

## ACWE - Academic Writing in English - BWB2036

|                              |                             |
|------------------------------|-----------------------------|
| <b>ECTS</b>                  | 3                           |
| <b>Study language</b>        | English                     |
| <b>Module type</b>           | Optional module (countable) |
| <b>Study form</b>            | Group lesson                |
| <b>Module level additive</b> | Intermediate                |
| <b>Lecturer(s)</b>           | Faminoff Mangold Valerie    |
| <b>Module responsibility</b> | Valerie Faminoff (fov1)     |

**Short description of the module** Students who decide to study or work in international environments require the ability to write applications, conduct research in English and write academic papers and reports using standard stylistic and formal conventions. Following BEN1 and BEN2, which provide training in basic business correspondence and academic research and reading skills, this course focuses on the development of academic and advanced professional writing skills in English. In addition, the course provides students with the opportunity to extend their grammatical competence in English and their academic and business vocabulary.

**Requirements** This optional module is targeted at and designed for students with a minimum C1 level.  
There are only a limited number of places available.

**Competencies upon completion**

**Subject:** Students

- can use their own research to write academic papers in English at a C1 level of competence and above
- can follow standard conventions to write CVs and letters of application in English

**Method:** Students

- can plan and execute an academic writing project to a fixed deadline
- can transform raw data and the research of others into standard academic prose
- can apply formal and stylistic conventions to their own written texts
- can reflect critically on their own writing and the writing of others
- can apply the conventions of writing in English for job applications

**Social:** Students

- can give and receive feedback in an appropriate manner
- can participate in the discourse community of English-language study programmes

**Self:** Students

- can manage the temporal and intellectual demands of an academic writing project
- can apply their own critical reflection and that of others towards improving their English-language competence
- can perform confidently and successfully in English-language academic context

**Content** The course has been designed with two specific aims in mind:

- to provide the user with the skills and knowledge to write a professional CV and letter of application
- to provide the user with the skills and knowledge to write an essay in the context of university systems

## ACWE - Academic Writing in English - BWB2036

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning method</b>   | The course combines theory and practice. Writing, peer review, and revising takes place in almost every class to create a collaborative learning environment. Outside of class students will be required to read in preparation for class discussions, work on an academic paper, prepare a CV and a letter of application that they will submitted for assessment. Scripts will be provided by the lecturer and uploaded to Moodle.   |
| <b>Literature</b>                     | There is no specific literature required for this class. Weekly readings will be provided to generate an academic discourse.   |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons   |
| <b>Attendance requirement</b>         | There is no mandatory attendance for this course.  |
| <b>Proof of competence</b>            | Although attendance is not mandatory, it is required that all assignments reflect the content that is presented in the weekly input and scripts.<br><br>CV - 10 %<br>Letter of Application - 10 %<br>Written Project - 80 %  |
| <b>Aids for written examination</b>   | -<br><br>(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)  |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | Students will be provided with the opportunity to hand in the final paper for feedback once, before the due date. The date for this will be given on the course description.   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 3 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 3 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 7 HS, BSc Business Information Technology, Extra-occupational, Bern |

## BTHE - Bachelor-Thesis IP - BWB3063

|  |  |
|--|--|
| <b>ECTS</b>                            | 12   |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Project work   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Anderegg Urs   |
| <b>Module responsibility</b>           | Dr. Urs Anderegg (agu1)  |
| <b>Short description of the module</b> | Candidates are required to compile a written dissertation (Bachelor thesis) to provide proof of the academic and methodical skills they have acquired at Bachelor level.   |
| <b>Requirements</b>                    | Attendance in an area of specialization (Major); attendance at the kickoff event in week 38  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- may write the Bachelor thesis (diploma thesis) alone or as a pair.</li> <li>- must be able to deal with a problem in an appropriate academic and methodological manner.</li> <li>- must be able to understand and critically assess business administration theories and models.</li> <li>- must be able to understand theoretical and empirical contributions to business administration-related topics, outline their limitations and possibilities and present their findings in a comprehensible way in written form</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- must be able to analyse a problem appropriately from the academic/methodological point of view, select (a) suitable method(s) and apply it/these.</li> <li>- must be able to express the problem, the procedures they use and the results they obtain correctly. They will also be required to defend the conclusions of their Bachelor thesis in an oral presentation and provide well-founded responses to questions.</li> <li>- must be able to conduct literature research on the selected topic independently and be able, where necessary, to compile their own data and evaluate this in an academically appropriate manner</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- must be able to prepare the thesis, if appropriate, as part of a team, taking into account the requirements of the various interest groups (co-author, supervisor, sponsor).</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- must be able to plan and complete the written thesis on time, taking into account their various study and internship obligations and the time available.</li> </ul> |
| <b>Content</b>                         | <p>Students are to independently work on a personally selected or given topic.</p> <ul style="list-style-type: none"> <li>- They must formulate the problem and situation in a comprehensible manner, conduct an in-depth analysis of the case and derive recommendations from this.</li> <li>- In the course of the above, they must demonstrate their ability to use the knowledge acquired during their studies and to independently acquire further, more specialised knowledge.</li> <li>- The Bachelor thesis must be correct in terms of comprehensibility, style, form and orthography.</li> </ul>   |

## BTHE - Bachelor-Thesis IP - BWB3063

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning method</b>   | <p>Students must be able to restrict a topic from the field of business administration to its relevant aspects and contribute new theoretical, empirical or practice-relevant input.</p> <p>- The Bachelor thesis affords the opportunity to deal at length with a freely selected or sponsor-specified (internal/external) topic, using the professional knowledge acquired, over a period of two semesters.</p>                              |
| <b>Literature</b>                     | -  |
| <b>Workload</b>                       | 360 hours  |
| <b>Contact lessons</b>                | 10 hours   |
| <b>Attendance requirement</b>         | <p>Kickoff event in english: 18 September 2019, 16:15-17:45, H055.</p> <p>Kickoff even in german: PowerPoint in english available: 20 September 2019, 18:00-20:30, H041</p>  |
| <b>Proof of competence</b>            | <p>Written work: 75 %<br/>Oral presentation: 25 % (max 30 min, shared thesis max. 50 min)<br/>Details can be found on Moodle in the module Bachelor Thesis, Document, Bachelor Thesis in Business Administration Guidelines</p> <p>Written work: Submission of the Thesis via moodle, by 12 Mai 2020 , 12:00</p> <p>Oral presentation: June 2020: Thursday 11 June 2019 / Friday 12 June 2019 / Monday 15 June 2020 / Tuesday 16 June 2020</p> |
| <b>Aids for written examination</b>   | <p>-</p> <p>(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern  |

## EMAP1 - Event Management in Practice: Organisation - BWB2083

|                           |                           |
|---------------------------|---------------------------|
| <b>ECTS</b>               | 2                         |
| <b>Unterrichtssprache</b> | Deutsch                   |
| <b>Modultyp</b>           | Wahlmodul (anrechenbar)   |
| <b>Lehrform</b>           | Gruppenunterricht         |
| <b>Modulniveau Zusatz</b> | A - Advanced level course |
| <b>Dozierende</b>         | Halter Martin             |
| <b>Modulverantwortung</b> | Martin Halter             |

### Kurzbeschreibung des Moduls

Die Absolventenmesse Bern, welche jährlich auf dem BernExpo-Gelände stattfindet, wird von der together AG aus St. Gallen organisiert. Einer Gruppe von ca. 6-7 Studierenden des Departements Wirtschaft (1 Projektleiter bzw. Projektleiterin sowie 5-6 Projektmitarbeitende) bietet sich die einmalige Möglichkeit, zusammen mit der schweizweit führenden Firma in diesem Bereich bei der Organisation und Durchführung der Absolventenmesse mitzuarbeiten und einzelne Bestandteile dieses Events, weitgehend selbstständig, zu organisieren.

