (lecture with integrated exercises, 4 SWS)
Feilcke C

For further information in this module, please click
campus.tum.de or [here](#).

Basics in Law

Module Description

WI001122: Introduction to Business Law (MiM) [BusLawMiM]

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The final assessment will be held as a written exam of 120 minutes. The exam consists of two parts which count for approximately 50 per cent each and forming the overall mark.

In the first part of this exam, students will be asked theoretical questions. This will demonstrate to what extent they have memorized and understood principles of the law of contracts, torts, company law, IP and competition law. In the second part, students will also be asked to apply their knowledge to known and fictional cases. This demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

None

Content:

This module covers the legal essentials of running a business in technology driven markets in Germany and in the European Union. It focuses on typical problems which entrepreneurs and employees might encounter in practice (scenario-based approach). Topics covered will be, inter alia, the formation and termination of contracts, selected types of contract (in particular, sale of goods), torts, property law, the law of business associations, intellectual property law, competition law.

Intended Learning Outcomes:

At the end of this module students will be able

- (1.) to name and understand essentials of the legal framework for technology oriented businesses in Germany and in the European Union;
- (2.) to grasp and apply the legal principles regulating business activity, in particular regarding liability under tort, contract, company, intellectual property and competition law;
- (3.) to analyse legal implications of typical business situations and to identify their options;
- (4.) to present the results of their analysis in a written analysis.

Teaching and Learning Methods:

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. The exercise will focus on case studies. It will provide the opportunity to work individually or in groups on case scenarios (known and

unknown), covering various issues of German and European law. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues from different areas of law in everyday situations. Students will develop the ability to present these findings in a concise and well-structured written analysis.

Media:

Presentations (PPT), Cases

Reading List:

Gerhard Robbers, "An Introduction to German Law", 6th edition 2016;
additional reading material will be made available on the course Moodle site prior to the start of the semester.

Responsible for Module:

Maume, Philipp; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Introduction to Business Law - Exercise (WI001122) (MiM) (exercise, 2 SWS)
Haffke L

Introduction to Business Law (WI001122) (MiM) (lecture, 2 SWS)
Maume P

Introduction to Business Law (WI001122HN) MiM Heilbronn (exercise, 2 SWS)
Maume P [L], Haffke L

Introduction to Business Law (WI001122HN) MiM Heilbronn (lecture, 2 SWS)
Maume P [L], Noch nicht bekannt N

For further information in this module, please click
campus.tum.de or [here](#).

Entrepreneurial, Strategic, and International Management

Module Description

WI001185: Entrepreneurial, Strategic, and International Management

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The grading of the module is based on a written exam (120 Minutes). First, the written form of the exam allows a comprehensive assessment of students' knowledge and understanding of the basic principles of entrepreneurship. They will answer questions about the concepts explaining the mindset of entrepreneurial individuals and the management of entrepreneurial firms as introduced in the lecture. They will also answer questions about basic definitions of specific types of entrepreneurship and entrepreneurial behavior. Second, the written exam requires students to show their ability to reproduce fundamental knowledge about strategic and international management by answering questions about theories, models and methods related to management as well as strategies of multinational enterprises. The exam also assesses students' ability to understand the fundamentals of strategic and international management as well as to identify and analyze challenges and problems of multinational firms because they will answer questions related to management concepts, stakeholder management, finance, market entry of firms etc. The written exam will include single choice questions. Resources such as books, course slides, personal notes, etc. are not allowed to answer the questions.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Content:

Entrepreneurship provides students with knowledge of the theoretical concepts and models of entrepreneurship. The set up of this first part is twofold:

(1) Students will acquire in-depth theoretical knowledge on:

- Definitions, regional aspects, and special forms of entrepreneurship in a complex and uncertain environment
- Entrepreneurial individuals, including their personality, creativity, idea development, cognition, opportunity recognition, decision making, and affect
- Entrepreneurial firms, including their growth strategies, strategic alliances, and resources.

(2) Beyond that, students will engage in break out group workshops to personally experience the process of opportunity recognition and development. In these workshops they will work in teams and apply theoretical models from academic literature to real world entrepreneurial problems. Furthermore, students give presentations to the audience and discuss their results.

Strategic and international management targets long term decisions and the sustainable development of the company. In the course of globalization, it is crucial to consider the international dimension of management. Strategic and international management skills are not only important in the management of companies that are doing business across borders, but also within single business functions when shaping competitive strategy. In detail, this module discusses the following aspects:

- Foundations of management
- Stakeholders, objectives, and governance
- Strategic decision making and performance
- Strategy analysis
- Competitive strategies
- Strategy implementation

Intended Learning Outcomes:

First, students will know and be able to explain basic concepts of entrepreneurship including basic definitions, psychological processes and characteristics of the person of the entrepreneur, and potential development paths of young firms. Second, students will transfer this basic knowledge to real world cases. Thus, students will be able to solve entrepreneurial problems in real world settings drawing on theoretical frameworks of the entrepreneurial process. Third, upon successful completion of this module, students are able to understand and reproduce fundamental knowledge about the management of multinational enterprises. Fourth students are able to explain and apply theories, models and methods related to international management as well as strategies of multinational enterprises. Finally, students are able to identify and analyze challenges and problems in multinational enterprises respectively; they are able to develop and outline solution approaches by applying theoretical concepts.

Teaching and Learning Methods:

The module will combine several learning methods.

- The basic knowledge as well as real world examples will be provided through lectures. Lectures will be done in class as well as in form of online lectures and interactive in-class lectures and online feedback sessions.
- During the lectures relevant concepts, approaches, theories, and empirical studies in the fields of entrepreneurship, strategic and international management are introduced and discussed.
- Discussions in the lecture and active participation are encouraged and will contribute to deepen the understanding of the concepts, theories and methods introduced as well as application to practical examples and case studies.
- Students will get additional background knowledge from the academic literature in private reading. The self-study of literature is part of the whole module.
- Moreover, students are encouraged to engage in individual exercises and small group assignments in order to look deeper into the course contents.

Media:

Presentations, exercises, case studies, online materials, Online video material (download)
Digitally retrievable script (download)
International academic literature (English)

Reading List:

Entrepreneurship:

Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2010). *Entrepreneurship* (8th ed.). New York: McGraw-Hill.
Read, S., Sarasvathy, S., Dew, N., Wiltbank, R. & Ohlsson, A.-V. (2010). *Effectual Entrepreneurship*. New York: Routledge Chapman & Hall.

