Frankfurt School Exchange Student Information

Overview of Winter Semester 2026 MSc Modules

Master in Management*

Please note that some combinations of courses might not be possible.
These incompatibilities will be indicated on the selection platform.

Quarter Schedules courses:
Quarter 1: Academic period: 31 August – 17 October 2026
Exam Week: 19 October – 24 October 2026
Quarter 2: Academic period: 26 October – 12 December 2026
Exam Week: 14 December – 19 December 2026

Course	Quarter
Organisational Behavior, Leadership & Sustainability*	1
Marketing Management*	1+2
Managerial Data Science	1
Financial Analysis and Performance Management	2
Operations Management	2
Corporate Strategy	2
Strategic Decision Making	2
Persuasive Communication	2
Diversity Leadership	1
Leading Change & Transformation	1
Designing Resilient Supply Chains	1
Machine Learning for Big Data	1
Data Visualization & Storytelling	1
Designing & Analyzing Business Experiments*	2

** These courses are scheduled across Q1 and Q2*

**Current as of April 2026. This module catalogue is subject to change.*

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Organisational Behaviour, Leadership and Sustainability [MGT74916]

Module Coordinator		Sabanci, Halil			
Programme(s)		Master in Management			
Term		Semester 1 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Compulsory Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Scientific training beyond the bachelor level in some discipline, basic knowledge of organisational behavior and theory			

Content	Having knowledge and proficiency in areas such as finance, accounting, marketing, strategy, and operations is crucial for organisational success. However, it's equally important to have the ability to manage an organisation, its groups, and its individuals. As you progress in your career, you will be working with, working for, and overseeing other people to achieve tasks and goals. Therefore, to be successful in your professional endeavors, it's vital to have an understanding of the human aspects of management and organisations in addition to the technical skills learned in other courses. To this end, comprehending both behavioral and sociological underpinnings of the human side of management and organisations, this course aims to equip you with the key leadership and organisational-behavior concepts. In so doing, it places a particular emphasis in understanding the implications of these concepts and considerations on creating sustainable organisations, i.e., organisations that follow or are committed to advancing the principles of sustainable development. Throughout the course, we will explore the role of the leader as an architect and a change agent, who should have the capacity to understand change, be adaptable, embrace and effectively navigate ambiguity and uncertainty, and can mobilise organisational members to engage and commit. Additionally, we will examine how leaders can effectively leverage social relationships in getting things done, when designing and leading sustainable organisations. The course begins by introducing basic individual-level organisational behavior concepts, before moving on to sessions focused on interpersonal elements such as power, networks, and politics. The final part of the module centers on the sociological aspects of teams and organisations, and you will have the opportunity to apply your knowledge to real-life leadership challenges through a variety of learning methodologies. The course is built on cutting-edge research and knowledge in the fields of leadership, organisational behavior, and sustainability, but it also places a strong emphasis on understanding and addressing real-world issues. As such, when engaging in class discussions and working on your individual and group assignments, you are encouraged to reflect on your own vision and experiences regarding leadership, the challenges of creating and leading sustainable organisations, and the potential obstacles to becoming an effective leader. The focus of this course will primarily be on business organisations, but you will find that the concepts you learn have practical applications in other types of organisations, such as non-profit organisations, social clubs, and political groups.

Intended Learning Outcomes	This course is designed to equip you with a set of perspectives, frameworks, and tools that will help you better understand and appreciate human aspect of any organisation, no matter the sector of interest, as well as understanding sustainability-related implications of the learnings. The resulting curriculum aims to accomplish the following main goals: 1. Increase your knowledge of organisational behavior concepts so that you can comprehend how organisations and the people within them work. 2. Distinguish the factors that contribute to effective and ineffective team behavior, and learn how to manage and participate effectively in teams. 3. Recognise the leadership challenges and interpret how the leader can act as an architect of organisational systems and processes. 4. Appraise the role of social relationships in mobilising and leading people and thus getting things done. 5. Develop your own leadership potential. Effective leaders are able to lead and manage people and information to accomplish organisational goals, even in uncertain and contentious contexts. Leaders must successfully be able to diagnose problems, communicate clearly, make effective decisions, motivate and influence others, manage diversity, and drive organisational change. The class exercises are designed to provide a well-rounded training that encompasses these dimensions and prepares you for (future) leadership roles.
Forms of teaching, methods and support	To meet the objectives, this course uses readings, lectures, exercises, cases, simulations, individual and team assignments, and class discussion. Reading assignments and cases provide an important foundation for class discussion. It is important that you have completed the assigned readings thoroughly before class. Lectures will be used to highlight key points from the readings and provide additional information to supplement the readings. Exercises and cases will provide you with the opportunity to apply what you have learned to real world issues and scenarios. Because each of you brings unique perspectives and experiences to the class, participation in class discussions and activities is essential to your own learning as well as that of other class members. We will not have time to talk about everything covered in the readings in class, so be sure to email me or ask questions during office hours about anything that you do not understand.

Type of Assessment(s) and performance

Your final grade will be based on the following components, which represent a total of 120 possible points:

Type of examination	Duration or lentgh	Performance Points	Due date or date of exam
Class Participation (individual)	11 sessions of app. 150 minutes during the semester	25	During the semester
Two Case Write-Ups (individual)	4 hours (2 hours each)	20	During the semester
Final Case Study Report (group)	12 hours	60	One week after the last session (exact date will be communicated)
Final Case Study Presentation (group)	3 hours	15	In-class presentation week

Each of these assignments and the evaluation criteria are discussed in more detail in the syllabus.

Class Participation (25 points): Although “participation” is defined in terms of both quantity and quality of the contributions, I prioritise quality contributions to class discussion and exercises. Whereas quantity is related to the frequency of your contributions, quality is about the impact of contributions to the progress of the class discussion.

Individual Two Case Write-Ups (20 points 10 points each): You will deliver two case write-ups throughout the course period for two cases of your preference. Each write-up should be between 500 and 800 words and should be submitted prior to the session in which the selected case will be discussed.

Group Case Study Report (60 points): The goal of this assignment is to analyse and apply the learned concepts in a real organisation examining a real organisational problem. You will organise yourselves under groups of six to eight members. Your group’s task will be to use concepts from the course to identify, analyse, and develop a plan for resolving a key problem that an organisation is facing.

Each group will be responsible for finding an organisation to study using interviews, observations, and/or surveys. The minimum word count for the case study report is 2,000 words and the maximum word count is 3000 words.

Grading of the Case Study Report: Your group will receive one grade for

	the project. Additionally, I will ask you for evaluating your peers: you will assess each of your groupmates' individual contributions to the group report and presentation (details on the peer evaluation will be provided). Thus, your individual grade from the group assignment will be determined together by your group's grade for the project and an individual contribution coefficient that reflects my and your groupmates' evaluation of your individual contribution to the project. *Group Case Study Presentation (15 points)*: The last session of the course will be dedicated to presenting the group case study related work developed by each team.
Recommended Literature	There is no text book for this course. The course consists of selected readings and cases, that will be found on the course page in the relevant session folder under the "Pages" tab.
Module Structure	Each class session will consist of a short lecture about the key concepts related with the topic of the day, followed by a detailed discussion of an assigned case or cases. The primary vehicle for learning in this class is case analysis. You are expected to read each case and the assigned reading material conscientiously and to be prepared to discuss them during the appropriate class session. We'll have fifteen-minute break(s) at suitable point(s) in each class session.
Usability in other Modules/Programmes	Concentration courses, Electives, Master's Thesis.
Last Approval Date	2025/05/06

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Marketing Management [MGT74920]