Die hauptsächlichen Aufgabenbereiche sind: (1) Verkauf von verschiedenen Ausstellungständen (Akquisition, Briefing und Betreuung während der Messe) (2) Umsetzung des Besuchermarketings an der BFH (Departement W und allenfalls weitere ausgewählte Fachbereiche), (3) Weiterentwicklung des Rahmenprogrammes und Organisation einzelner Angebote, (4) Mitarbeit in der Event-Organisation.

Interessierte müssen sich für das Modul EMAP1 regulär einschreiben. Die maximale Teilnehmerzahl ist beschränkt. Das kann dazu führen, dass einzelne Studierende, die sich angemeldet haben, nicht teilnehmen können. Die Projektgruppe wird durch den Projektleiter bzw. die Projektleiterin zusammengestellt. Der Projektleiter bzw. die Projektleiterin ist eine Studentin/ oder ein Student, welche/-r das Wahlmodul EMAP2 belegt und EMAP1 in einem früheren Jahr belegt hat.

Der Projektleiter bzw. die Projektleiterin kann eine Person als Stellvertretung bestimmen und ihm bzw. ihr Teilaspekte ihrer Tätigkeit delegieren (Planung, Koordination, Steuerung). Die Stellvertreterin bzw. der Stellvertreter sollte EMAP1 absolviert haben.

Damit das erworbene Wissen sowie die geknüpften Kontakte zu Firmen von einer zur nächsten Durchführung der Absolventenmesse nicht verloren gehen und Erfahrungswerte weitergegeben werden können, ist erwünscht, dass mindestens ein Mitglied der Projektgruppe im Folgejahr das weiterführende Modul EMAP2 belegt und die Projektleitung für die kommende Durchführung der Absolventenmesse übernimmt.

Da die Absolventenmesse im Frühling stattfindet, werden die ECTS für dieses HS-Modul erst Ende FS gutgeschrieben. Das Modul kann an das Certificate of Engagement mit 50 Stunden angerechnet werden.

### Eingangskompetenz

-

## EMAP1 - Event Management in Practice: Organisation - BWB2083

### Kompetenz

#### **Fachkompetenzen: Die Studierenden**

- können erste Erfahrungen in der Praxis-Umsetzung der theoretisch erworbenen Projektmanagementkenntnisse machen
- erhalten Einblick in die Organisation eines Grossanlasses
- können angemessene Schlussfolgerungen aus mündlichen und schriftlichen Rückmeldungen ziehen und daraus Verbesserungsmassnahmen ergreifen

#### **Methodenkompetenzen: Die Studierenden**

- eignen sich grundlegende praktische Kompetenzen der Projektorganisation, des Marketings und Sales and Customer Service an und setzen um, was sie im Laufe des Studiums diesbezüglich gelernt haben

#### **Sozialkompetenzen: Die Studierenden**

- lernen Voraussetzungen für erfolgreiche, effiziente und befriedigende Zusammenarbeit kennen
- lernen auf Arbeitgeber zuzugehen und mit ihnen die Modalitäten für den Verkauf von Ausstellungsständen und weiteren Messeprodukten auszuhandeln
- lernen Kompromisse und individuelle Lösungen zu finden

#### **Selbstkompetenzen: Die Studierenden**

- lernen sich selbstbewusst einzubringen und gegenüber Mitstudierenden, Partnern sowie Arbeitgebern angemessen aufzutreten
- lernen eine Idee beharrlich zu verfolgen
- übernehmen bei der Durchführung Verantwortung für die Organisation und Ausgestaltung des Messeangebots und dessen Produkte sowie Teile des Rahmenprogramms

### Inhalt

- Zusammenarbeit mit der together AG und (teilweise) dem Handels- und Industrieverein (HIV) Bern, Auswahl der Projektmitarbeitenden sowie Planung und Durchführung eines Kick-offs für das Projektteam und evt. die Projektpartner.
- Planung und Koordination der folgenden Aufgaben (a-f):
  - a. Selbstständige Suche und Akquisition von Unternehmen (z.B. KMUs) aus verschiedenen Branchen
  - b. Organisation Briefing der Unternehmen bezüglich Möglichkeiten, Erwartungen und Einschränkungen
  - c. Organisation einzelner Elemente des Rahmenprogramms (in Absprache mit der together AG)
  - d. Organisation Briefing der Referenten
  - e. Eventuell Beiziehung Alumni BFH Wirtschaft (nach Absprache mit der together ag)
  - f. Koordination Marketing und Werbung bei Mitstudierenden aus dem Departement Wirtschaft und allenfalls weiteren Fachbereichen
- Beteiligung an den regelmässigen Projektteammeetings
- Mitarbeit in der Eventorganisation am Aufbau- und Eventtag (Präsenzpflicht)

### Lehr- und Lernmethode

weitgehend autonome Gruppenarbeit mit Unterstützung durch die together AG und den Modulverantwortlichen

### Fachliteratur

**Empfohlene Literatur:** Unterlagen zu Projektmanagement und Marketing aus dem bisherigen Studium

### Workload

60 Stunden

## EMAP1 - Event Management in Practice: Organisation - BWB2083

|  |   |
|--|---|
| <b>Kontaktstudium</b>                        | <p>Selbststudium begleitet: ca. 12 h (ca. 20 %)<br/>Selbststudium individuell: ca. 48 h (ca. 80%)</p> <p>Der gesamte Aufwand (ca. 60 h) entspricht 2 ECTS</p>   |
| <b>Präsenzpflicht</b>                        | Absolventenmesse Bern, Kick-off mit together AG, Sitzungen im Projektteam   |
| <b>Kompetenznachweis</b>                     | Feedback- und Evaluation der Projektleiterin/dem Projektleiter sowie der together AG (während dem Semester und insbesondere nach Absolventenmesse), 100 %   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | EMAP2   |
| <b>Bemerkung</b>                             | Die maximale Teilnehmerzahl ist beschränkt. Das kann dazu führen, dass einzelne Studierende, die sich angemeldet haben, nicht teilnehmen können. Falls dies der Fall ist, werden die entsprechenden Studierenden vor Semesterbeginn informiert und können sich via Sondereinschreibung für ein anderes Wahlmodul anmelden.  |
| <b>Studiengang, Semester</b>                 | <p>2019-2020, 3 HS, BSc Betriebsökonomie, Vollzeit, Bern<br/>         2019-2020, 3 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern<br/>         2019-2020, 5 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern<br/>         2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br/>         2019-2020, 5 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern<br/>         2019-2020, 5 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern<br/>         2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern<br/>         2019-2020, 7 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern</p> |

## EMAP2 - Event Management in Practice: Project leading - BWB2084

|                    |                           |
|--------------------|---------------------------|
| ECTS               | 3                         |
| Unterrichtssprache | Deutsch                   |
| Modultyp           | Wahlmodul (anrechenbar)   |
| Lehrform           | Gruppenunterricht         |
| Modulniveau Zusatz | A - Advanced level course |
| Dozierende         | Halter Martin             |
| Modulverantwortung | Martin Halter             |

### Kurzbeschreibung des Moduls

Die Absolventenmesse Bern, welche jährlich auf dem BernExpo-Gelände stattfindet, wird von der together AG aus St. Gallen organisiert. Einer Gruppe von ca. 6-7 Studierenden des Departements Wirtschaft (1 Projektleiter bzw. Projektleiterin sowie 5-6 Projektmitarbeitende) bietet sich die einmalige Möglichkeit, zusammen mit der schweizweit führenden Firma in diesem Bereich bei der Organisation und Durchführung der Absolventenmesse mitzuarbeiten und einzelne Bestandteile dieses Events, weitgehend selbstständig, zu organisieren.