Strategic and International Management:

Cyert, R.M., March, J.G. (1963). *A Behavioral Theory of the Firm*. Englewood Cliffs: Prentice-Hall. Chapter 3 "Organizational Goals".
Drucker, P. M., (1954). *The practice of management*. New York: Harper. Chapter 1-3.
Freeman, R.E. (1994). *Strategic Management: A Stakeholder Approach*. Cambridge: Cambridge University Press, Chapter 1 "The stakeholder approach".
Hambrick, D.C. & Fredrickson, J.W. (2005). Are you sure you have a strategy? *Academy of Management Executive*, 19(4), 51-62.
Johnson, G., Whittington, R., Scholes, K. (2014). *Exploring Strategy. Text and Cases*. Harlow: Pearson. Chapter 13, 430-461.
Noorderhaven, N. (1995). *Strategic decision making*. Addison-Wesley: 162-174.
Peng, M., Meyer, K., (2011). *International Business*. London: Cengage Learning. Chapter 1 and Chapter 12, 359-387.
Porter, M. (1996) What is Strategy? *Harvard Business Review*, No. 6, 61-78.

Rothaermel, F.T. (2013). Strategic Management, New York: Mc Graw-Hill. Chapter 1.

Van Horne, J.C., Wachowicz, J.M. (2008). Fundamentals of Financial Management, Edinburgh Gate: Pearson Education Limited, 13th edition. Chapter 1, 6, 15.

Responsible for Module:

Breugst, Nicola; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Entrepreneurship (WI000984, WI900005, WI001185) (lecture, 2 SWS)

Breugst N (Federl S, Feldmeier C)

Entrepreneurship - Lecture Workshops (WI000984, WI900005, WI001185) (exercise, 1 SWS)

Breugst N [L], Breugst N (Federl S, Feldmeier C)

Strategic and International Management (WI001114, WI900012, WI001185) (Master) (lecture, 2 SWS)

Hutzschenreuter T [L], Hutzschenreuter T

For further information in this module, please click

campus.tum.de or [here](#).

Electives in Management

Within the framework of the elective subject in management, students will perform examinations in the field of management from a supplementary elective catalogue amounting to at least 30 credits. The following is an example of such a catalog.

Electives in Innovation & Entrepreneurship

Module Description

WIB18812_1: Advanced Seminar Innovation & Entrepreneurship: Ideation & Venture Creation

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The grading is based on a research paper (10-15 pages, 75% of grade) and a presentation (15 min + 15 min interaction with the audience, 25% of grade). The research paper and the presentation will be conducted in groups formed in the introductory session. An assessment sheet filled in by the students and handed in with the research paper clarifies students' individual contribution to the research paper. As every student will present in the final presentation, every students' contribution is clearly identifiable and appraisable, thus, students can be graded individually. Based on the research paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship research. The research paper is a means to measure how students were able to understand previous academic literature in the field of entrepreneurship, how they achieved to define their own research question, collect and analyze data, and provide a relevant, novel, and interesting contribution to entrepreneurship research. A final presentation measures students' communicative competencies and proves if students are able to present their findings in a comprehensible, precise and demonstrative way as well as whether they are able to perform powerfully and professionally.

Repeat Examination:

Next semester / End of Semester

(Recommended) Prerequisites:

none

Content:

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models,
- psychology of entrepreneurship,
- entrepreneurial leadership,
- ideation and venture creation,
- venture growth and
- internationalization and strategic entrepreneurship.

The module prepares students for the scientific work in their master theses and provides them with deepening insights into scientific literature on entrepreneurship. Besides writing a seminar paper, this involves presenting their final results.

Intended Learning Outcomes:

Upon successful completion of this module, students will be able (1) to read and (2) understand scientific literature on the topic of entrepreneurship. Furthermore, students are able (3) to create their own research paper, i. e., identifying a relevant, interesting, and new research topic in the field of entrepreneurship, crafting a strong title, writing a compelling and strong introduction (and abstract), execute an extensive literature review and applying theory, structure the research paper meaningful, writing a strong discussion and conclusion, and complying with the ethics of writing. Additionally, they will be able (4) to present their research paper and (5) summarize their findings. Moreover, students learn how (6) to lead a scientific discussion. Finally, they (7) understand the process of scientific publication. Moreover, working in groups will provide students with communication and cooperation skills.

Teaching and Learning Methods:

The module consists of an introduction to scientific writing where the topics for each student's research paper will be decided. Topics vary and cover entrepreneurship on an individual (e.g., entrepreneurial decision making, entrepreneurial intentions), team (e.g., entrepreneurial team formation, entrepreneurial exits), or organizational level (e.g., interplay of form, structure, and embeddedness in corporate entrepreneurship). Based on their topic students prepare their research paper which they will present at the end of the module. Upon prior discussion on different research methods and how to use them, the students will identify and apply a research methodology that best addresses their identified research question, i.e., they can apply empirical research methods (qualitative or quantitative), a literature review, or conduct a conceptual paper. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

Media:

MS Office, PowerPoint, Whiteboard, Flipchart

Reading List:

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010
Further readings will be announced at the course introduction.

Responsible for Module:

Patzelt, Holger; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Advanced Seminar Innovation & Entrepreneurship (WIB18812_1): Ideation & Venture Creation (seminar, 4 SWS)
Patzelt H [L], Mittermaier A

For further information in this module, please click
campus.tum.de or [here](#).

Module Description

WI000116: Lead User Project [LUP]

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	German	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The progress of the project is verified several times during the different project phases.

- Midterm presentation (voluntary): Students have to show that they developed critical knowledge and competencies with the industry of the project partner and that they identified trends and needs in the respective industry.

- Final presentation (30 minutes): Students propose different workshop combinations of lead users and assess constellations of expert panels based on their industry insights they developed over the course of the project.

- Project report (25 pages): Students document their key learnings along the entire project process as well as how the project contributes to their personal development into a successful career in management.

Students learn to present results in front of our cooperation partner. Furthermore, they document the results in a project report including the scientific theory of the lead user method.

Consistently, grading of the module is based on a project work (project report 25 pages and presentation 30 minutes). The progress of the project is verified several times during the different project phases.

Students have the possibility of a midterm presentation in which they have to show that they dealt with the industry of the project partner. They show their ability to identify and consider trends and needs in the respective industry.

This midterm presentation is highly recommended because students can gain further knowledge for their final presentation. With this presentation the final grade can be improved by 0,3/0,4.