Module Coordinator		Meinert, Britta			
Programme(s)		Master in Management			
Term		Semester 1 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Compulsory Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Basic Maths Skills			
Content		**1. Strategic Marketing** 1.1 Market Analysis 1.2 Segmenting, Targeting, Positioning **2. Marketing Instruments** **2.1 Product Management** 2.1.1 Innovation Management 2.1.2 Management of Established Products 2.1.3 Brand Management **2.2. Price Management** 2.2.1 Fundamentals of Classical Pricing Theory 2.2.2 Price Determination and Discrimination 2.2.3 Principles of Behavioral Pricing **2.3. Sales Management** 2.3.1 Design and Structure of the Sales System 2.3.2 Customer Relationship Management 2.3.3 Managing Relationships with Sales Partners **2.4. Communications Management** 2.4.1 Communication Planning and Budgeting 2.4.2 Design of Communication Measures 2.4.3 Monitoring the Impact of Communication			

<table>
<tr><td>Intended Learning Outcomes</td><td>

Knowledge:
On successful completion of this module, students will have a thorough comprehension of Marketing, i.e. they can
- Understand the terminology, concepts and tools of modern marketing practice
- Thoroughly comprehend strategic marketing and the elements of the marketing mix and the importance of integrating these elements
- Explain the key aspects of each of the four marketing instruments (product management, price management, sales management and communications management)

Skills:
On successful completion of this module, students will have the proven ability to apply advanced knowledge in Marketing and to solve marketing managerial problems, i.e. they can
- Apply the key tools that marketers use to analyse market situations
- Use the marketing instruments to react accordingly to these situations
- Demonstrate effective presentation skills

Competences:
On successful completion of this module, students can solve a real life marketing case, i.e. they can
- Analyse a real life market situation correctly
- Apply key marketing principles to real marketing issues
- Coordinate decisions between team members
- Develop solutions to specific issues in teams and present their results

</td></tr>
<tr><td>Forms of teaching, methods and support</td><td>Lecture, discussion, exercises, quizzes, group work, case studies</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td>

<table>
<tr><th>Type of examination</th><th>Duration or length</th><th>Performance Points</th><th>Due date or date of exam</th></tr>
<tr><td>Case Study</td><td>15 minutes</td><td>60</td><td>Quarter 2</td></tr>
<tr><td>Written Exam</td><td>60 minutes</td><td>60</td><td>Exam week of Quarter 1</td></tr>
</table>

The exam will enable students to demonstrate their knowledge about the terminology and theoretical concepts of marketing, whereas the case study allows them to demonstrate their ability to transfer and apply their knowledge to a real world marketing problem.

</td></tr>
<tr><td>Recommended Literature</td><td>

Textbook:
Gary Armstrong, Philip Kotler, Sridhar Balasubramanian (2023), Principles of Marketing, Global Edition
19th edition.

Case study:
In cooperation with Procter & Gamble

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</table>

Module Structure	This course provides an introduction to strategic marketing and a detailed overview of the four marketing instruments (product management, price management, sales management and communications management). A close cooperation with Procter & Gamble provides students with the opportunity to apply the key concepts to practical business situations.
Usability in other Modules/Programmes	Marketing modules in the concentrations
Last Approval Date	2026/04/14

Managerial Data Science [QUM71421]

Module Coordinator		Bleier, Alexander			
Programme(s)		Master in Management			
Term		Semester 1 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Compulsory Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Understanding of basic mathematical concepts (basic calculus, algebra, and probability). Completion of R pre-course.			
Content		In today's rapidly moving business world, data and its inherent value gain more and more importance. While the sheer amount, complexity, and frequency of data evolve at unprecedented speeds, so do the statistical methods available for its analysis. The primary goal of this course is therefore to equip students with the necessary statistical foundation to navigate their future roles as managers that base decisions on solid data and analyses. To achieve this goal, the course will introduce students to relevant vocabulary as well as statistical concepts and tools, drawing on descriptive and inferential statistics. In essence, the course will focus on ways to assess, comprehend, and exploit data to produce well-informed business decisions.			

<table>
<tr><td>Intended Learning Outcomes</td><td>Knowledge:
Successfully completing this course will enable students to comfortably navigate fundamental statistical concepts and their application in business. In particular, they will be able to
• assess and evaluate outcomes of statistical analyses
• describe the strengths and weaknesses of relevant procedures
• explain the value of data and exploit it to inform business decisions

Skills:
Upon successful completion of this course, students will know how to apply statistical tools and concepts to identify and extract potential gains from available data. In particular, they will be able to
• collect, access, and structure data
• select adequate statistical methods in particular business situations
• derive reasonable business decisions based on appropriate statistical analyses

Competences:
Having successfully completed this course, students will be capable of assessing, structuring, and solving statistical problems based on their analytical and logical problem solving capacities. In particular, they will be able to
• handle, assess, and analyse data sets
• develop and organise concepts and projects with a focus on data analysis
• derive and defend business decisions based on their statistical knowledge and reasoning</td></tr>
<tr><td>Forms of teaching, methods and support</td><td>This course may contain traditional lecturing, discussions, projects, homework, team work, and applications.</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td><table>
<tr><td>Type of examination</td><td>Duration or length</td><td>Performance Points</td><td>Due date or date of exam</td></tr>
<tr><td>Written exam</td><td>100 minutes</td><td>100</td><td>Exam week</td></tr>
<tr><td>Oral participation</td><td></td><td>20</td><td>During class</td></tr>
</table></td></tr>
</table>

Recommended Literature	Introductory statistical and data science literature (also recommended as pre-reading), e.g. • Bowerman, Bruce L., Anne M. Drougas, William M. Duckworth, Amy G. Froelich, Ruth M. Hummel, Kyle B. Moninger, and Patrick J. Schur, Business Statistics and Analytics in Practice, McGraw-Hill, 2019 • Foreman, John W., Data Smart: Using Data Science to Transform Information into Insight, Wiley, 2013 • James, Gareth, Daniela Witten, Trevor Hastie, and Robert Tibshirani, An Introduction to Statistical Learning - with Applications in R, Springer, 2017 • Wooldridge, Jeffrey M., Introductory Econometrics – A Modern Approach, Cengage, 2019.
Module Structure	This module comprises an introduction to basic statistical techniques as well as applications to specific business problems to help managers arrive at better-informed decisions based on data.
Usability in other Modules/Programmes	Subsequent modules of the programme, Master's Thesis.
Last Approval Date	2026/04/24

Financial Analysis & Performance Management [ACC72222]

Module Coordinator		Ramasubramanian, Hari			
Programme(s)		Master in Management			
Term		Semester 1 Q2			
Module Duration		1 Semester			
Compulsory/Elective Module		Compulsory Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		- Pre course on book-keeping; - Middle-high school algebra; - Basic knowledge of Microsoft Excel; - Any course in accounting is not required but will be useful.			
Content		1. Preparing and understanding Financial Statements 2. Corporate Performance Measurement 3. Analysing Corporate and Divisional Performance 4. Designing Accounting Systems to Measure Performance 5. Role of Governance and Incentives in Accounting Choices *More detailed break-down of what is exactly covered in these broad areas will follow at the beginning of class.*			

Intended Learning Outcomes	**Knowledge and Comprehension** On successful completion of this module, students will: • Be able to understand and process the information provided in financial statements. • Can interpret and communicate accounting information to improve strategic outcomes. • Be familiar with accounting systems used in most large organisations. • Understand the underpinning theories behind the design of performance measurement systems. **Application of Knowledge** On successful completion of this module, students will: • Be able to enhance their decision-making skills through acritical evaluation of costs and benefits of each possibility and convincingly supporting their evaluations and conclusions. • Be able to critically evaluate the role of corporate governance in the design of accounting and management control systems. • Understand the interdependencies among various sub-fields of accounting such as financial and managerial accounting. **Communication and Cooperation** On successful completion of this module, students will: • Proactively and constructively contribute to interdisciplinary teams in order to perform effective project work and achieve common results. • Convincingly present and/or discuss concrete and coherent actionable recommendations to business stakeholders in spoken and written communication. **Professionalism and Self-image** On successful completion of this module, students will: • Self-examine their professional potential based on the necessary personal virtues and traits as well as teamwork and project management. • Act with personal and professional integrity, and contribute positively to creating shared economic, social and environmental value.

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<tr><td>Forms of teaching, methods and support</td><td>The course is a combination of case study discussions, lectures, problem solving, and games.