Die hauptsächlichen Aufgabenbereiche sind: (1) Verkauf von verschiedenen Ausstellungständen (Akquisition, Briefing und Betreuung während der Messe) (2) Umsetzung des Besuchermarketings an der BFH (Departement W und allenfalls weitere ausgewählte Fachbereiche), (3) Weiterentwicklung des Rahmenprogrammes und Organisation einzelner Angebote, (4) Mitarbeit in der Event-Organisation.

Das Modul EMAP2 ist für den Projektleiter bzw. die Projektleiterin bestimmt.

Der Projektleiter bzw. die Projektleiterin wählt sein bzw. ihr Projektteam selbstständig aus den Studierenden aus, welche sich für das Wahlmodul EMAP1 eingeschrieben haben aus. Sollte es zu Absagen kommen, haben die betreffenden Studierenden die Möglichkeit sich per Sondereinschreibung für ein anderes Wahlmodul anzumelden.

Der Projektleiter bzw. die Projektleiterin ist dafür zuständig und verantwortlich, das Projekt effizient zu planen, zu koordinieren und zu steuern. Dabei sind regelmässige Sitzungen (virtuelle oder real) vorgesehen.

Der Projektleiter bzw. die Projektleiterin regelt geeignete Kommunikationsstrukturen zu den Projektmitgliedern, um so einen reibungslosen Informationsaustausch innerhalb der Gruppe zu gewährleisten. Ihm bzw. ihr obliegt eine entscheidende Rolle in der Bildung eines Teams, das an einem Strang zieht.

Ebenso regelt er bzw. sie die Kommunikationsstrukturen zur Kontaktperson bei together AG. Der Modulverantwortliche ist mindestens einmal monatlich über den Projektfortschritt zu informieren (in der Regel Projektstatusbericht per Mail).

Der Projektleiter bzw. die Projektleiterin überwacht die Projektleistung, Termine und Kosten sowie deren Übereinstimmung mit den am kick off definierten Projektzielen von der together AG. Der Projektleiter bzw. die Projektleiterin kann eine Person als Stellvertretung bestimmen und ihm bzw. ihr Teilaspekte dieser Tätigkeit delegieren. Die Stellvertreterin bzw. der Stellvertreter sollte EMAP 1 absolviert haben.

Der Projektleiter bzw. die Projektleiterin führt Mitarbeitenden, ohne deren Vorgesetzte/r zu sein. Auch ohne diese direkte Macht ist es seine bzw. ihre Aufgabe, dass im Projekt motiviert und verlässlich gearbeitet wird.

Dabei fallen folgende Aufgaben und Kompetenzen zu:

- Zuweisen entsprechender Projektaufgaben an Gruppenmitarbeitenden
- Austarieren unterschiedlich grosser Arbeitspakete bei den Projektmitarbeitenden
- Abwesenheitsplanung eines Mitglieds an der Messe oder am Kick off in Absprache mit dem Modulverantwortlichen
- Lösung von Konflikten innerhalb der Gruppe, da diese die interne Zusammenarbeit erschweren können; kommt es zu keiner Lösung ist der Modulverantwortliche miteinzubeziehen.
- Stärkung des Teamgefühls und Motivation der Gruppe
- Gestalten eines kreativen Arbeitsklimas

Da die Absolventenmesse im Frühling stattfindet, werden die ECTS für dieses HS-Modul erst Ende FS gutgeschrieben. Das Modul kann an das Certificate of Engagement mit 80 Stunden angerechnet werden.



## EMAP2 - Event Management in Practice: Project leading - BWB2084

### Eingangskompetenz

-

### Kompetenz

#### **Fachkompetenzen: Die Studierenden**

- können ein komplexes Projekt selbstständig planen und durchführen
- Können die theoretisch erworbenen Projektmanagementkenntnisse in der Praxis anwenden
- können angemessene Schlussfolgerungen aus mündlichen und schriftlichen Rückmeldungen ziehen und daraus Verbesserungsmassnahmen ergreifen

#### **Methodenkompetenzen: Die Studierenden**

- sammeln Projektleitungs-Erfahrungen
- eignen sich grundlegende praktische Kompetenzen der Projektorganisation, des Marketings und des Sales und Customer Service an und setzen um, was sie im Laufe des Studiums diesbezüglich gelernt haben

#### **Sozialkompetenzen: Die Studierenden**

- sammeln Erfahrung darin wie man ein (kleineres) Team führt
- lernen Kompromisse und individuelle Lösungen zu finden
- lernen Voraussetzungen für erfolgreiche, effiziente und befriedigende Zusammenarbeit kennen
- lernen auf Arbeitgeber und Projektpartner zuzugehen und mit ihnen die Modalitäten für den Verkauf der Ausstellungsstände und weiteren Messeprodukten auszuhandeln.

#### **Selbstkompetenzen: Die Studierenden**

- erwerben erste Führungskompetenzen
- lernen sich selbstbewusst einzubringen und gegenüber Mitstudierenden, Partnern sowie Arbeitgebern angemessen aufzutreten
- lernen Aufgaben und Arbeitspakete zu delegieren
- lernen eine Idee beharrlich zu verfolgen
- übernehmen bei der Durchführung Verantwortung gegenüber den Projektmitarbeitenden, dem Modulverantwortlichen, den Projektpartnern und den Ausstellern.

### Inhalt

- Zusammenarbeit mit der together AG und (teilweise) dem Handels- und Industrieverein (HIV) Bern, Auswahl der Projektmitarbeitenden sowie Planung und Durchführung eines Kick-offs für das Projektteam und evt. die Projektpartner.