With the final presentation students show on the one hand the project progress and propose different workshop combinations of lead users. On the other hand they show their ability to conduct interviews with experts and to communicate and present on a high business level. They are able to judge the branch-specific challenges and identify experts who complete each other perfectly in workshops.

In the project report the students show their ability to document their project process and their findings in a clear and comprehensible manner. Furthermore they show their ability to analyze and evaluate the challenges in this industry.

With this project work students show that they can present results in front of our cooperation partner. Furthermore they show that they can compose a project report in which they formulate their practical results and combine them with the scientific theory of the lead user method.

The project work is conducted by teams of 4 students. Students demonstrate their ability within a team to manage resources, and deadlines through timely submission of the enumerated tasks. The project work is set up in a way which enables the identification and evaluation of each student's individual contribution to the project's success.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Fundamentals of Technology and Innovation Management

Content:

The lead user project is a practical module. Participants in teams of 4 perform a lead user project in cooperation with an industry partner.

- We apply the lead user method developed by Eric von Hippel at MIT
- Starting point is the industry of our cooperation partner

The participants learn to understand the target industry:

- Search for trends and needs in the industry
- Identification of lead users

Students get to know the cooperation partner as well as its industry. The students are working independently and are coached regularly. In addition two professional presentation coachings are offered. Dr. Christian Hackl from TUMtech gives Feedback how to improve presentation content and style.

A successful participation encourages students to be creative, proactive, and work in teams.

Intended Learning Outcomes:

After successful completion of this module students will be able to describe the lead user method and understand its advantages. Students will know different methods to identify trends and needs. They will be able to deal intensively with a targeted industry and can evaluate the challenges in this industry. They will be able to identify experts and to develop a workshop for these experts. The students will be able to present their results in front of company representatives. Furthermore, they will be able to document their results in a clear and comprehensible manner.

Students can contribute an own part to a team's work output. Students are able to exchange in a professional and academic manner within a team. They show that they are able to integrate involved persons into the various tasks considering the group situation. Furthermore the students conduct solution processes through their constructive and conceptual acting in a team.

Teaching and Learning Methods:

During a real life innovation project students learn the theory of the lead user method and apply it during the module. The module is a practical project and the students get to know the different stages of a lead user project and work together with our industry partner. The students deal intensively with the target industry.

- During the kick-off the lead user method is explained
- The students work independently and are coached regularly during the project
- Students present their results after the first phase (need identification) and at the end of the project (lead user identified)
- Before the presentations a professional presentation coaching with Dr. Christian Hackl (TUMtech) will take place

Media:

Participants receive all presented slides and research papers about the lead user method.

Reading List:

- Glen L. Urban / Eric von Hippel (1988). Lead User Analyses for the Development of New Industrial Products, Management Science, Vol. 34, No. 5, pp. 569-582.
- Herstatt, C., Lüthje, C., & Lettl, C. (2003). Fortschrittliche Kunden zu Breakthrough-Innovationen stimulieren. In Management der frühen Innovationsphasen (pp. 57-71). Gabler Verlag.
- Henkel, J., Jung, S. (2009) The Technology-Push Lead User Concept: A New Tool for Application Identification, http://www.researchgate.net/publication/228820209_The_Technology-Push_Lead_User_Concept_A_New_Tool_for_Application_Identification/links/00b7d521ce2d489500000000
- Lüthje, C. (2000), Kundenorientierung im Innovationsprozess, S. 130-152.
- v. Hippel, E. / Thomke, S. / Sonnack, M. (1999), Creating Breakthroughs at 3M, Harvard Business Review, September-October, S. 47-57.
- v. Hippel, Eric. Democratizing innovation. MIT press, 2005.

Responsible for Module:

Henkel, Joachim; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Lead-User Project (WI000116) (seminar, 4 SWS)

Henkel J, Fischer M, Obermeier D

For further information in this module, please click
campus.tum.de or [here](#).

Module Description

WI001166: Advanced Topics in Innovation & Entrepreneurship: Entrepreneurial Prototyping

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The grading is based on a research paper (10-15 pages, 75% of grade) and a presentation (15 min + 15 min interaction with the audience, 25% of grade). The research paper and the presentation will be conducted in groups formed in the introductory session. An assessment sheet filled in by the students and handed in with the research paper clarifies students' individual contribution to the research paper. As every student will present in the final presentation, every students' contribution is clearly identifiable and appraisable, thus, students can be graded individually. Based on the research paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship research. The research paper is a means to measure how students were able to understand previous academic literature in the field of entrepreneurship, how they achieved to define their own research question, collect and analyze data, and provide a relevant, novel, and interesting contribution to entrepreneurship research. A final presentation measures students' communicative competencies proves if students are able to present their findings in a comprehensible, precise and demonstrative way as well as whether they are able to perform powerfully and professionally.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

none

Content:

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models, this might include to explore
 - o links between role models and entrepreneurial intentions
 - o reasons for the choice of the entrepreneurial career
- psychology of entrepreneurship, this might include to explore
 - o personality dimensions of entrepreneurs
 - o entrepreneurial cognition
- entrepreneurial leadership, this might include to explore
 - o behavioral forms of leadership
 - o creating and managing innovative organizations
- ideation and venture creation, this might include to explore
 - o the process of obtaining creative ideas
 - o the process model of entrepreneurial venture creation
- venture growth, this might include to explore
 - o how new ventures grow and where growth occurs
 - o different impact factors on new venture growth

- internationalization and strategic entrepreneurship, this might include to explore
 - o the speed of entrepreneurial internationalization
 - o enabling forces of technology, competition, perceptions, knowledge and networks

The module provides students with deepening insights into entrepreneurship literature. Besides writing a seminar paper, this involves presenting their final results.

Intended Learning Outcomes:

Upon successful completion of this module, students will be able to read and understand related literature on the topic of entrepreneurship. Furthermore, students are able to create their own research paper. Additionally, they will be able to present their paper and summarize their findings. Moreover, students learn how to lead a discussion on their topic. Finally, they understand entrepreneurial processes.

At the end of the module, students will be able to:

- explain entrepreneurship concepts related to a specific topic.
- discuss current topics within the field of entrepreneurship.
- apply previously discussed approaches to topic specific issues within the field of entrepreneurship.
- evaluate these approaches and their outcomes.
- develop suitable approaches for specific entrepreneurship issues.