The class instructional format will be discussion based. Adequate preparation is a foundation for strong class participation and enhanced understanding of the course content. A thorough reading of the case and review of material is expected before the class discussion. A thorough analysis based on specific questions is expected. It cannot be overstressed that when students are prepared, everyone benefits as the class discussions are greatly enhanced.</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><td>Type of Assessment</td><td>Duration</td><td>Performance Points</td><td>Due Date or Date of Exam</td></tr>
<tr><td>Quiz</td><td>See below</td><td>5</td><td>See below</td></tr>
<tr><td>Group assignment</td><td>See below</td><td>45</td><td>See below</td></tr>
<tr><td>Final Exam</td><td>80 mins</td><td>70</td><td>Exam week</td></tr>
</table>
Quiz (Individual)
There will be one quiz. This quiz will be due at 10 pm on Oct 29, 2025 (Wed) and will be based on the pre-course material. This quiz will be worth 5 points. The quiz will consist of a series of multiple-choice questions and will have a time limit of 20 mins. The objective of the quiz is to ensure that all students have a strong foundation in the book keeping fundamentals which will form the basis for this course.
Group assignmentThere will be three group assignments (to be done in groups of 3 students) in which you will be asked to solve quantitative and qualitative problems or write case analyses. Exact number of students in a group will be decided based on class size. The first assignment will be due on Nov 08, 2025 at 10 pm, the second assignment will be due on Nov 29, 2025 at 10 pm, and the third assignment will be due on Dec 8, 2025 at 10 pm. Each assignment will be worth 15 points each.

First group assignment will enable students to demonstrate their ability to prepare financial statements and have a working knowledge of analysing these financial statements. Last two group assignments will enable students to demonstrate their understanding of the interaction between financial and cost accounting and to provide structured analyses on the use of accounting information for internal decision making.
Final ExamThe final exam of 80 minutes length will include 10 minutes of reading time and 70 minutes of solving time and will be conducted during the official exam week. Final exam will be closed-book and closed-notes and will be based on all sessions. A practice final exam will be provided at an appropriate time. The exam will assess if students have a thorough comprehension of the principal concepts related to the preparation of financial statements and the use of accounting information for managerial decision making.</td></tr>
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Recommended Literature	Assigned chapters of J. R. Dyson, Accounting for Non-Accounting Students (10th Edition 2020), Pearson Prentice Hall. ISBN: 9781292286938 The textbook can be found in the FS library in reasonable numbers. You may choose to use the 9th or 8th edition of this book for reading. All other course materials (slides, quizzes, assignments, case studies) will be distributed electronically through the Learning Management System (Canvas)
Module Structure	Sessions 1-3 deal with the measurement of corporate performance. Building on these sessions 4-7 will focus on analysing performance (financial analysis, divisional and customer profitability, and variance analysis). Sessions 8-9 discuss the role of accounting systems in coordinating economic activities within organisations. Sessions 10-11 deal with how corporate governance influence incentives and accounting choices. More detailed break-down will follow at the beginning of class. We will focus on key ideas to capture important tradeoffs in each setting, leaving some of the ideas to self-study. While the course is not intended to make you an accounting professional but often you will be a user of accounting information as future managers, and hence the course is designed to provide you a working knowledge of essential managerial and financial accounting concepts.
Usability in other Modules/Programmes	All concentrations; some electives
Last Approval Date	2025/04/23

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Operations Management [MGT71639]

Module Coordinator		Kremer, Mirko			
Programme(s)		Master in Management			
Term		Semester 1 Q2			
Module Duration		1 Semester			
Compulsory/Elective Module		Compulsory Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Basic Statistics (in particular, probability distributions), elementary calculus and algebra, basic spreadsheet engineering skills (i.e., working knowledge of Microsoft Excel).			
Content		Firms can create substantial value and competitive advantage if they manage to properly structure their operating system (people, technology, processes). This course introduces principles, technologies, and tools designed to increase organisational performance by better matching supply with demand in an uncertain world. A key objective is the acquisition of a set of key methods you can use as a manager to control and improve operations and understand and solve the fundamental inherent strategic trade-offs to align with the strategic goals of the firm. Besides illustrating the underlying principles of these tools, the course will illustrate how the operations view (via measures such as capacity utilisation, or inventory turnover) link with the financial view (via measures such as EVA or ROI). Generally, the course will challenge your managerial skills and ask you to apply them in realistic settings.			

Intended Learning Outcomes	*Knowledge:* On successful completion of the module, the participants will have knowledge of a wide range of operations management tools, i.e. they • understand the fundamental concepts of any business process: throughput, throughput time, work in process and the relationship between the three. • can explain and operate the toolset introduced in this module • can evaluate the tools and discuss their strengths and weaknesses • can articulate the link between Operations and Finance *Skills:* On successful completion of the module, students will have the proven ability to apply advanced knowledge in Operations Management and to solve practice-oriented challenges, i.e. they can • analyse, structure and classify operations management challenges in practice and theory • identify the problem adequate quantitative model or qualitative strategy • use spreadsheets to support quantitative modeling • apply the adequate quantitative model or qualitative strategy to solve an operations management challenge *Competences:* Successful module participants develop the requisite know-how to provide responsible contributions in establishing concepts and processes in operations management. They acquire the ability to further develop and adapt to the needs in practice. They can • articulate the operational rationale behind a successful business process • present operations management challenges to a broad audience • argue competently about problem solution strategies • develop the links between Operations and Strategy
Forms of teaching, methods and support	The course is a combination of case study discussions, lectures, tutorials, technical exercises, and games. The course is based on the text book shown under recommended literature. Essentially, the class instructional format will be a dialogue between the students and the instructor. It is important to note that strong class participation is founded on adequate preparation. Students are expected to thoroughly review the material on every case or reading prior to its discussion in class. It is expected that students do a thorough analysis of the case based on specific questions that will be provided, and prepare a plan of action appropriate to the circumstances. When students are prepared, the class discussion is greatly enhanced and everyone learns far more than otherwise.

Type of Assessment(s) and performance

Type of examination	Duration or length	Performance points	Due date or date of exam
Class participation	ongoing	20	Throughout the module
Assignments (Group)	4-8h each	40	During the module
Final Exam	60 minutes	60	Exam week

1. Class participation (Individual)
You can earn credit towards your class participation score by a) contributing to our in-class discussion (of case studies etc.) and b) engaging in an online discussion forum on contemporary topics. In order to contribute to in-class discussion, of course, you must show up. Please arrange your other activities to permit you to attend class; drop me a note if you cannot come. Mostly, our discussions will be free form: anyone who has something to contribute can and should. If you have worked in the industry of the case study or come across a similar issue to the one discussed in the case, I encourage you to share your experience. The greatest learning experience often comes from comparing the learning points of a case to industry practice. Students will be evaluated on the quality of the contributions (not the quantity).

To ensure a rich discussion, you are expected to read and analyse all cases before class. For all cases, you may be called on in class to provide your top two recommendations related to the case with a concise but compelling justification for each - imagine you have 30 seconds in the elevator with the CEO (or whoever the case protagonist is), during which time you need to spark his or her interest enough to get you a follow up appointment to go into more detail.

2. Assignments (Group)
There will be a number of group assignments in which you will be asked to solve quantitative and qualitative problems based on the material covered in and outside of class. Assignment can comprise small-scale technical exercises, simulation-based exercises, and case-related questions. The exercises are designed to further the students' intuition for some of the concepts discussed in class.

3. Final exam
Exam preparation is based on mandatory assignments, optional exercise tasks, and a mock exam. More details will be given during the course.