- Planung und Koordination der folgenden Aufgaben (a-f):

- Selbstständige Suche und Akquisition von Unternehmen (z.B. KMUs) aus verschiedenen Branchen
- Organisation Briefing der Unternehmen bezüglich Möglichkeiten, Erwartungen und Einschränkungen
- Organisation einzelner Elemente des Rahmenprogramms
- Organisation Briefing der Referenten
- Eventuell Beziehung Alumni BFH Wirtschaft (nach Absprache mit der together ag)
- Koordination Marketing und Werbung bei Mitstudierenden aus dem Departement Wirtschaft und allenfalls weiteren Fachbereichen

- Durchführen von regelmässigen Statusmeetings mit den Auftraggebern und wichtigsten Stakeholdern

- Durchführen von regelmässigen Projektteammeetings

- Mitarbeit in der Eventorganisation am Aufbau- und Eventtag (Präsenz)

### Lehr- und Lernmethode

Weitgehend autonome Planung, Leitung und Durchführung der Gruppenarbeit mit Unterstützung durch die together AG und dem Modulverantwortlichen

### Fachliteratur

**Empfohlene Literatur:** Unterlagen zu Projektmanagement und Marketing aus dem bisherigen Studium

## EMAP2 - Event Management in Practice: Project leading - BWB2084

|  |   |
|--|---|
| <b>Workload</b>                              | 90 Stunden  |
| <b>Kontaktstudium</b>                        | <p>Koordinationsmeetings/ -telefonate mit together AG, Projektteam, Modulverantwortlicher/-m und allenfalls weiteren involvierten (z.B. Handels- und Industrieverein des Kantons Bern): ca. 18 h (ca. 20 %)</p> <p>Selbststudium individuell: ca. 72 h (ca. 80%)</p> <p>Der gesamte Aufwand (ca. 90 h) entspricht 3 ECTS</p>  |
| <b>Präsenzpflicht</b>                        | Absolventenmesse Bern, Kick-off mit together AG, Leitung von Sitzungen im Projektteam, evt. Sitzung(en) mit Modulverantwortlichen, Debriefing mit dem Modulverantwortlichen   |
| <b>Kompetenznachweis</b>                     | Feedback- und Evaluation der together AG nach Absolventenmesse, 100 %   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | -   |
| <b>Bemerkung</b>                             | -   |
| <b>Studiengang, Semester</b>                 | <p>2019-2020, 3 HS, BSc Betriebsökonomie, Vollzeit, Bern</p> <p>2019-2020, 3 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern</p> <p>2019-2020, 5 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern</p> <p>2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern</p> <p>2019-2020, 5 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern</p> <p>2019-2020, 5 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern</p> <p>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern</p> <p>2019-2020, 7 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern</p> |

## FRA1 - Français des Affaires 1 - BWB2042

|  |   |
|--|---|
| <b>ECTS</b>                                      | 3   |
| <b>Langue d'enseignement</b>                     | Français  |
| <b>Type de module</b>                            | Module à option (reconnu)   |
| <b>Forme d'apprentissage</b>                     | Enseignement groupé   |
| <b>Niveau du module (complément)</b>             | Intermédiaire   |
| <b>Professeur-e-s</b>                            | Wieser Dagmar   |
| <b>Responsable du module</b>                     | Dagmar Wieser, docteure en lettres, chargée de cours pour la langue et la littérature françaises à l'Université de Zurich.  |
| <b>Description courte du module</b>              | Ce cours offre l'occasion de consolider des connaissances de base acquises avec la maturité professionnelle et/ou élargies au fil des expériences de travail.   |
| <b>Prérequis</b>                                 | Le cours s'adresse à des personnes qui possèdent un bon niveau B1, une maturité professionnelle ou un diplôme équivalent.   |
| <b>Compétences</b>                               | Stratégies de compréhension et d'expression dans les domaines de l'économie, des finances, des services, de la communication.   |
| <b>Contenu</b>                                   | <p>Le cours met les participant-e-s en contact avec le français écrit et parlé dans les médias et dans la vie du travail. Les étudiant-e-s se livreront à quatre activités différentes:</p> <ol style="list-style-type: none"><li>1. l'étude en groupe d'un manuel centré sur le français des affaires</li><li>2. la création, seul-e ou en tandem, d'un podcast traitant un sujet d'actualité. Durée du podcast: 10 à 15 min.</li><li>3. seul-e ou en tandem, vous organiserez une discussion basée sur un chapitre du livre de M. Vilcot: Etre plus performant (2012).</li><li>4. Visionnement d'un film suivi d'un test de compréhension de l'oral (questionnaire): Ceux qui travaillent d'Antoine Russbach (Suisse/Belgique 2018, prix du cinéma suisse en 2019).</li></ol> |
| <b>Méthode d'enseignement et d'apprentissage</b> | Apprentissage mixte: en groupe, en tandem et en autonome, frontal et dialogique, oral et écrit.   |
| <b>Bibliographie</b>                             | <ul style="list-style-type: none"><li>- Delphine Jégou: Quartier d'affaires, niveau B1, livre de l'élève, CLE, 2014. ISBN: 978-2090386639. Coût: 26 €. Achat obligatoire.</li><li>- Delphine Jégou: Quartier d'affaires, niveau B1, cahier d'activités, CLE, 2014. ISBN: 978-2090386646. Coût: 13 €. Achat obligatoire.</li><li>- M. Vilcot: Etre plus performant, Presses universitaires de Grenoble, 2012, ISBN: 978-2706116612. Coût: 11 €. Achat optionnel, l'ouvrage sera disponible à la bibliothèque Brückenstrasse 73, à Berne</li></ul>  |

## FRA1 - Français des Affaires 1 - BWB2042

|                                  |  |
|----------------------------------|--|
| <b>Charge de travail</b>         | 90 heures  |
| <b>Travail présentiel</b>        | 14 x 2 leçons à 45 min, le mardi de 18.05 à 19.40 h.   |
| <b>Obligation de présence</b>    | La présence est obligatoire aux dates suivantes:<br><br>DIN 38 (séance d'organisation)<br>DIN 44, 45, 46 et DIN 51 (= séances d'examen)<br>+ deux séances à déterminer individuellement (présentation du podcast, prise en main d'une discussion dirigée seul-e ou en tandem)  |
| <b>Attestation de compétence</b> | 20 points: test sur Quartier d'affaires, unités 1-3: DIN 44<br>20 points: test sur Quartier d'affaires, unités 4-5: DIN 51<br>10 points: questionnaire sur le film Ceux qui travaillent (1e partie): DIN 45<br>10 points: questionnaire sur le film Ceux qui travaillent (2e partie): DIN 46<br>20 points: création et présentation d'un podcast (seul ou en tandem) sur un sujet d'actualité (date à fixer individuellement)<br>20 points: prise en main d'une discussion sur la base du livre de M. Vilcot, Etre plus performant(2012). Date à fixer individuellement.<br><br>Pour obtenir la note 4 et les 3 crédits ETCS, il faut atteindre 60 points (sur 100 points au total).<br><br>Ne pas s'inscrire au cours si les dates d'examen sont impossibles pour vous!                     |
| <b>Aide pour examen écrit</b>    | aucun  |
| <b>Modules complémentaires</b>   | FRA 2 (= semestre de printemps 2020)<br><br>NB : FRA1 et FRA2 sont indépendants l'un de l'autre. Il est possible de suivre FRA2 sans avoir suivi FRA1!   |
| <b>Remarque</b>                  | Première séance: DIN 38 (17 septembre 2019, 18.05h).<br><br>Si les choses ne sont pas claires, contactez l'enseignante : dagmar.wieser@bfh.ch  |
| <b>Filière, semestre</b>         | 2019-2020, 1 HS, MSc Business Administration, Formation en emploi, Berne<br>2019-2020, 3 HS, BSc Économie d'Entreprise, Formation à plein temps, Berne<br>2019-2020, 3 HS, BSc Informatique de gestion, Formation à plein temps, Berne<br>2019-2020, 3 HS, MSc Business Administration, Formation en emploi, Berne<br>2019-2020, 5 HS, BSc Économie d'Entreprise, Formation à plein temps, Berne<br>2019-2020, 5 HS, BSc Économie d'Entreprise, Formation en emploi, Berne<br>2019-2020, 5 HS, BSc Informatique de gestion, Formation à plein temps, Berne<br>2019-2020, 5 HS, BSc Informatique de gestion, Formation en emploi, Berne<br>2019-2020, 7 HS, BSc Économie d'Entreprise, Formation en emploi, Berne<br>2019-2020, 7 HS, BSc Informatique de gestion, Formation en emploi, Berne |