Teaching and Learning Methods:

The module consists of an introduction to scientific writing where the topics for each student's research paper will be decided. Topics vary and cover entrepreneurship on an individual (e.g., entrepreneurial decision making, entrepreneurial intentions), team (e.g., entrepreneurial team formation, entrepreneurial exits), or organizational level (e.g., interplay of form, structure, and embeddedness in corporate entrepreneurship). Based on their topic students prepare their research paper which they will present at the end of the module. Upon prior discussion on different research methods and how to use them, the students will identify and apply a research methodology that best addresses their identified research question, i.e., they can apply empirical research methods (qualitative or quantitative), a literature review, or conduct a conceptual paper. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

Media:

MS Office, PowerPoint, Whiteboard, Flipchart

Reading List:

Hisrich, R. D. / Peters, M. P. / Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010 (optional)
Obligatory readings will be announced at the course introduction.

Responsible for Module:

Breugst, Nicola; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Advanced Topics in Innovation & Entrepreneurship (WI001166): Entrepreneurial Prototyping (seminar, 4 SWS)
Breugst N [L], Federl S, Weissenböck E

For further information in this module, please click

campus.tum.de or [here](#).

Electives in Marketing, Strategy & Leadership

Module Description

WIB17003: Advanced Seminar Marketing, Strategy & Leadership: Judgement and Strategic Decision Making

Judgement and Strategic Decision Making

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: winter semester
Credits:* 6	Total Hours: 180	Self-study Hours: 120	Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The examination comprises a research paper (seminar paper (10 pages excl. literature & attachments) with presentation (30 minutes incl. discussion)), which demonstrates that students

- are able to understand and interpret the scientific literature on a specific topic in the field of strategic decision-making, and are able to draw upon scientific literature in a results-oriented and structured manner.
- are able to apply scientific methods to provide answers to questions in the field of strategy and organization that are relevant to business practice.
- possess presentation and communication skills that enable them to present, in a clear and structured manner, their findings on scientific challenging topics they have worked on independently, and to discuss the applicability of their findings to business practice.

The final grade is an averaged grade from the seminar paper (75%) and the presentation (25%).

Repeat Examination:

Next semester

(Recommended) Prerequisites:

None

Content:

How are decisions actually made in theory and practice?

This module enriches students' knowledge of judgment and strategic decision making (JSDM) on a theoretical and a practical level. JSDM has been regarded as the core of an organization's operation and a core competence of any top-level executive. In this course, we will introduce different perspectives on JSDM. More specifically, we will discuss three different perspectives, First, what are the drivers of individual, group and organizational decisions from a psychological perspective including common biases and errors present in strategic decision? Second, how can decisions nowadays be based on data science approaches including AIs and machine learning algorithms? Third, how are decisions actually made in practice and what are key questions managers face when making strategic decisions?

Intended Learning Outcomes:

Theory:

Students know and understand the most important theories about behavioral decision making from various perspectives in how to make better strategic decisions and be able to apply a framework for how society and management could improve their decision making.

Practice:

Students understand how decision making occurs from a practitioner's point of view and will be able to integrate these viewpoints with scientific theory.

Method:

Students will gain insights into research methods in the applied setting of decision making, data-driven decisions and strategic management research.

They are able to analyze different streams of theory, conduct efficient decision making studies and apply results in practice.

They are able to research, analyze, and evaluate scientific literature.

Teaching and Learning Methods:

Over the course of the semester, students work on a scientific and application-orientated topic. They work both on their own (in particular while working on their seminar paper) and in small groups together with other seminar participants. The lecturers give presentations on the most important theories as well as current research findings on a specific topic in the field of strategy, organization, and leadership (depending on the concrete subject of the seminar). By reading scientific literature (self-study), students deepen their knowledge of theories and methods in the field and get used to working with scientific literature. Guest lectures by regularly changing speakers from the business sector (often high-level decision-makers) as well as case study work enable students to establish a connection between questions from business practice and scientific theories and research findings.

Media:

Slides, case studies, scientific literature

Reading List:

Bazerman, M. H. & Moore, D. (2013). Judgment in Managerial Decision Making (8th ed.). Hoboken, NJ: John Wiley & Sons.

Gigerenzer, G. & Gaissmaier, W. (2011). Heuristic decision making. Annual Review of Psychology, 62, 451-482.

Tversky, A. & Kahnemann, D. (1974). Judgment under uncertainty: Heuristics and biases. Science, 185, 1124-1131.

Weber, E. U. & Johnson, E. J. (2009). Mindful judgment and decision making. Annual Review of Psychology, 60, 53-85.

Responsible for Module:

Welppe, Isabell M.; Prof. Dr. rer. pol.

Courses (Type of course, Weekly hours per semester), Instructor:

Advanced Seminar Marketing, Strategy & Leadership (WIB17003): Judgment and Strategic Decision Making (seminar, 4 SWS)

Folger N, Pabst von Ohain B, Rüll H

For further information in this module, please click

campus.tum.de or [here](#).

Module Description

WI001140: Luxury Marketing

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The final grade is based on group presentations. During the module two presentations have to be held. One short presentation (25% of grade, presenting an article - 20 min) aims to prove if students are able to connect the theoretical material on luxury marketing with empirical results of the contemporary research, if they are able to analyze and present an academic article in a clear and organized way, and if they are able to provide a personal interpretation of the article. The second presentation (75% of grade, 45 min) assesses if the students understand the main elements of a luxury strategy with a focus on the 4Ps, and if they are able to apply the theoretical learning to a real case by conducting an audit of a luxury brand and by giving recommendations of how to improve the luxury marketing strategy of the assigned brand. They can use the theoretical material (lecturer's slides) as a support and they have to collect secondary data. This presentation is combined with a written composition that illustrates the results of the audit. The presentations are done by groups of four students. The students will receive an individual grade: the individual contribution will be identified by evaluating a personal recommendation to the luxury brand that each student has to provide as a result of the audit, and by evaluating the individual communication skills. Both presentations are followed by a discussion in which all the students can voluntarily participate.

Repeat Examination:

End of Semester

(Recommended) Prerequisites:

Content:

- * First, the module starts with a discussion about how the meaning of luxury evolved from the past until now. It will elaborate how luxury differs from other related concepts.
- * Second, it will focus on understanding consumer behavior association with luxury products and brands. In particular, it will identify the underlying drivers of conspicuous consumption (e.g. self-reward, social elevation) and what consumers want to signal through the purchase of luxury products (e.g. status, wealth, power).
- * Third, the module will discuss best practices, do's and don'ts, when it comes to building, managing, and extending luxury brands. Especially, the symbolic power and the identity of luxury brands will be discussed.
- * Last but not least, it will discuss the 4Ps of luxury marketing and how to leverage them to develop an effective marketing strategy.