Recommended Literature	The course relies heavily on case study discussions, and I will provide self-paced online tutorials that cover some of the methodological foundations required to have in-depth case discussions. The class is not structured around a particular textbook, but the following provides most of the methodological backbone for this class: Cachon and Terwiesch. Matching Supply With Demand - An Introduction to Operations Management. 3rd edition. McGraw Hill. The textbook can be found in the FS library in reasonable numbers. All other course materials (slides, quizzes, assignments, tutorials, case studies) will be distributed electronically on the Learning Management System.
Module Structure	The first sessions cover the fundamentals of designing and managing the operational system (people, technology, processes) to align with the firm' s competitive priorities (cost, flexibility, speed, and quality), and develops important links between operations and finance. Building on the fundamentals, the later essions deal in more detail with matching supply with demand in uncertain, highly variable environments. Managing variability is a key underlying theme across the course, and many business model innovations revolve around it. A detailed break-down follows at the beginning of class, and on the course page on the Canvas Learning Management platform.
Usability in other Modules/Programmes	All concentrations; some electives.
Last Approval Date	2025/04/09

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Corporate Strategy [MGT71487]

Module Coordinator		Knudsen, Thorbjørn			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		None			

Content	Corporate strategy plays a crucial role in defining the scope of multi-business corporations and shaping their long-term competitive advantage. This course equips students with key frameworks and analytical tools to assess corporate strategy decisions, including business unit strategy, diversification, outsourcing, M&A, and strategic alliances. The course is particularly relevant for managers, consultants, and financial advisors involved in corporate strategy development and execution. The course is divided into two modules. The first module, taught by **Prof. Knudsen**, introduces business unit strategy as a foundation for corporate strategy. It explores portfolio composition decisions and corporate advantage. Students will examine corporate strategy through case studies on firms such as Starbucks, LVMH, and Goldman Sachs. The second module, led by **Prof. Reuer**, focuses on corporate investment decisions under uncertainty, with a particular emphasis on external corporate development activities. Key topics include international and corporate diversification, build-borrow-buy decisions, and M&A deal-making. This module will explore how firms leverage strategic vehicles such as partnerships, acquisitions, and outsourcing to expand their scope. Special attention will be given to the role of consultants in M&A and strategic scenario planning under uncertainty. Case studies include Marks & Spencer, Netflix, Comcast, and Polaris. By the end of the course, students will gain an in-depth understanding of corporate strategy formulation and execution, preparing them to navigate complex corporate investment decisions and enhance corporate advantage.

Intended Learning Outcomes	The **objectives** for the course are as follows: ***Knowledge*** Students will: • Understand the distinction between **business unit strategy** and **corporate strategy** and identify the appropriate tools for analysing and implementing each. • Understand corporate strategy and the key trade-offs involved in corporate decision-making. • Understand the principles of value creation and value capture at the corporate level, and their impact on strategic decision-making and corporate advantage. • Understand the role of diversification, outsourcing, and corporate development activities (e.g., M&A, alliances, and partnerships) in shaping corporate advantage. • Develop insights into corporate investment decisions under uncertainty, including the application of scenario planning and real options theory. • Understand the involvement of consultants and advisors in M&A transactions and broader corporate strategy execution. ***Skills*** Students will: • Be able to assess and implement corporate strategy processes, including build-borrow-buy decisions and strategic investment evaluations. • Apply frameworks for analysing corporate scope, including industry dynamics, competitive positioning, and corporate synergies. • Evaluate strategic investment decisions in terms of their impact on value creation, financial performance, and organisational fit. ***Competences*** Students will be able to: • Synthesise qualitative and quantitative data to make informed corporate strategy decisions under uncertainty. • Assess different corporate growth avenues, such as market expansion, product diversification, and cross-border investments. • Identify critical factors in M&A deal-making, execution, and post-acquisition integration, including the role of consultants in facilitating these processes.
Forms of teaching, methods and support	The course uses case studies, individual and group exercises, as well as conventional lectures.

<table>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><td>Type of examination</td><td>Duration or length</td><td>Performance Points</td><td>Due date or date of exam</td></tr>
<tr><td>Class participation</td><td>ongoing</td><td>25</td><td>During the semester</td></tr>
<tr><td>Assignments (Strategy)</td><td>will be announced</td><td>35</td><td>During the semester</td></tr>
<tr><td>Written exam</td><td>60</td><td>60</td><td>During the exam week</td></tr>
</table>

Class participation evaluates students' ability to critically assess and constructively engage with their peers' analyses, thereby enhancing their analytical thinking and argumentation skills.

The group assignment provides an opportunity for students to demonstrate their proficiency in conducting corporate-level strategic analysis and developing actionable recommendations.

The final exam measures students' comprehension and application of core concepts and strategic frameworks discussed throughout the course.
</td></tr>
<tr><td>Recommended Literature</td><td>

Corporate Strategy: Tools for Analysis and Decision-Making (2016) by Phanish Puranam and Bart Vanneste.
Contemporary Strategy Analysis by Robert Grant, 10th edition, text only (no cases).
A packet of Harvard and other cases and readings.

</td></tr>
<tr><td>Module Structure</td><td>The course is taught using lectures, case discussions, and applications in breakouts.</td></tr>
<tr><td>Usability in other Modules/Programmes</td><td>The course provides a useful foundation for the experiential learning module and the master's thesis.</td></tr>
<tr><td>Last Approval Date</td><td>2025/04/15</td></tr>
</table>

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Strategic Decision-making [MGT71491]

Module Coordinator		Klingebiel, Ronald			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		foundational strategy course			
Content		The Strategic Decision Making course concentrates on methods, processes, and heuristics for making strategy decisions. The content of such decisions will already have been covered in introductory modules such as Strategic Management, and further extended in specialised courses such as Corporate Strategy. Accordingly, we here squarely focus the art and science of strategy formation – a key knowledge and skill component for anyone graduating from a strategy programme. We consider how to best respond to key features of strategic decision problems, including non-stationary, irreducible, and reflexive uncertainty-generating mechanisms that bedevil competitive investment, innovation, and expansion. The course combines the analytical rigour of Frankfurt School's research expertise with immersive case problems and proprietary games and exercises.			
Intended Learning Outcomes		Upon completion, students ought to be able to - recognize the distinguishing features of strategic decision problems - manage trade-offs between strategic commitment and flexibility - negotiate countervailing uncertainties of demand and competition - apply strategic foresight to decision problems - design decision processes to address strategic ambiguity			

<table>
<tr><td>Forms of teaching, methods and support</td><td>Strategy is a subject without formulas, cheat sheets, or blueprints. If there were, everyone including AI would tout them and they would cease to work. Instead, strategy is a situational and configurational discipline, which is why we adopt and appropriately discursive course format. We spend a lot of time discussing cases and experiencing probabilistic decision-making in bespoke games and simulations. Software/material for the course is cost-free to the student. Access instructions will be provided.</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><td>Assessment</td><td>Mode</td><td>Weight</td><td>Due</td></tr>
<tr><td>Participation</td><td>Individual</td><td>20</td><td>Throughout the course</td></tr>
<tr><td>Presentation</td><td>Group</td><td>30</td><td>Final course session</td></tr>
<tr><td>Assignment</td><td>Individual</td><td>70</td><td>Fortnight after course</td></tr>
</table>
</td></tr>
<tr><td>Recommended Literature</td><td>This course tries to take you where AI cannot follow: the frontier of management knowledge. No textbook is available that tracks course insights. To help you read around course topics, each session comes with suggested book chapters and research articles. You will be able to access most references electronically. In preparation, you can but need not consult the below.

For getting up to speed again on strategy more generally:
Besanko, D., Dranove, D., Shanley, M. T., & Schaefer, S. J. (2017) Economics of strategy. 7th ed. John Wiley & Sons
For those intesterested in reading up on the thornier issues of strategic decision making:
King, M., & Kay, J. (2020) Radical uncertainty: Decision-making for an unknowable future. Hachette UK.
Levinthal, D. A. (2021) A Mendelian perspective on strategic management. Oxford University Press.
Smit, H. T., & Trigeorgis, L. (2004) Strategic investment. Princeton University Press.</td></tr>
<tr><td>Module Structure</td><td>11 sessions</td></tr>
<tr><td>Usability in other Modules/Programmes</td><td>Master of Finance, Master in Management; Master in Applied Data Science; Master Thesis, Strategy Courses</td></tr>
<tr><td>Last Approval Date</td><td>2026/04/14</td></tr>
</table>

Frankfurt School of Finance & Management
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Persuasive Communication [MGT71633]

Module Coordinator		Harmancioglu, Ferdane Nukhet			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		N/A			
Content		The primary goal of this course is to provide students with a solid grounding in theories, principles, and strategies of persuasion as they apply to everyday contexts in which influence attempts take place. Students should gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining, and will learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings.			
Intended Learning Outcomes		Upon completion of this course students will have a solid grounding in theories, principles, and strategies of persuasion. Students will be able to apply persuasion, social influence, and compliance gaining srategies and techniques of persuasion.			
Forms of teaching, methods and support		The class will feature, lectures, group work, exercises and in class discussions.			