## IAC1 - Management Accounting Advanced - BWB3044

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 3   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Lehrform</b>                    | Gruppenunterricht   |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course  |
| <b>Dozierende</b>                  | Vanazzi Mario   |
| <b>Modulverantwortung</b>          | Prof. Mario Vanazzi (vzm1)  |
| <b>Kurzbeschreibung des Moduls</b> | <p>Der Kurs vermittelt fundierte Kenntnisse über die Formen der Normal- und Plankostenrechnung, die Berechnung und Auswertung von Kennzahlen zur Beurteilung unternehmerischer Entscheide auf Grundlage von Normal- und Plankosten.</p> <p>Zudem werden neuere Entwicklungen / Trends des Management Accountings (Prozesskostenrechnung, Zielkostenrechnung) vorgestellt und deren Anwendungsvoraussetzungen thematisiert.</p>  |
| <b>Eingangskompetenz</b>           | BRW1 und BRW2   |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können auf Grundlage einer Normal- und Plankostenrechnung die zentralen Kennzahlen unternehmerischer Entscheide bestimmen und berechnen.</li> <li>- kennen die neueren Entwicklungen des Management Accountings und deren Anwendungsvoraussetzungen.</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- sind in der Lage, die Auswahl der im konkreten Entscheidfall notwendigen Kennzahlen zu treffen und diese angepasst an die spezifischen finanziellen Informationen zu berechnen.</li> <li>- verstehen es, die Ergebnisse der unternehmerischen Entscheid-Situation im Rahmen der finanziellen Zielsetzung zu beurteilen.</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- üben sich im Rahmen des begleiteten Selbststudiums in der gemeinsamen Erarbeitung von Lösungsvorschlägen und aller damit verbundenen organisatorischen und gruppendynamischen Fragen.</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- reflektieren ihre Stärken und Schwächen im Bereich der Beschäftigung mit den finanziellen Informationen einer Normal- und Plankostenrechnung und entwickeln ihre Fähigkeiten im Umgang mit Daten und Methoden des betrieblichen Rechnungswesens.</li> </ul> |
| <b>Inhalt</b>                      | Die Studierenden verfügen über das Basiswissen der Normal- bzw. Plankostenrechnung und neuerer Entwicklungen des Management Accountings, kennen deren zentralen Entscheidgrössen und sind in der Lage, diese Kennzahlen zu berechnen und zu beurteilen.   |
| <b>Lehr- und Lernmethode</b>       | Lehrgespräch, Einzelarbeit, Gruppenarbeit, angeleitetes Selbststudium, freies Selbststudium   |
| <b>Fachliteratur</b>               | -   |
| <b>Workload</b>                    | 90 Stunden  |

## IAC1 - Management Accounting Advanced - BWB3044

|  |  |
|--|--|
| <b>Kontaktstudium</b>                        | 7 x 4 Lektionen (Start: Woche 40)  |
| <b>Präsenzpflicht</b>                        | -  |
| <b>Kompetenznachweis</b>                     | schriftliche Prüfung (90 Minuten): 100 % (unterrichtsfreie Zeit, KW 4 oder 5)  |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | <ul style="list-style-type: none"><li>- BFH-Taschenrechner (TI-30 ECO RS)</li><li>- Gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)</li><li>- Open Book</li></ul> <p>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)</p> |
| <b>Weiterführende, vertiefende Module</b>    | Business Performance Measurement (IAC3) und Budgeting (IAC4)   |
| <b>Bemerkung</b>                             | -  |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern   |

## IAC2 - Controllingkonzeptionen - BWB3066

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 3  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Lehrform</b>                    | Gruppenunterricht  |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course   |
| <b>Dozierende</b>                  | Vanazzi Mario  |
| <b>Modulverantwortung</b>          | Prof. Mario Vanazzi (vzm1)   |
| <b>Kurzbeschreibung des Moduls</b> | <p>Das Modul vermittelt:</p> <p>Kostenrechnungs-Konzeption: Kenntnisse über Vorgehen zur Einführung einer Kostenrechnung an einem konkreten Praxisbeispiel.</p> <p>Controlling-Konzept: Kenntnisse über das Erstellen eines Controlling-Konzeptes am Beispiel einer Unternehmung und dessen Umsetzung in der Praxis.</p> <p>Funktionsorientiertes Controlling: Kenntnisse über das funktionsorientierte Controlling an Beispielen ausgewählter Bereiche wie z.B. Human Resources, Marketing, Logistik.</p>   |
| <b>Eingangskompetenz</b>           | BRW1, BRW2   |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden können im konkreten Fall einer Controlling-Konzeption die zentralen Kennzahlen unternehmerischer Entscheide bestimmen und berechnen.</p> <p><b>Methodenkompetenzen:</b> Die Studierenden sind in der Lage die Auswahl der im konkreten Fall der Controlling-Konzeption notwendigen Kennzahlen zu treffen und diese angepasst an die speziellen finanziellen Informationen zu berechnen.</p> <p><b>Sozialkompetenzen:</b> Die Studierenden üben sich im Rahmen einer Gruppenarbeit in der gemeinsamen Erarbeitung und Präsentation einer Semesterarbeit und aller damit verbundenen organisatorischen und gruppendynamischen Fragen.</p> <p><b>Selbstkompetenzen:</b> Die Studierenden reflektieren ihre Stärken und Schwächen mit den Informationen eines Controlling-Konzeptes und entwickeln ihre Fähigkeiten im Umgang mit Daten und Methoden des Controllings.</p> |
| <b>Inhalt</b>                      | Die Studierenden verfügen über das Basiswissen in Sachen Controlling, kennen dessen zentralen Entscheidgrößen und sind in der Lage, diese Kennzahlen zu berechnen und zu beurteilen.   |
| <b>Lehr- und Lernmethode</b>       | Lehrgespräch, Einzelarbeit, Gruppenarbeit, angeleitetes Selbststudium, freies Selbststudium  |
| <b>Fachliteratur</b>               | -  |

## IAC2 - Controllingkonzeptionen - BWB3066

|  |   |
|--|---|
| <b>Workload</b>                              | 90 Stunden  |
| <b>Kontaktstudium</b>                        | 7 x 4 Lektionen (Start: Woche 38)   |
| <b>Präsenzpflicht</b>                        | Präsentationen der Gruppenarbeiten am 22. November / 29. November / 6. Dezember 2019 (Wochen 47 - 49)                           |
| <b>Kompetenznachweis</b>                     | Gruppenarbeit zum Thema "Funktionsorientiertes Controlling" (100 %). Es gilt das Prinzip: Gleiche Note für jedes Team-Mitglied. |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)                          |
| <b>Weiterführende, vertiefende Module</b>    | Business Performance Measurement (IAC3) und Budgeting (IAC4)  |
| <b>Bemerkung</b>                             | -   |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern          |