Intended Learning Outcomes:

Upon successful completion of this module, students are able (1) to understand the basic elements and the specific challenges of marketing luxury products and (2) to give examples from empirical evidence of the theoretical concepts. They are also able (3) to analyze, (4) review and (5) present academic papers related to the topic of luxury of the contemporary research. Finally, they are able (6) to conduct an audit of a luxury brand (7) by making

recommendations to improve the luxury marketing strategy of the assigned brand and (8) to improve their communication skills.

Teaching and Learning Methods:

The module uses various teaching methods that should help facilitate students' learning. The students are provided during the lectures with theoretical material to acquire the basic knowledge of luxury marketing. The students have to present academic papers in class and discuss them with peers, in order to explore empirical results related to theoretical concepts. They also have to prepare an audit of a luxury brand focused on the 4Ps (product, price, promotion, and place), which they have to present in class, in order to apply in practice the theoretical learning. The audit can be performed using the theoretical material presented in class as a support.

Media:

Reading List:

- Han, Y. J., Nunes, J. C., & Drèze, X. (2010). Signaling status with luxury goods: The role of brand prominence. *Journal of Marketing*, 74(4), 15-30.
- Wang, Y., & Griskevicius, V. (2014). Conspicuous consumption, relationships, and rivals: Women's luxury products as signals to other women. *Journal of Consumer Research*, 40(5), 834-854.
- Bellezza, S., Gino, F., & Keinan, A. (2014). The red sneakers effect: Inferring status and competence from signals of nonconformity. *Journal of Consumer Research*, 41(1), 35-54.
- Mandel, N., Petrova, P. K., & Cialdini, R. B. (2006). Images of success and the preference for luxury brands. *Journal of Consumer Psychology*, 16(1), 57-69.
- Rucker, D. D., & Galinsky, A. D. (2008). Desire to acquire: Powerlessness and compensatory consumption. *Journal of Consumer Research*, 35(2), 257-267.
- Griskevicius, V., Tybur, J. M., & Van den Bergh, B. (2010). Going green to be seen: status, reputation, and conspicuous conservation. *Journal of personality and social psychology*, 98(3), 392.
- Hagtvedt, H., & Patrick, V. M. (2008). Art and the brand: The role of visual art in enhancing brand extendibility. *Journal of Consumer Psychology*, 18.
- Hagtvedt, H., & Patrick, V. M. (2009). The broad embrace of luxury: Hedonic potential as a driver of brand extendibility. *Journal of Consumer Psychology*, 19.
- Fuchs, C., Prandelli, E., Schreier, M., & Dahl, D. W. (2013). All that is users might not be gold: How labeling products as user designed backfires in the context of luxury fashion brands. *Journal of Marketing*, 77(5), 75-91.
- Wilcox, K., Kim, H. M., & Sen, S. (2009). Why do consumers buy counterfeit luxury brands?. *Journal of Marketing Research*, 46(2), 247-259.
- Willems, K., Janssens, W., Swinnen, G., Brengman, M., Streukens, S., & Vancauteran, M. (2012). From Armani to Zara: Impression formation based on fashion store patronage. *Journal of Business Research*, 65(10), 1487-1494.
- Ward, M. K., & Dahl, D. W. (2014). Should the Devil Sell Prada? Retail Rejection Increases Aspiring Consumers' Desire for the Brand. *Journal of Consumer Research*, 41(3), 590-609.

Responsible for Module:

Fuchs, Christoph; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Luxury Marketing (WI001140) (lecture, 4 SWS)
Fuchs C [L], Caprioli S

For further information in this module, please click campus.tum.de or [here](#).

Module Description

WI001167: Choice Architecture Applications in Consumer Behavior

TUM School of Management

Module Level: Master	Language: English	Duration: one semester	Frequency: summer semester
Credits:* 3	Total Hours: 90	Self-study Hours: 60	Contact Hours: 30

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The final grade is based on a presentation (~30 min) and a subsequent discussion led by the student. The presentation assesses the student's ability to evaluate empirical research on a scientific subject, summarise it in a clear and organized way, and embed it in the theoretical literature on choice architecture. The presentation will also demonstrate the capacity to provide a critical assessment of the article and its implications. Importantly, it should also offer an application of the theoretical framework of choice architecture to a real case in the form of a testable choice architecture recommendation in the chosen domain. Finally, the student will lead a discussion, which will be opened up to all students, who can voluntarily participate.

The students will receive an individual grade. The individual contribution will be identified by the quality of the summary presentation, the personal recommendation applying choice architecture and the discussion.

Repeat Examination:

End of Semester

(Recommended) Prerequisites:

Content:

The module covers the following topics:

- Heuristics and Biases
- Randomized Control Trials
- Nudges
- Choice Architecture beyond Nudges
- Ethical considerations regarding the application of Choice Architecture
- Applications in Financial Decisions, Health and Consumer Choice
- Choice Architecture aided by technology

Intended Learning Outcomes:

Upon successful completion of this module, students will be able to

- understand scientific articles on choice architecture
- apply a range of psychological principles to help people make better decisions in a variety of decision making domains
- evaluate differences between nudges and other forms of choice architecture and potential ethical considerations related to them

Finally, students will develop their own choice architecture tools in a consumer choice or policy context of their choice by making recommendations that could actually be implemented and empirically tested.

Teaching and Learning Methods:

The module will be taught as a seminar in order to provide an interactive learning environment where students are able to share and discuss with each other the summaries of their research and the applications they have derived from it. This setting also facilitates student presentations and work in small groups.

Media:

Lecture and discussion, student presentations and discussion, research articles

Reading List:

Thaler, R. H., & Sunstein, C. R. Nudge: Improving Decisions About Health, Wealth, and Happiness.
Johnson, E. J., Shu, S. B., Dellaert, B. G., Fox, C., Goldstein, D. G., Häubl, G., ... & Wansink, B. (2012). Beyond nudges: Tools of a choice architecture. *Marketing Letters*, 23(2), 487-504.

Responsible for Module:

Ungemach, Christoph; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Choice Architecture Applications in Consumer Behavior (WI001167) (seminar, 2 SWS)
Ungemach C [L], Ungemach C

For further information in this module, please click
campus.tum.de or [here](#).