<table>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><th>Type of examination</th><th>Duration or length</th><th>Performance points</th><th>Due date or date of exam</th></tr>
<tr><td>Group Project and Presentation</td><td>TBD</td><td>70</td><td>last day of class</td></tr>
<tr><td>Individual Assignment</td><td>TBD</td><td>50</td><td>throughout the Semester</td></tr>
</table>

Each of these assignments test students' learnings of theories of persuasion, social influence, and compliance gaining strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings.
</td></tr>
<tr><td>Recommended Literature</td><td>Compulsory reading material will be handed out in class.
Recommended material: Persuasion: Social Influence and Compliance Gaining, 6th edition.</td></tr>
<tr><td>Module Structure</td><td>1. Study of Persuasuion
2. Attitudes
3. Communicator Characteristics
4. Message Characteristics
5. Social Influence & Compliance Gaining Techniques
6. Motivation</td></tr>
<tr><td>Usability in other Modules/Programmes</td><td>Electives, Thesis</td></tr>
<tr><td>Last Approval Date</td><td>2025/05/09</td></tr>
</table>

Frankfurt School of Finance & Management
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Diversity Leadership [MGT72075]

Module Coordinator		Moshtagh Khorasani, Manouchehr			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Fundamental knowledge in Leadership, H&R, Strategic Management and Intercultural Management			

Content	Diversity Management (DiM) is a central topic in modern leadership, especially in the context of diversity, equity and inclusion policies within multi-national companies. This includes various fields such as anti-discrimination policies, inclusion policies of different minorities, creative business responses to demographic changes, the design of work-life balance, work-life blend, work-life harmony, and coordination between individual professional careers, family life and organisational goals. The importance of diversity in the workplace has different dimensions ranging from internal dimensions such as age, ethnicity, gender, and physical ability to secondary dimensions such as education, religion, political beliefs, marital status, sexual orientation and language. The central challenge and question of diversity management is to use and activate the individual performance of each individual member of the organisation from diverse groups in such a way that all members identify with the goals of the corporation regardless of their background, beliefs and educational differences. Only this way a company can ensure a long-term success in a diverse global environment and foster innovative approaches. DiM is not only part of CSR (Corporate Social Responsibility), but it is an essential part of modern strategic management ensuring a long-term Human Resources development in the broader social, political and cultural contexts. In this respect, DiM embodies aspects of cross-cultural leadership as well. Companies are facing various dimensions of diversity (gender, age, ethnicity, educational background etc.), and their expressions in different operative areas of management (such as Human Resources, marketing, or public relations and CSR). The tools of DiM can be divided into analytical tools, such as diversity audits, structural design tools, such as organisational development to intervention tools, such as cross-cultural coaching and trainings.

<table>
<tr><td>Intended Learning Outcomes</td><td>Knowledge:
On successful completion of this module, participants will have acquired knowledge about fundamental theoretical and practical aspects of DiM, i. e. they
• can explain different types of diversity and their main concepts and their influence on working processes
• understand the different approaches to manage this issue in organisations
• know instruments to leverage diversity and reduce conflicts
Skills:
Participants will be able to apply DiM concepts and tools, i.e. they can
• analyse the current situation in the context of specific business entities
• define diversity goals and strategies
• be able to work out diversity programmes
Competences:
Participants will acquire the competence to apply DiM knowledge and tools to their leadership tools, professional activities, and personal situation. Particularly, they will be able to
• detect discriminatory behavior and stereotypes
• analyse their own perception and reaction
• act as change agents within their field of responsibility</td></tr>
<tr><td>Forms of teaching, methods and support</td><td>Concepts, theoretical foundations, and tools of DiM are taught by interactive lectures that include case studies. The classroom debates contribute to the learning process. Preparation and the delivery of group presentations are also an essential part of the seminar.</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><th>Type of examination</th><th>Duration or length</th><th>Performance Points</th><th>Due date or date of exam</th></tr>
<tr><td>Final exam (5 open-end questions)</td><td>90 min.</td><td>80</td><td>During the module</td></tr>
<tr><td>Group presentations (each group of 3 members)</td><td>circa 30 slides</td><td>40</td><td>During classes</td></tr>
</table>

1) Presentations will test whether students could apply the theoretical frameworks of DiM to real-world cases and situations. The students will explore and show how DiV enriches the performance of a company. They also demonstrate what kind of instruments they can apply for the implementation of DiM.
2) The written examination will test whether the students have understood, the terms, concepts, and ideas behind DiM. They also show whether they are able to identify different types of discrimination and the tools to fight against them.</td></tr>
</table>

Recommended Literature	• Bourke (2017). Diversity and Inclusion: The Reality Gap. Deloitte Insights. • Brock, N. (2021). Top Challenges of Diversity in the Workplace. Fraser Dove International. • Department for Business, Innovation and Skills (2013): The Business Case for Equality and Diversity - A Survey of the Academic Literature • Devillard, Sandrine et al. (2016): Women Matter 2016. Reinventing the workplace to unlock the potential of gender diversity • Bruchhagen, Verena et al. (2010): Social Inequality, diversity and equal treatment at work: The German Case, in: Klarsfeld, Alan, ed.: International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment, Edward Elgar Publishers, pp. 109-138. • Gallo, A. (2015). How to Speak Up About Ethical Issues at Work. Harvard Business Review. • Jouany, V. and Martic, K. (2021). Diversity and Inclusion: Best Practices to Focus on in 2021. SMARP.
Module Structure	A lecture on diversity introduces the participants into the theory of DiM and all relevant dimensions from gender to culture. The lecturer presents theoretical background and provides an overview about current challenges in business organisations. Subsequently, detailed information on instruments of diversity management in business is given. Additionally, the students apply this knowledge to their presentations.
Usability in other Modules/Programmes	Other Electives; Master's Thesis
Last Approval Date	2025/04/09

Leading Change & Transformation
[MGT72496]

Module Coordinator		Mädler, Markus			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Successful completion of the MiM modules "Organisational Behavior, Leadership and Sustainability" (MiM core curriculum) as well as "Managerial Decision-Making" and "Power, Politics and Social Networks" (MiM concentration Strategic Communication & Leadership□)			

Content	Change is the only constant in life – for individuals, teams, and organisations (as well as societies and the human race). It might be driven by external or internal forces; it might be incremental or radical, gradual or abrupt, forced or voluntary, reactive-adaptive or active-formative, for better or, sadly, sometimes also for worse. But one thing it might never be: easy. This module aspires to build critical competences that students will need if they want to act as effective champions of positive change and transformation in a variety of roles in the future. Unlikely to be mandated immediately to lead change from the top, students will nevertheless play an important role as professionals, middle managers, or consultants in translating intent for change and transformation into action, stickiness, durability, and, ultimately, success. To build those competences, the module draws on insights from classical and contemporary theory as well as cutting-edge practice of individual, team, and organisational change in a variety of settings and from A to Z. This includes, but is not limited to: causes, triggers, and effects of change; the role of vision, purpose, and culture; strategies and implementation; the human side of change, motivations for and against change; enablers, blockers and derailers; leadership and followership, and so on. The module also connects change management as a personal and social process of transformation to other contemporary transformations along multiple dimensions, such as customer transformation, business model transformation, or cultural transformation. Most importantly, the module will emphasise the societal causes and organisational effects of digital-technological transformation (such as AI) and sustainable transformation (such as the UN SDGs).