## iBE1 - Business English 1 - BWB1018

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Basic   |
| <b>Lecturer(s)</b>                     | Al-Azm Ivan, Bennie Ross, Faminoff Mangold Valerie  |
| <b>Module responsibility</b>           | Faminoff Valerie, Bennie Ross   |
| <b>Short description of the module</b> | <p>In this module, students will learn to identify key ideas and related arguments in authentic texts.</p> <p>They will develop their reading comprehension skills and practise paraphrasing and summarising the content of articles, using a wide range of vocabulary. The information and content will mainly be transferred through oral activities, e.g. presentation in small groups or before the whole class.</p> <p>The Business English course will help students learn the appropriate vocabulary needed when communicating about business.</p> <p>Module elements:</p> <ul style="list-style-type: none"> <li>- Reading comprehension</li> <li>- Business vocabulary</li> <li>- Discussions of current business topics</li> <li>- Summarising and discussing business texts</li> <li>- Group presentation</li> <li>- <b>note taking</b></li> </ul>   |
| <b>Requirements</b>                    | B2 level of English. First Certificate in English (FCE) diploma, Grade B.   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students have the ability to</p> <ul style="list-style-type: none"> <li>- read, comprehend, discuss and paraphrase authentic real-world business texts related to the core subjects;</li> <li>- use English vocabulary and grammar at the B2+ level</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- create a language learning portfolio independently and systematically</li> <li>- learn to improve their reading and speaking skills through tasks connected with business topics</li> <li>- improve grammar and vocabulary through focused exercises</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- apply their personal and individual resources in teams</li> <li>- analyse and discuss problems, in teams, by evaluating, substantiating and refuting a variety of different arguments critically</li> <li>- evaluate working results of peers</li> <li>- argue effectively</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn and work independently</li> <li>- recognise gaps in their knowledge and fill these gaps</li> <li>- critically reflect on work and thought processes and develop possible courses of action</li> <li>- reflect on, and challenge personal and external judgments. Develop these through reading and discussion.</li> <li>- manage time and stress effectively</li> </ul> |

## iBE1 - Business English 1 - BWB1018

|                                     |  |
|-------------------------------------|--|
| <b>Content</b>                      | Knowledge of: <ul style="list-style-type: none"><li>- English vocabulary at a B2+ level</li><li>- Business issues connected with their degree programme</li><li>- Reading strategies</li><li>- Speaking strategies</li><li>- <b>listening &amp; note-taking strategies</b></li><li>- Subject, methodological, social and personal skills as above</li></ul>  |
| <b>Teaching and Learning method</b> | <ul style="list-style-type: none"><li>- Reading comprehension techniques</li><li>- Presentation techniques</li><li>- individual internet research</li><li>- pair and group discussions of business themes in English</li><li>- vocabulary input</li></ul>  |
| <b>Literature</b>                   | <p><b>Indispensable literature:</b></p> <p><b>print *and* ebook version for Android &amp; iOS tablet users:</b> Mascull B. (2017) Business Vocabulary in Use Advanced (with answers &amp; <b>enhanced ebook, including audio</b>) Cambridge University Press (<b>third edition</b>), ISBN-10: <b>1316628221</b> / ISBN-13: <b>978-1316628225</b></p> <p><b>OR</b></p> <p><b>print only version:</b> Mascull B. (2017) Business Vocabulary in Use Advanced (with answers) Cambridge University Press (<b>third edition</b>), ISBN-10: <b>131662823X</b> / ISBN-13: <b>978-1316628232</b></p> <p><b>Recommended literature:</b><br/>McCarthy P., McCarten J., Clark D., Clark R. (2010) Grammar for Business (with audio CD) Cambridge University Press, ISBN-10: 0521727200 / ISBN-13: 978-0521727204</p>   |
| <b>Workload</b>                     | 90 hours   |
| <b>Contact lessons</b>              | 28 lessons   |
| <b>Attendance requirement</b>       | <p>There is no obligatory attendance requirement for iBE1, but <b>students are recommended to attend at least 50% of classes</b> to familiarise themselves with the techniques required if they wish to complete the course successfully.</p> <p>While there is no obligatory attendance requirement, assessments will take place during class time (e.g. vocabulary tests, presentations) so <b>no student should plan not to attend any classes</b>.</p> <p>Absences covered under Art. 22 of the "Rahmenreglement für Kompetenznachweise an der Berner Fachhochschule (KNR)" e.g. military, accidents, illness, funerals, etc. will be exempted from this ruling. However, you must give proof of the validity of your absence (doctor's certificate, military orders etc.) to your lecturer in the first class after the absence. Note that absences related to work or problems with transport are not covered by this article.</p> |
| <b>Proof of competence</b>          | <p><b>Oral examination</b>, individual, ~15 mins, <b>40%</b></p> <p><b>Guided Self-study (GSS)</b>,<br/>Group research and presentation project. Students will research an area of business relevant to the course. A group presentation will be given to the class, 30%</p> <p><b>Vocabulary Assessment</b>, Students will complete two vocabulary tests <b>in class time during the semester</b>. No aids permitted, 10% for each test = 20% of BEN1 total.</p> <p><b>Note taking Assessment</b>: Students will be tested on their ability to make effective notes, 10%.</p>   |

## iBE1 - Business English 1 - BWB1018

|                                       |   |
|---------------------------------------|---|
| <b>Aids for written examination</b>   | none:<br>- no dictionary<br>- no BFH-calculator<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)  |
| <b>Continuative, in depth modules</b> | Business English 2  |
| <b>Comment</b>                        | <p>REPETITION OF THE MODULE</p> <p>The following rules apply to students who repeat the module:</p> <ol style="list-style-type: none"><li>1. Repeat students have to repeat the final oral exam.</li><li><b>2. Repeat students are permitted to transfer their GSS grade from their previous attendance of the module. They may repeat the GSS task.</b><br/>Once a student has chosen to repeat the GSS presentation, he/she may not reverse this choice, and the new grade is taken, even if the previous grade was higher.</li><li><b>3. Repeat students have the option to transfer any previous vocabulary test grade(s). Once a student has chosen to repeat the vocabulary test(s), they may not reverse this choice, and the new grade is taken, even if the previous grade was higher.</b></li><li><b>4. Repeat students are exempt from taking the note-taking test, but will be assessed with an oral exam, two vocabulary tests, and a presentation. In the case of the vocabulary tests and presentation, grades may be carried over from a previous failed attempt at iBE1.</b></li><li>5. Repeat students have no attendance requirements. However, if a student chooses to repeat the GSS presentation for the module, he/she must make him/herself available to other group members during preparation and presentation time in class.</li></ol> |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern  |