Electives in Operations & Supply Chain Management

Module Description

WIB19823: Advanced Topics in Operations & Supply Chain Management I

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	irregularly
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The assessment takes place in form of a written exam (120 min) at the end of the semester. In the exam students demonstrate that they are able to explain, discuss and critically evaluate specific concepts of quality management. Furthermore, they prove that they can apply the discussed quantitative approaches for operations and supply chain management, critically evaluate them and discuss the results. The answers involve own formulations, as well as calculations or mathematical modelling.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Knowledge of quantitative approaches to production and supply chain management. The modules "Management Science" and "Production and Logistics" or similar modules at other universities are a prerequisite.

Content:

In this module, we address current topics in production and supply chain management on a graduate -level. This module covers the statistical basis for the design of experiments, product and process control (SPC) and reliability engineering. Quality assurance is examined, from the viewpoint of quality incorporated into product design, maintaining quality in production and procurement risk, using both quantitative problems and case studies and a hands-on Failure Mode and Effects Analysis exercise. Quality systems are introduced using an interactive Six-Sigma scenario. Quality management and the concept of using quality as a driver for change in an organization will help demonstrate the complexity of change management in an organization.

Intended Learning Outcomes:

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

- Review the key milestones in the integration of quality in products and business processes and understand the essential drivers and costs behind successful quality management.
- Estimate population quality from sample quality and make inferences about population parameters using confidence intervals, hypothesis testing, and goodness-of-fit tests.
- Explain the role of reliability in product design.
- Design process and product experiments and assess the effect of possible process failures on the product quality using the Failure Modes and Effects Analysis.
- Determine appropriate control limits in order to measure the capability of a process and understand how control charts are used in industry to monitor and improve quality.
- Perform process and equipment correlation to identify the root cause(s) of a process deviation.
- Compare methods managing supply risk and recommend solutions.
- Discuss the issues involved in managing for quality at different operational levels.
- Apply 6-Sigma principles to quality projects.

- Understand the 8-Disciplines methodology for problem analysis and problem solving.
- Analyse industry cases, applying the principles from the class, draw conclusions and present the results.

Teaching and Learning Methods:

The module consists of a lecture. Presentations by the lecturer are used to introduce the concepts and approaches. Case studies and in-class exercises are used to enable the students to work together and apply the concepts and quantitative approaches introduced in the course. They are encouraged to present and discuss their findings. Furthermore, students are encouraged to study the suggested literature.

Media:

Presentation slides
Technical papers, Case studies

Reading List:

A First Course in Quality Engineering: Integrating Statistical and Management Methods of Quality, K.S. Krishnamoorthi, CRC Press, 2012.

Responsible for Module:

Grunow, Martin; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Advanced Topics in Operations & Supply Chain Management I (WIB19823): (Quality Management) (lecture, 4 SWS)
Fedrow E, Ott H

For further information in this module, please click campus.tum.de or [here](#).

Electives in Finance & Accounting

Module Description

WIB23005: Advanced Seminar Finance & Accounting: Behavioral and Experimental Economics

Behavioral & Experimental Economics

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	German	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The final grading is based on a research paper (70%) including a presentation (30%). The research paper (11-13 pages) is a written draft of a topic. The research paper will be written in teams, whereas single parts have to be assigned to single team members. By writing the research paper in teams, students demonstrate their ability within a team to manage resources, and deadlines through timely submission of the enumerated tasks. Students demonstrate that they are able to complete the tasks of their project in a team environment.

The research paper reveals the student's acquired abilities in identifying a reasonable and relevant research question in behavioral economics. Moreover, the research paper reveals the student's ability to develop research designs and analytical methods to examine the identified research question. Students show that they are able to interpret and to communicate the results.

Furthermore students are asked to present (20 minutes + 10 minutes discussion) their research paper in front of the class. By presenting their findings in front of the class, students proof that they are able to present the key aspects in a concise manner and that they are able to answer further questions on their presented findings.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Working knowledge of the mandatory basic business courses

Content:

The module offers participants an overview of current issues in behavioral economics and gives them the opportunity to examine one topic in more detail. The module may serve as starting point for further research, but also prepares participants for issues they are likely to face in their professional lives. Emphasis is put on aspects of experimental economics, social preferences, nudging, herding, and further phenomena of behavioral economics.

Intended Learning Outcomes:

After completing this module, students have an advanced knowledge of the module's core topic. They are able to identify theoretical and practical research questions and to develop research designs and analytical methods to examine the identified research question. In this context, they will compile a literature research and structure their work. Moreover, they are able to interpret and communicate the identified outcomes in an academically suitable way. Besides, the participants will be enabled to objectively analyze other seminar papers. They recognize potential conflicts in working together as a team and they reflect upon these considering varying conditions. They are able to integrate involved persons into the various tasks considering the group situation. Students are able to prepare a certain topic within a given time frame and to present it in clear and comprehensible manner to an

audience. They can react and respond to questions and suggestions relating to their subject area brought up by the audience during a discussion.

Teaching and Learning Methods:

This module is a seminar. Students will read, discuss and work with academic research papers. In the course of the module students will write a research paper and present their findings in class. In interactive discussions students react to questions and comments of their classmates. In this interactive seminar atmosphere students get a detailed insight to topics of behavioral economics.

Media:

Books, case descriptions, academic papers, presentation slides

Reading List:

Gneezy, U., & Rustichini, A. (2000). Pay enough or don't pay at all. *The Quarterly Journal of Economics*, 115(3), 791-810.

Frey, B. S., & Oberholzer-Gee, F. (1997). The cost of price incentives: An empirical analysis of motivation crowding-out. *The American economic review*, 87(4), 746-755.

Gneezy, U., & Rustichini, A. (2000). A fine is a price. *The Journal of Legal Studies*, 29(1), 1-17.

Ariely, D., Bracha, A., & Meier, S. (2009). Doing good or doing well? Image motivation and monetary incentives in behaving prosocially. *American Economic Review*, 99(1), 544-55.

Falk, A., & Fischbacher, U. (2006). A theory of reciprocity. *Games and economic behavior*, 54(2), 293-315.

Camerer, C., Babcock, L., Loewenstein, G., & Thaler, R. (1997). Labor supply of New York City cabdrivers: One day at a time. *The Quarterly Journal of Economics*, 112(2), 407-441.

Responsible for Module:

Mohnen, Alwine; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Seminar in Finance and Accounting (WIB23957): Behavioral and experimental economics. An introduction. (seminar, 4 SWS)

Mückenhausen V, Sittenthaler H

For further information in this module, please click

campus.tum.de or [here](#).

Module Description

WI000994: Negotiation Strategies

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	120	60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Grading consists of a research paper (50%), written in teams of 3-4 students (written, 15 pages +/- 1 page) including a presentation (50%) (oral 20 minutes + discussion).