Leading Change & Transformation
[MGT72496]

Module Coordinator		Mädler, Markus			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Successful completion of the MiM modules "Organisational Behavior, Leadership and Sustainability" (MiM core curriculum) as well as "Managerial Decision-Making" and "Power, Politics and Social Networks" (MiM concentration Strategic Communication & Leadership□)			

Content	Change is the only constant in life – for individuals, teams, and organisations (as well as societies and the human race). It might be driven by external or internal forces; it might be incremental or radical, gradual or abrupt, forced or voluntary, reactive-adaptive or active-formative, for better or, sadly, sometimes also for worse. But one thing it might never be: easy. This module aspires to build critical competences that students will need if they want to act as effective champions of positive change and transformation in a variety of roles in the future. Unlikely to be mandated immediately to lead change from the top, students will nevertheless play an important role as professionals, middle managers, or consultants in translating intent for change and transformation into action, stickiness, durability, and, ultimately, success. To build those competences, the module draws on insights from classical and contemporary theory as well as cutting-edge practice of individual, team, and organisational change in a variety of settings and from A to Z. This includes, but is not limited to: causes, triggers, and effects of change; the role of vision, purpose, and culture; strategies and implementation; the human side of change, motivations for and against change; enablers, blockers and derailers; leadership and followership, and so on. The module also connects change management as a personal and social process of transformation to other contemporary transformations along multiple dimensions, such as customer transformation, business model transformation, or cultural transformation. Most importantly, the module will emphasise the societal causes and organisational effects of digital-technological transformation (such as AI) and sustainable transformation (such as the UN SDGs).

Intended Learning Outcomes	**Knowledge & Comprehension** On successful completion of this module, students will: Recognise the importance and features of change mindset and change culture for the sustained success of individuals, teams, and organisations. Distinguish, explain, and assess the main academic theories (models, frameworks) and industry practices (methods, tools) of successful contemporary change and transformation management through people. **Application of Knowledge** On successful completion of this module, students will: Critically analyse, synthesise, and evaluate contemporary, realistic change and transformation challenges from different perspectives and with a focus on key success factors. Develop concrete proposals to effectively address complex contemporary real-world challenges of change and transformation management through people. **Communication & Cooperation** On successful completion of this module, students will: Proactively and constructively contribute to diverse and interdisciplinary teams to achieve common goals of change and transformation. Convincingly present and/or discuss concrete and coherent recommendations for change and transformation in spoken and written communication. **Professionalism & Self-image** On successful completion of this module, students will: Self-assess their potential for becoming successful change agents based on the necessary personal virtues and traits, ethical values, professional standards, managerial competences, and leadership styles. Champion change and transformation along a variety of dimensions and contribute to positive personal, team, organisational and societal change that serves to create shared economic, social and environmental value.
Forms of teaching, methods and support	The module employs the following teaching methods and support: • Lectures • Case study discussions • Workshops • Group work • Presentations

Intended Learning Outcomes	**Knowledge & Comprehension** On successful completion of this module, students will: Recognise the importance and features of change mindset and change culture for the sustained success of individuals, teams, and organisations. Distinguish, explain, and assess the main academic theories (models, frameworks) and industry practices (methods, tools) of successful contemporary change and transformation management through people. **Application of Knowledge** On successful completion of this module, students will: Critically analyse, synthesise, and evaluate contemporary, realistic change and transformation challenges from different perspectives and with a focus on key success factors. Develop concrete proposals to effectively address complex contemporary real-world challenges of change and transformation management through people. **Communication & Cooperation** On successful completion of this module, students will: Proactively and constructively contribute to diverse and interdisciplinary teams to achieve common goals of change and transformation. Convincingly present and/or discuss concrete and coherent recommendations for change and transformation in spoken and written communication. **Professionalism & Self-image** On successful completion of this module, students will: Self-assess their potential for becoming successful change agents based on the necessary personal virtues and traits, ethical values, professional standards, managerial competences, and leadership styles. Champion change and transformation along a variety of dimensions and contribute to positive personal, team, organisational and societal change that serves to create shared economic, social and environmental value.
Forms of teaching, methods and support	The module employs the following teaching methods and support: • Lectures • Case study discussions • Workshops • Group work • Presentations

Type of Assessment(s) and performance

Type of examination	Duration or length	Performance Points	Due date or date of exam
Participation (individual)	On-going	40	During module
Video assignment (individual)	15 minutes & c. 5 pages	20	1 week after module end
Project Presentation & Report (group)	30 minutes & c. 15 pages	60	Last session of module

Participation (individual): active engagement during the class sessions allows to assess students' application of module knowledge and communication skills in an informal, unstructured context akin to a workplace setting.

Video assignment (individual): consisting of a self-recorded talk based on a short term paper, this assessment serves to evaluate the students' depth of knowledge about a specific module topic as well as their ability to critically discuss and convincingly present evidence-based arguments.

Project presentation (group): this assessment asks students to demonstrate their breadth of knowledge, i.e. mastery of module contents, and ability to transfer it to a specific change challenge. Students can also showcase their team collaboration and formal presentation skills as well as develop and reflect on their professional potential.

Recommended Literature	Textbook: • Cameron, Esther and Green, Mike (2020). Making Sense of Change Management, 5th Edition, Kogan Page Ltd. Readings & Case studies: A few readings (e.g. academic papers, articles, or internet sources) and/or case studies will be announced and made available for the students with sufficient lead time. Examples of these are: Readings: • Jensen Clayton, Sarah (2021). An Agile Approach to Change Management. HBR.org Digital, January 11, 2021 [H06338-PDF-ENG]. • Raffaelli, Ryan (2018). Leading and Managing Change. Harvard Business School [HBS 9-415-040]. • Worley, Christopher G., Williams, Thomas, Lawler III, Edward E. (2016). Creating Management Processes Built for Change. MIT Sloan Management Review [SMR569-PDF-ENG]. Case Studies: • Unilever's New Global Strategy: Competing through Sustainability [HBS 9-916-414]. • Leo van Bommel at Hessen Wagen [own document].
Module Structure	Session Topic Preparation 1 Introduction; Purpose & Goals of Change & Transformation Case: Unilever 2 Human-centered Change Textbook: Chapters 9, 10 3 Theory, Practice & Context of Change Reading: Raffaelli 4 Individual Change Textbook: Chapter 1 5 Team Change Textbook: Chapter 2; Reading: Jensen 6 Organizational Change & Transformation Textbook: Chapters 3, 4 7 Culture Change Textbook: Chapter 8 8 Taking Change Actions Textbook: Chapters 4, 5 9 Change across the globe Textbook: Chapters 11, 12 10 Crafting Successful Change & Transformation Initiatives Textbook: Chapter 13 Reading: Worley et al. 11 Change as a Destination Project presentation
Usability in other Modules/Programmes	The module is a prerequisite for the concentration-closing module □ Management in Action□ and the Master□s Thesis.
Last Approval Date	2025/04/09

Designing Resilient Supply Chains
[MGT73758]

Module Coordinator		Reuter, Carsten			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Business Statistics; Operations Management			
Content		This module focuses on the design of resilient and sustainable supply chains and emphasises the strategic role of information and data analytics. Students will learn about key design choices and digital core capabilities such as blockchain technology, data exchange, and artificial intelligence. Firms need to build on these to increase their resilience to regular demand and supply uncertainty as well as to major unpredictable disruptions (e.g., natural disasters, pandemics, supplier bankruptcies, or port strikes). A key experiential element is the simulation *The Fresh Connection*, where students take on management roles and collaboratively steer a virtual supply chain through 5–6 decision-making rounds with a focus on *Risk and Resilience*. Furthermore, students explore the interplay between supply chain strategy and financial performance. They will gain a deeper understanding of how decisions at the operational and strategic level affect financial statements, including the P&L, balance sheet, and cash flow.			