## IBF1 - Security Markets - BWB3047

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Elective module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Bächli Sandro  |
| <b>Module responsibility</b>           | Prof. Dr. Sandro Bächli  |
| <b>Short description of the module</b> | <ul style="list-style-type: none"> <li>- Overview of financial markets and institutions</li> <li>- Introduction into the investment process</li> </ul>   |
| <b>Requirements</b>                    | FMA1 and FMA2  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- are familiar with the most important financial markets and institutions and understand their role and functions.</li> <li>- are familiar with the investment process, strategic asset allocation and tactical asset allocation.</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to explain changes to the financial system due to their functional knowledge acquired.</li> <li>- are able to anticipate potential structural changes to the financial system.</li> <li>- are able to manage a portfolio and are able to measure its performance</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- apply their personal and individual resources in teams.</li> <li>- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments.</li> <li>- critically and appreciatively evaluate working results of peers.</li> <li>- argue in a constructive and factual way.</li> <li>- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way.</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn and work independently, recognize gaps in their knowledge and fill these gaps independently.</li> <li>- critically reflect work and thought processes and develop possible courses of action.</li> <li>- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client.</li> <li>- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio.</li> <li>- evidence stamina when confronted with problems during their studies and in their professions.</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Fundamentals of Financial Markets and Institutions</li> <li>- Investment Process</li> <li>- Strategic Asset Allocation and Tactical Asset Allocation</li> <li>- Financial Crisis and Asset Backed Securities</li> <li>- Initial Public Offering</li> </ul>  |

## IBF1 - Security Markets - BWB3047

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Lectures</li><li>- Coaching</li><li>- Guest presentation (CIO of Valiant)</li><li>- Private study</li><li>- Group work</li><li>- Presentations</li></ul>  |
| <b>Literature</b>                     | <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"><li>- Mishkin S. F., Eakins G. S., Financial Markets and Institutions, 8 Edition (Global Edition), Pearson</li><li>- the older Edition 7 of the book is also suitable</li></ul> |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | <p>6 x 4 lessons (lectures, coaching, guest presentation)</p> <p>+ Week 48 =&gt; No compulsory attendance due to the "International Tax Week"</p>   |
| <b>Attendance requirement</b>         | <p>Whenever you have to hand in a paper or to present a topic.</p> <p>No compulsory attendance in week 48 (25.11.19 - 29.11.19) =&gt; International Tax Week</p>  |
| <b>Proof of competence</b>            | The entire investment documentation, the performance calculation and presentations: 100% (during the semester: week 38 until 50)  |
| <b>Aids for written examination</b>   | <p>-</p> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | Alternative Investments (IBF4)  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern   |

## IBF2 - M&A and related transactions - BWB3048

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Elective module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | S - Specialised level course  |
| <b>Lecturer(s)</b>                     | Rascón Alberto  |
| <b>Module responsibility</b>           | Alberto Rascón (rca2)   |
| <b>Short description of the module</b> | Mergers & Acquisitions and related transactions have a considerable impact on the implementation of a corporate strategy. Corporations buy and sell other entities in order to reach their growth targets or to improve the composition of their portfolio. The M&A process encompasses a wide variety of topics which have to be mastered in order to complete a transaction successfully. They include issues such as the search of acquisition targets or potential buyers, valuation and due diligence, negotiations, drafting of agreements, antitrust, financing and tax as well as implementation.   |
| <b>Requirements</b>                    | Strategic Management, Accounting, Finance, Business Law and Restructuring, Taxation   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students gain a workable knowledge of the core issues related to M&amp;A transactions; they are able to address such issues in a professional way.</p> <p><b>Method:</b> Students know the methods which are applied in order to carry out transactions successfully.</p> <p><b>Social:</b> Students<br/>- participate actively in classroom discussions on pertinent M&amp;A topics.<br/>- work in small groups and succeed in organizing themselves in order prepare a written purchase offer and a valuation.</p> <p><b>Self:</b> Students prepare for class and improve their ability to express themselves orally and in writing.</p> |
| <b>Content</b>                         | This course is based on the introductory course on restructuring (Umstrukturierung, USTR or iRES). Students shall acquire a more indepth knowledge of M&A and related transactions.   |
| <b>Teaching and Learning method</b>    | Presentations by the lecturer<br>Discussions of cases and individual work on examples in class<br>Self study in preparation of the short tests<br>Short tests<br>Group work when preparing the written offer  |
| <b>Literature</b>                      | <b>Indispensable literature:</b><br>will be posted on Moodle.   |

## IBF2 - M&A and related transactions - BWB3048

|                                       |  |
|---------------------------------------|--|
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 7 x 4 lessons (seven classes of four lessons)  |
| <b>Attendance requirement</b>         | 85% of attendance is compulsory (6 out of 7 sessions). Additional absences will only be excused in case of important reasons (such as illness; work obligations will not be excused).  |
| <b>Proof of competence</b>            | 50%: short tests in class.<br><br>50%: written offer regarding the acquisition of a public company including a valuation of the target company (group work leading to a term paper and a PowerPoint presentation to be presented to the lecturer in January 2020). The assignment of the groups will be distributed on the first day of class. |
| <b>Aids for written examination</b>   | In general closed book, open book if so instructed by the responsible lecturer.<br>Dictionary is permitted, BFH-Calculator (according to study and examination regulations) upon instruction by the responsible lecturer.<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)       |
| <b>Continuative, in depth modules</b> | n.a.   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern  |

## iBP1 - Business Planning 1 - BWB2018

|                              |                    |
|------------------------------|--------------------|
| <b>ECTS</b>                  | 3                  |
| <b>Study language</b>        | English            |
| <b>Module type</b>           | Compulsory module  |
| <b>Study form</b>            | Group lesson       |
| <b>Module level additive</b> | Intermediate       |
| <b>Lecturer(s)</b>           | Braun Aron         |
| <b>Module responsibility</b> | Aron Braun (baa13) |

|  |  |
|--|--|
| <b>Short description of the module</b> | <p>Strategic Management can be seen as the key non-delegatable responsibility of the top management of a company. Essentially, it is the process which an organisation uses to continuously adapt to the changes in its environment and to ensure its long-term success. It requires a complex interplay of corporate culture, business analysis, planning, investment decisions, leadership, communication, innovation management, business processes, control systems and change management. The main challenge of Strategic Management is to identify and successfully implement appropriate measures at appropriate points in time, in order to ensure that in the future the capabilities and activities of the company will be well fitted to the characteristics and needs of the market in which it chooses to operate. Various theories and practical methods have been established to support this demanding management task.</p> <p>This is the first of three modules on Strategic Management. It provides an introduction to the basic concepts and a first set of theories and methods in this field. The focus of this module is on Strategic Analysis. This includes the analysis of the past, current position, capabilities and strengths and weaknesses of the company as well as the analysis of its environment and relevant markets and competitors. The analysis always includes both the status quo and the anticipated future. The main goal of the analysis is to identify upcoming threats and opportunities for the company and to generate a solid basis for strategy development and the creation of future "success potentials".</p> <p>The aim of this module is to introduce the students to the most important theories of Strategic Analysis and to develop their practical analysis skills and general "strategic mindset". The students will work on practical case studies from different industries and will thereby practice, internalize and critically reflect on the acquired theories.</p> <p>This module is the basis for the subsequent modules on Strategic Management.</p> |
|--|--|

|                     |            |
|---------------------|------------|
| <b>Requirements</b> | iBUA, iMOT |
|---------------------|------------|

|                                     |  |
|-------------------------------------|--|
| <b>Competencies upon completion</b> | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- understand the meaning and purpose of Strategic Management</li> <li>- understand the concepts and methods of Strategic Management and make use of these for organisations</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- have a knowledge of situation-specific methods of company and environment analyses and are in a position to derive a well-founded and critical strategic analysis</li> <li>- develop a general ability and mindset to look at and reflect on businesses from a strategic perspective</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- through a case-study-oriented approach develop subject, method and social competencies; leadership, team work, communication, project and conflict management are central</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- develop commitment and personal resources management / self-management / time management</li> </ul> |
|-------------------------------------|--|