For the research paper a selected subtopic has to be worked on with the help of up-to-date literature. By writing the research paper students demonstrate their ability to analyze the theories of negotiation management. Furthermore students show that they are able to assess and apply the concepts of negotiation management. By writing the research paper in a team, students demonstrate their ability to complete tasks in a team environment. The research paper consists of different sections, whereas every student needs to write a stand-alone part. That enables the identification and evaluation of each student's individual contribution to the research paper. With the presentation students demonstrate that they are capable of preparing a certain topic and summarize specific issues or results down to their essential core. Especially they show their negotiation and communication skills and that they are able to apply the strategies.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Content:

This interactive module is designed to provide students with the essential knowledge about negotiation strategies and enable them to apply the methods learnt as well as strategies in negotiations by means of role play. The main focus of this module is the analysis of negotiation processes, whereby difficulties, especially regarding the issue of power and influence, will be identified and possible solutions evaluated. In order to prepare the students for international negotiations, this module also deals with difficulties arising in international negotiation situations. Complex situations and multi-person negotiations, which frequently occur in a firm/management context and where advanced knowledge in negotiations is necessary, build the core of this module.

Intended Learning Outcomes:

After participating in the module, students can analyze the theories of negotiation management, international peculiarities in negotiation situations and discuss and partially apply their acquired skills in role play. This way, they are able to assess, classify and actively apply the concepts of negotiation management. In particular by learning the methods taught during role play combined with feedback, students have improved negotiation and communication skills and are able to apply the new strategies in future management positions in companies. Students can, for example, assess cultural differences in international negotiation situations and adapt their own behavior accordingly. This way students can derive arguments and strategies for better negotiation leadership.

Students are capable of preparing a certain topic and summarize specific issues or results down to their essential core and present it to an audience. They are able to work and exchange in teams. They are able to integrate involved persons into the various tasks considering the group situation.

Teaching and Learning Methods:

In the theoretical part of the module students acquire knowledge of important issues in negotiation strategies especially in an international context, by assessing case studies through group work and group discussions and presenting them to the class. The practical part gives students the opportunity to practice negotiations by means of role play and optimize their own negotiation strategies by obtaining constructive feedback.

Consultation hours will be offered while students prepare their research papers. As the negotiation sessions progress, students are encouraged to prepare interactive presentations to show how theoretical basics can be applied to real situations, how negotiation errors can be avoided and how a negotiation is successfully completed. The "negotiation days" promote students to successfully learn individually and to gain new competences. In negotiation cases the participants need to take various positions and "negotiate". It is important that the participants provide feedback on each other's negotiation management as well as feedback from lecturers (interactive teaching and learning phase).

In order to be well prepared for the module students are encouraged to read certain chapters of the mentioned textbook beforehand. A preparation meeting is offered where a simple negotiation case is played through and analyzed so that students can get a feel for the subject matter. Different topics of the module are then split up in different subtopics.

Media:

Presentations, role play, case studies

Reading List:

Bazerman, M.H. und Neale, M.A. (1994): "Negotiating Rationally"

Responsible for Module:

Mohnen, Alwine; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or [here](#).

Electives in Economics & Policy

Electives from Energy Markets

Electives from Life Sciences and Management

External Electives

Project Studies

Module Description

WI900684: Project Studies (Master in Management)

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	German/English	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
12	360	330	30

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Grading is based on a project work. The project work consists of a written project report in (30 pages + appendix) and a presentation (30 minutes). A student team of 2-5 students works on a specific problem set within a company or any other similar institution. The team runs through several project stages: problem definition, division of work/tasks, decision making processes, and realization. Throughout this process, the students show that they can develop appropriate strategies to cope with the set of problems. They show that they are able to compose the state of research. In addition they demonstrate their ability to develop their own specific approach for a solution based on scientific knowledge as well as methodical skills. Students demonstrate their ability within a team to manage resources, and deadlines through timely submission of the enumerated tasks. Students demonstrate that they are able to complete the tasks of their project in a team environment. Grading will especially take into account the overall working outcome of the project with respect to the initial problem set, the selection and application of the chosen methodology as well as the analyses and discussion of the main findings. The project work is set up in a way which enables the identification and evaluation of each student's individual contribution to the project's success.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Basic knowledge in Business Administration

Content:

The project study consists of a specific problem statement or challenge which a company or any other similar institution is confronted with. This challenge may have a research related or practical character. The project study and its findings regarding the outlined problem set are based on students' academic knowledge gained through their study programs.

Examples of topics covered in the context of a project study include (non-exhaustive list):

- Analyzing potential sales volumes of a new market
- Identifying potential optimization actions regarding a supply chain
- Creating a financing concept for a company
- explaining problems of the logistic sector and developing appropriate optimization solutions
- Developing specific use cases for new electronic payment procedures and deriving appropriate product specifications
- Capturing and processing key performance indicators (KPIs) in controlling and the development of recommended actions
- Developing and conceptualizing a marketing strategy and deriving recommendations for implementation in the given market- or company environment

Intended Learning Outcomes:

After successful participation in the module, students are able to work on projects in a systematic and academic manner. Students demonstrate their ability to complete a project end-to-end throughout all project stages: problem definition, division of work/tasks, development of solutions, decision making processes, realization, result presentation, and project report. Students develop their ability to apply theoretical concepts to the identified problem set and develop their analytical solution finding skills through team discussions. Students are able to exchange in a professional and academic manner within a team. They show that they are able to integrate involved persons into the various tasks considering the group situation. Furthermore the students conduct solution processes through their constructive and conceptual acting in a team. Students demonstrate their ability to manage resources, and deadlines through timely submission of the enumerated tasks in stages throughout their research projects.

Teaching and Learning Methods:

The team-based development (2-5 students) of the project solution encourages the students to deal soundly with an academic or practical subject based on their previously acquired academic knowledge. Team work is particularly suitable for tackling problem sets and writing a report, for developing constructive critique to others and for implementing appropriate solutions to these critiques. The project may happen at the premises of the respective company/institution or from a remote location. They are able to communicate the involvement of the project by composing a project report and preparing a presentation of their solutions to the supervisors from the company as well as the university. The project is supervised jointly by mentors from the respective company/institution and the professor of the TUM School of Management. The supervision takes place through a kick-off meeting as well as an interim meeting. With regards to content the project study takes an approximate time of three months.

Media:

literatur, presentations

Reading List:

Project Management Institute (2013): A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Fifth Edition

Further literature based on the specific topic

Responsible for Module:

Braun, Reiner; Prof. Dr. rer. oec.