Intended Learning Outcomes	**Knowledge** Upon successful completion of this module, students will: • Explain how supply chain strategy contributes to operational and financial performance across various industries. • Describe the relationship between corporate strategy, supply chain design, and resilience capabilities. • Identify and interpret key concepts such as risk pooling, quick response, and contract-based risk sharing. • Understand the financial logic of supply chain decisions, including their effects on P&L, balance sheet, and cash flows. • Recognise the opportunities and limitations of digital technologies for risk mitigation and supply chain transparency. **Skills** Students will develop the ability to: • Assess supply chain resilience by evaluating risk exposure, mitigation strategies, and coordination mechanisms across organisational boundaries. • Analyse the financial implications of supply chain decisions, linking operational choices to their effects on P&L, balance sheet, and cash flows. • Make and justify complex decisions under uncertainty in a team setting, based on data, trade-offs, and scenario analysis within the simulation *The Fresh Connection*. • Communicate supply chain strategies and their impact effectively through structured presentations and written reports. **Competences** Upon successful completion of this module, students will be able to: • Apply a structured framework to diagnose and improve supply chain performance under conditions of uncertainty and disruption. • Translate theoretical concepts into real-world action plans for designing and managing resilient and sustainable supply chains. • Lead and collaborate in international teams, contributing to shared decision-making in complex, simulation-based scenarios. • Reflect on the ethical and sustainability-related implications of supply chain choices and argue convincingly for balanced solutions.
Forms of teaching, methods and support	The course is taught interactively and combines conceptual inputs with hands-on activities. A wide range of exercises, case studies, and simulations are used to deepen understanding and develop applied skills. A central component is the online simulation *The Fresh Connection*, which promotes experiential learning and team-based decision-making under uncertainty. Students are expected to prepare for each simulation round, reflect on their decisions, and link them to theoretical concepts and financial outcomes. Active participation, continuous preparation, and post-session reflection are essential. Regular feedback is provided throughout the module.

<table>
<tr>
<td>Type of Assessment(s) and performance</td>
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<table>
<tr><th>Type of Examination</th><th>Duration or length</th><th>Performance Points</th><th>Due date or date of exam</th></tr>
<tr><td>Individual: Analytical report elaborating on decisions made in The Fresh Connection</td><td>4 pages</td><td>50</td><td>during module</td></tr>
<tr><td>Group: Case study presentation (mandatory attendance required)</td><td>20 minutes</td><td>50</td><td>during module</td></tr>
<tr><td>Group: Performance in simulation based on key metrics</td><td>continuous</td><td>20</td><td>continuous</td></tr>
</table>

Students are additionally expected to actively contribute to discussions both in class and online. Contributions are evaluated based on quality, relevance, and insight.
Please note: As part of the simulation, key decision-making sessions will take place during class time. Attendance is compulsory during these sessions, as team performance and the learning experience are directly impacted. Moreover, attendance is also mandatory for the final group presentation.
</td>
</tr>
<tr>
<td>Recommended Literature</td>
<td>
The following textbook provides most of the methodological backbone of this class:

Chopra and Meindl: Supply Chain Management: Strategy, Planning, and Operation, 6th edition, McGrawHill, 2014 (only selected chapters)

Anbumozhi, Kimura, and Thangavelu: Supply Chain Resilience, Springer, 2020 (only select chapters)

Ivanov, D.: Introduction to Supply Chain Resilience, Springer, 2021 (only select chapters)

Attaran and Gunasekaran: Application of Blockchain Technology in Business, Springer, 2019 (only select chapters)

All other course materials (slides, quizzes, assignments, tutorials, case studies) will be distributed electronically on Canvas.
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</tr>
</table>

Module Structure	With a more detailed break-down to follow at the beginning of class, the contents of the module are built up as follows: 1. Aligning Corporate and Supply Chain Strategy 2. Methods for Achieving Supply Chain Resilience 3. Simulation: *The Fresh Connection* – Risk & Resilience Focus 4. The Supply Chain Risk Management Process (SCRMP) 5. Early Detection and Preparedness for Disruptions (including sustainability-related risks) 6. Technology Adoption for Transparency and Risk Mitigation 7. Supply Chain Strategy and Finance: • Financing global supply chains • Financial impact of operational and strategic decisions (P&L, Balance Sheet, Cash Flow)
Usability in other Modules/Programmes	Master's Thesis
Last Approval Date	2025/05/13

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Machine Learning for Big Data [FIN72063]

Module Coordinator		Roßbach, Peter			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Good Knowledge in Statistics			
Content		Machine Learning as part of Data Science is an emerging field in industry and academics. It covers methodologies and algorithms to tackle the challenges in times of big data, where we are confronted with large amounts of high-dimensional data of different types. While the classical statistical methods have some weaknesses in this area, new types of methods and algorithms have been developed. Today, they are widely used in science and practice benefitting from calculation power of modern computer technologies. These methods are a mixture of statistics, machine learning, data visualisation, and computer science. This course provides an introduction into the field of machine learning, covering computational techniques and algorithms for finding and analysing patterns even in large-scale datasets. Topics to be covered include data collection, integration, analysis, visualisation, classification, prediction and decision making. Students will implement and apply the methods using the software R.			

<table>
<tr><td>Intended Learning Outcomes</td><td>Knowledge:
Students will acquire a comprehensive understanding of the challenges of data analysis in times of big data and learn how to apply modern methods of data analytics to different application areas, i.e. they can:
Explain the specifics of data analysis in the case of big data
Explain the differences between statistics and machine learning
apply modern methods of machine learning to different application areas
Skills:
Students learn to analyse data, choose the appropriate modeling techniques and to construct models for decision support. They also learn how to implement the data analytics processes using modern analytical languages like R. They are able to:
Choose the appropriate methods according to the problem to solve
Develop the analytics processes via different data analytics tools
Train and tune the models to achive the optimal results
Analyse the resulting models to find the best solutionCompetences:
Students are qualified to find and analyse patterns in data and to transform the gained knowledge into managerial decisions. They acquire a fundamental background to fulfill the demands of a modern data scientist. They are able to:
Understand the underlying business problems
Identify the problem relevant data
Build quantitive models to solve the problem choosing from a variety of methods
Transform the models results into managerial decisions</td></tr>
<tr><td>Forms of teaching, methods and support</td><td>Lecture with in-class and home exercises, practical group work using Excel and R.</td></tr>
<tr><td>Type of Assessment(s) and performance</td><td>
<table>
<tr><th>Type of examination</th><th>Duration or length</th><th>Performance Points</th><th>Due date or date of exam</th></tr>
<tr><td>Group project text document</td><td>ongoing</td><td>120</td><td>At the end of the module</td></tr>
</table>
</td></tr>
</table>

Recommended Literature	**General Introduction:** • Alpaydin, E. (2016): Machine Learning: The New AI, MIT Press Essential Knowledge • Schutt, R.; O'Neil, C. (2013): Doing Data Science, O'Reilly Media • Schmarzo, B. (2016): Big Data MBA, Wiley **Methods and Algorithms:** • Alpaydin, E. (2016): Introduction to Machine Learning, Third Edition, MIT Press • Hastie, T.; Tibshirani, R.; Friedman, J. (2009): The Elements of Statistical Learning, Second Edition, Springer • James, G.; Witten, D.; Hastie, T.; Tibshirani, R. (2013): An Introduction to Statistical Learning with Applications in R, Springer
Module Structure	**1. Big Data** **2. Fundamentals of Machine Learning** 2.1 What is Data Science? 2.2 Statistics and Machine Learning 2.3 Data Preparation 2.4 Exploratory Data Analysis **3. Methods, Algorithms, and Applications** 3.1 Classification 3.2 Regression
Usability in other Modules/Programmes	.
Last Approval Date	2025/04/09

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Data Visualisation & Storytelling [MGT71636]

Module Coordinator		Chirila, Cezar			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Basic understanding of the tools used in the course is beneficial, but not strictly required: PowerPoint, Tableau, R.Basic understanding of data analytics is beneficial, but not strictly required. Laptop with Microsoft Office and R Studio installed, for take-home assignments.			
Content		Storytelling is one of the key skills required for assuring the cooperation of people towards a common goal. A persuasive delivery of your messages is the basis for a successful career, independent of the industry or the organisation for which you will choose to work. You will learn how to build clear arguments based on data, how to design credible visualisations that present data in an objective way and how to create content that the audience is interested in. The most established tools for data visualisations will be presented, in order to understand their strengths and limitations. You will start from the basic tools for presentation such as slides and charts and continue with the more advanced interactive data visualisation tools currently used in the market. For a more comprehensive and flexible approach, you will review and understand the available open source tools for dashboard development. In this module you will learn how to present in a clear and persuasive manner complex data science models. We will use examples from the banking industry to simulate a real-life working context where you will play the role of the employee responsible for presenting to a diverse audience.			

<table>
<tr><td>Intended Learning Outcomes</td><td>

Knowledge: Upon successful completion of this module, students will have a comprehensive understanding of data visualisation and storytelling. Specifically, they can:
- Understand their audience clearly and create visual content aligned with audience interests.
- Comprehend the principles of designing objective graphical representations tailored to varying complexities of topics.
- Grasp techniques for building clear, actionable insights from data analytics.

Skills: Upon successful completion of this module, students will have acquired practical skills necessary to effectively communicate data-driven insights. Specifically, they can:
- Clearly present data analytics to diverse types of audiences.
- Design and implement objective graphical representations that enhance clarity and understanding.
- Utilise appropriate visualisation techniques that align with the content and complexity of data.
- Plan presentations by anticipating audience questions and preparing suitable responses.

Competences: Upon successful completion of this module, students will demonstrate the ability to apply their data visualisation skills in realistic scenarios. Specifically, they can:
- Create interactive data visualisations based on large datasets.
- Understand, update, and utilise open-source dashboards from existing code bases.
- Develop presentations that effectively communicate insights, anticipate audience needs, and lead to actionable decisions.

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<tr><td>Forms of teaching, methods and support</td><td>

Lecture with interactive case studies and related discussions.
The technical sessions involving data visualisations tools (Microsoft Office, Tableau, R) will be accompanied by preparation in classroom.

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<tr><td>Type of Assessment(s) and performance</td><td>

<table>
<tr><th>Type of Assessment</th><th>Duration or length</th><th>Performance Points</th><th>Due Date or Date of Exam</th></tr>
<tr><td>Team case study presentation</td><td>approx. 1 week</td><td>90</td><td>end of course period</td></tr>
<tr><td>Individual case study presentation</td><td>approx. 1 week</td><td>30</td><td>middle of course period</td></tr>
</table>

One individual assessment, focused on the topic of understanding the audience and presenting content in a way that is inspiring.

One group assessment, where students need to show that they incorporate all the topics presented during the class.

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</table>

Recommended Literature	• *Wayne C. Booth, Gregory G Colomb, Joseph M. Williams, The Craft of Research* • *Cole Nussbaumer Knaflic, Storytelling with data* • *Shiny R package presentation https://shiny.rstudio.com/* • *Tableau learning content https://www.tableau.com/learn* *Further required references will be given in the course*
Module Structure	Module outline (tentative): 1. Introduction 2. Storytelling 3. Data Visualisations 4. Data Understanding 5. The Classical Tools 6. Interactive Data Visualisations 7. Open Source Data Analytics 8. Case Study
Usability in other Modules/Programmes	Electives and Master□s Thesis
Last Approval Date	2026/04/14

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Designing & Analysing Business Experiments [MGT71499]

Module Coordinator		Schwerter, Frederik; Grunewald, Andreas			
Programme(s)		Master in Management			
Term		Semester 3 Q1			
Module Duration		1 Semester			
Compulsory/Elective Module		Concentration Module			
Credits:		6			
Frequency		Annually			
Language		English			
Total Workload	150 h	Academic Teaching Hours:	44	Remaining Workload:	Self-study
		One academic teaching hour corresponds to 45 minutes.			
		Self-study includes lesson preparation and follow-up activities, reading assignments, assessment preparation, take-home assignments, etc.			
Prerequisites		Business Statistics			
Content		In the last decade it has become increasingly uncomplicated to collect and analyse data. As a consequence, an increasing number of companies exploit experiments and randomised controlled trials to evaluate the impact of their management decisions on key performance indicators. This course gives an introduction to the techniques needed to design and analyse such experiments in the business context. We will focus on the following goals: First, we will equip students with a basic understanding of the differences between correlations and causality and the challenges to identify causal relationships. Second, we will provide a systematic guide on how to design randomised controlled trials in order to identify the cusal impact of management decisions. Third, we will familiarise students with typical data structures arising from experiments and discuss how to analyse such data. Fourth, we will give a selective overview of important results and the state of the art in the current literature.			

Intended Learning Outcomes	**Knowledge:** Upon completion of the course students will know how experimental data can help managers to make the best decisions for their company. In particular, students will know different techniques to collect data and how to design business experiments. They will also know important current applications of randomised controlled trials. **Skills:** Upon completion of the course, students will be able to judge the extent to which existing data sets can be used to guide decisions and how to collect new data if needed. Moreover, they will learn how to handle different kinds of data sets, which can provide important guidance for managment decisions. This includes a throughout comprehension of the limits of data anlysis in mangement decision. **Competences:** On successful completion of this module, students can take responsibility to transfer the learned concepts to real world situations pertaining to typical management decisions, e.g. they can: • Design a business experiment in order to evaluate a management practice • Identify a causal relationship from the arising data. • Argue competently about problem solution strategies
Forms of teaching, methods and support	The course is taught interactively. While we start with a series of lectures to introduce the topic, there is also a considerable number of exercise tasks to train participants. Case studies and simulations help to improve the learning experience. Finally, students will give a presentation about a particular Business Experiment in the second part of the course.

<table>
<tr>
<td>Type of Assessment(s) and performance</td>
<td>
<table>
<tr><th>Type of Examination</th><th>Duration or length</th><th>Performance Points</th><th>Due date or date of exam</th></tr>
<tr><td>Class participation</td><td>Continuous</td><td>15</td><td>Continuous</td></tr>
<tr><td>Presentation</td><td>45 min.</td><td>45</td><td>During the module</td></tr>
<tr><td>Written exam</td><td>60 min.</td><td>60</td><td>Exam week</td></tr>
</table>

Class participation.
You can earn credit towards your class participation score by contributing to our in-class discussion (of case studies etc.). In order to contribute to in-class discussions, of course, you must show up (online or offline). Please arrange your other activities to permit you to attend class. Mostly, our discussions will be free form: anyone who has something to contribute can and should do so.

Presentation
The group presentation will enable students to demonstrate their ability to understand a conducted data analysis and to develop arguments on its advantages and disadvantages. Class participation will assess students´ competences in finding data-based solutions to management challenges. In contrast, the final exam will evaluate students´ throughout comprehension of pricipal concepts and theories in the design and evaluation of RCTs.
Students will present the design and evaluation of one particular business experiment in class. The topics will be handed out at the beginning of the course. After the presentations we will discuss the experiments.

More details will be given at the beginning of the course.

Final Exam
More details will be given at the beginning of the course.
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</tr>
<tr>
<td>Recommended Literature</td>
<td>
There is no single textbook that covers the material of the course. You may want to look into the following references:

Angrist, Joshua D., and Jörn-Steffen Pischke. Mostly harmless econometrics. Princeton university press, 2008.

Bandiera, Oriana, Iwan Barankay, and Imran Rasul. "Field experiments with firms." Journal of Economic Perspectives 25.3 (2011): 63-82.
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</tr>
</table>

Module Structure	With a more detailed break-down to follow at the beginning of class, the contents of the module are built up as follows: A. Correlation versus Causality B. Design of Business Experiments C. Evaluation of Business Experiments D. Case Studies and Examples of Business Experiments
Usability in other Modules/Programmes	Master's Thesis
Last Approval Date	2026/04/14