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or [here](#).

Module Description

WI001181: Advanced International Experience

TUM School of Management

Module Level:	Language:	Duration:	Frequency:
Master	English	one semester	winter/summer semester
Credits:*	Total Hours:	Self-study Hours:	Contact Hours:
6	180	180	0

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Students have to pass a written single-choice exam. The module examination consists of a written 90-minute single-choice exam. The test examines deeper knowledge of the meaning of culture, cultural differences and resulting difficulties. Tasks which refer to scientific cultural concepts verify that students are able to distinguish between different cultural dimensions and standards, for example the cultural dimensions of Geert Hofstede's concept. Tasks which refer to different management styles and working cultures examine that students are able to analyse how different cultural backgrounds influence working in an international business context, for example a Western Management style. Tasks which refer to country-specific cultural differences prove that students are able to interpret critical intercultural situations correctly and offer adequate behavioral patterns. Tasks which refer to intercultural communication check that students are able to distinguish between different communication styles influenced by culture and know how to communicate adequately with members of different cultures, for example cultures with a direct communication style.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

Students have to complete a stay abroad relevant to their subject of studies before they can be admitted to the module. In general, for this purpose international study experience, practical training abroad as well as the completion of a project study or master's thesis is accepted.

(Details see:

<https://www.wi.tum.de/programs/master-in-management/downloads/>

<https://www.wi.tum.de/programs/master-consumer-affairs/downloads/>

<https://www.wi.tum.de/programs/master-mt/downloads/>)

Content:

This module gives an introduction to basic theoretical knowledge in scientific conceptualisation of culture, cultural differences and difficulties as well as their overcoming. During the module various scientific definitions of culture and different scientific approaches of cultural dimensions are outlined. By means of selected cultural characteristics and practical examples it is explained how to deal with different matters occurring when people with different cultural background interact. Additionally, different management styles in view of different cultures are declared. During the module explanatory approaches to difficulties which result from different cultural backgrounds in an international business environment are elaborated on. Further approaches how to overcome these difficulties are outlined by means of practical examples in a global working environment and in international teams. In addition, basic theoretical knowledge in communication and different models of communication are provided. Furthermore, it is defined how to deal with different communication styles of different cultures and how to communicate adequately in an international context. For this purpose, selected cultural characteristics and practical examples are used.

Within the framework of the course students are asked to reflect, analyse and evaluate already experienced situations in view of the discussed theoretical models. Additionally, ethically relevant problem areas in international/intercultural businesses are outlined.

Intended Learning Outcomes:

After attending this module students are able to apply basic scientific approaches to culture and cultural differences. On basis of appropriate knowledge about cultural theories, particular cultures, as well as general knowledge about the issues occurring when people with different cultural backgrounds interact the students are able to analyse cultural differences and difficulties in an intercultural business context, as well as to interpret and overcome them. Additionally, students are aware of different communication styles in different cultures and know to apply this knowledge in intercultural communication situations. Furthermore, students will bear integrity, ethics and responsibility in mind when making management decisions in a multicultural business environment. Students are also able to reflect their experience abroad with scientific intercultural knowledge and develop an open-mindedness and sensitivity with respect to cultural differences.

Teaching and Learning Methods:

The module is created as an online-course. It is divided in various thematic areas which contain basic theoretical knowledge. In addition, practical examples, case studies and videos illustrate relevant concepts and their application in an international (business-) environment. Further exercises are provided at the end of each thematic area in order to encourage students to tackle with specific intercultural subjects and to develop kind of intercultural sensitivity. Additionally, a bibliography is prepared for students' self-study. Practice questions for exam preparation are also offered.

Media:

Digital Scripts (PowerPoint Slides, PDF files), videos, scientific literature, exercises

Reading List:

Standard references (amongst others):

Hofstede, Geert (2001): Culture's Consequences. Comparing Values, Behaviors, Institutions, and Organizations Across Nations. 2nd edit. Thousand Oaks: SAGE Publications Inc.

Hall, Edward T.; Hall, Mildred Reed (1990): Understanding Cultural Differences. Maine: Intercultural Press.

Trompenaars, Fons; Hampden-Turner, Charles (2012): Riding the waves of culture. Understanding diversity in global business. Revised and updated 3rd edition. New York: Mc Graw Hill.

Responsible for Module:

Moog, Martin; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:

Advanced International Experience (WI001181) (lecture, 2 SWS)

Moog M [L], Heinze S, Moog M, Oesingmann K

For further information in this module, please click

campus.tum.de or [here](#).

Master's Thesis

Module Description

WI900261: Master's Thesis (Master in Management)

TUM School of Management

Module Level: Master	Language: German/English	Duration:	Frequency: winter/summer semester
Credits:* 30	Total Hours: 900	Self-study Hours: 890	Contact Hours: 10

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The Master's Thesis is the final paper with a duration of 6 months, where the student concentrates on a specific topic in business administration and economics. Here the student frames the state of research and discourse and evolves the own specific topic. Based on scientific knowledge and methodical skills, students autonomously develop a solution to the topic. The Master's Thesis is supported by a professor of the TUM School of Management.

Repeat Examination:

Next semester

(Recommended) Prerequisites:

The thesis can be filed after the successful completion of 45 out of 60 Credits in the mandatory modules and the completion of at least 6 Credits in the elective modules.

Content:

The Master's Thesis focuses on a research topic in business administration and economics. The thesis is always supervised by a professor of TUM School of Management, often in co-operation with an organisation of industry or research. The topic of the thesis is created so that it can be treated extensively within six months.

Intended Learning Outcomes:

At the end of the module Master's Thesis students are able to handle and develop a project in an autonomous, systematic and scientific way. Therefore students deploy scientific knowledge and methodical skills to the specific subject. They script the state-of-the-art knowledge, based on research, evaluate the findings and classify them within the scientific and or practical discussion. So, students are able to cope with new and complex subjects in an autonomous way and develop own solutions.

Teaching and Learning Methods:

The creation the thesis encourages students to deal soundly with a scientific subject. Therefore they apply their knowledge and methodical skills, acquired during the studies, and create an elaborated scientific documentation within the set time frame. The work on the project is done independently, supported by discussions with the supervisor.

Media:

literatur, presentations

Reading List:

specific literatur based on the topic

Responsible for Module:

Prof. Dr. Reiner Braun

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click
campus.tum.de or [here](#).

Auflagen

Requirement Proof of Proficiency in German

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