## iBP1 - Business Planning 1 - BWB2018

|                                     |  |
|-------------------------------------|--|
| <b>Content</b>                      | <ul style="list-style-type: none"><li>- overview of the meaning of a general concept of strategic management and of the different theoretical approaches to this field</li><li>- strategic situation analysis</li><li>- "external analysis" of the environment and market</li><li>- "internal analysis" of the company, its resources, capabilities and core competencies</li><li>- SWOT analysis</li><li>- portfolio analysis</li><li>- vision / mission / values of the company</li></ul>  |
| <b>Teaching and Learning method</b> | <ul style="list-style-type: none"><li>- lectures</li><li>- case-study work</li><li>- presentation and discussion of solutions</li></ul>  |
| <b>Literature</b>                   | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"><li>- lecture notes provided at the beginning of the semester and additional handouts distributed during the semester</li><li>- Johnson, G. / Whittington R. / Regner P. / Scholes K. (2017): Exploring Strategy, 11th Edition, Pearson Higher Education, ISBN 978-1292145129 (required sections will be specified during course)</li><li>- Aplanalp, P. A. / Lombriser R. (2013): Strategic Management, Overview and Case Studies, Versus Verlag, ISBN 978-3-03909-219-2</li></ul> <p><b>Additional, continuative literature:</b></p> <ul style="list-style-type: none"><li>- Mintzberg, H. et al (1998): Strategy Safari: A Guided Tour Through the Wilds of Strategic Management, Free Press, ISBN-Nr.: 978-0-684-84743-6</li></ul> |
| <b>Workload</b>                     | 90 hours   |
| <b>Contact lessons</b>              | 28 lessons   |
| <b>Attendance requirement</b>       | First lesson of the course<br><br>At the first lesson, the lecturer may define additional mandatory lessons  |
| <b>Proof of competence</b>          | Written individual examination at end of semester (CW 3, 4 or 5) according to examination plan, 90 minutes:<br>100% of grade   |
| <b>Aids for written examination</b> | <ul style="list-style-type: none"><li>- BFH calculator (TI-30 ECO RS)</li><li>- Printed dictionary (mother tongue - examination language)</li><li>- Summary - Number of A4 pages: 2 (4 sheets single-sided or 2 sheets double-sided)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>  |

## iBP1 - Business Planning 1 - BWB2018

**Continuative, in depth modules**    iORD, iBP2

---

**Comment**    -

---

**Degree programme, semester**    2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern

---

## iBS1 - Business Information Systems 1 - BWB1019

|                              |                                    |
|------------------------------|------------------------------------|
| <b>ECTS</b>                  | 3                                  |
| <b>Study language</b>        | English                            |
| <b>Module type</b>           | Compulsory module                  |
| <b>Study form</b>            | Group lesson                       |
| <b>Module level additive</b> | Basic                              |
| <b>Lecturer(s)</b>           | Einsele Farshideh                  |
| <b>Module responsibility</b> | Prof. Dr. Farshideh Einsele (eef1) |

**Short description of the module** The subject matter of the module "Business Information Systems 1 (iBS1)" is to describe firstly the importance of information systems(IS) to transform businesses, secondly why they(IS) are so essential for running and managing a business today, thirdly how do information systems serve the different management groups in a business and how do systems that link the enterprise improve organizational performance. In addition to this components of IT infrastructure and the current trends in computer hardware and software industry are explained. The module explains also the unique features of e-commerce, digital markets, and digital goods and the role of e-commerce in business today and in the future. The module ends up with a practical guide containing in-class exercises for basic web programming with Hyper Text Markup Language (HTML).

Topics of this module include: Information Systems in business today, Global E-Business and Collaboration, IT Infrastructure and Emerging Technologies and e-Commerce, programming basics for HTML.

**Requirements** -

**Competencies upon completion**

**Subject:** Students

- explain the foundation of strategic position and usage of IS and collaboration within a company
- explain the main components of an IT infrastructure
- explain the major categories of information systems that support business processes
- explain the importance of ERP, SCM, CRM systems
- explain what issues must be addressed when building an e-commerce presence
- explain how e-commerce works
- explain the basic structure of the HTML language

**Method:** Students

- discuss in interactive class sessions
- analyse important key messages of the given case studies
- present the answers of the given case study in front of the class
- work and practice with a simple HTML editor and write HTML code

**Social:** Students

- know the importance of IS in a corporate environment
- are able to understand the business values of enterprise applications (EA) and to classify EA for an existing organization
- are able to describe Porter's five competitive forces that shape industry competition
- are able to understand and categorize the components of IT infrastructure
- take part in interactive class discussions
- cooperate in small teams to discuss and solve the class exercises
- switch between different business and IT perspectives
- write simple HTML code

**Self:** Students

- reflect their own work
- prepare the case studies

## iBS1 - Business Information Systems 1 - BWB1019

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <ul style="list-style-type: none"> <li>- Information systems in Business today</li> <li>- Global E-Business and Collaboration</li> <li>- IT Infradstructure and emerging Technologies</li> <li>- E-Commerce</li> <li>- Basics of HTML programming</li> </ul>  |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"> <li>- Lectures, discussions</li> <li>- Group assignments (case studies)</li> <li>- HTML Exercises</li> </ul>   |
| <b>Literature</b>                     | <p><b>Indispensable Literature:</b></p> <ul style="list-style-type: none"> <li>- Management Information Systems, fifteenth edition, Kenneth C. Laudon, Jane P. Laudon, ISBN10: 1-292-21175-X; ISBN-13: 978-1-292-211 75-6</li> </ul> <p>The scan of indispensable chapters of this book will be additionally uploaded on Moodle</p> <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"> <li>- Browning Paul: HTML made easy, Reality Press Ltd., ASIN: B0058VFB96</li> </ul> |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons / 45 minutes   |
| <b>Attendance requirement</b>         | All group members are present at the presentation of the group work (case study)  |
| <b>Proof of competence</b>            | <ul style="list-style-type: none"> <li>- 20% case study (group work)</li> <li>- 80% on-line final exam (90 minutes), end of semester (CW 4 or 5). The final exam will be held on-line on Moodle.</li> </ul> <p>Grade formula both for group work and final exam = (number of received points / total points)*5 +1.</p>  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"> <li>- printed dictionary (mother tongue - examination language)</li> <li>- Summary: 10 A4 pages double-sided or 20 A4 pages single-sided</li> </ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | iBS2, iBS3  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern  |

## iBS2 - Business Information Systems 2 - BWB2035

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Einsele Farshideh  |
| <b>Module responsibility</b>           | Prof. Dr. Farshideh Einsele (eef1)   |
| <b>Short description of the module</b> | The subject matter of the module "Business Information Systems 2 (iBS2)" is process and data modeling for the business as well as Business Intelligence and Decision Making. Process and data models support successful communication between business and IT specialists. Topics of this module include: business process modeling with BPMN, entity-relationship (ER) and UML modeling, relational databases (RDB) and business intelligence (BI). A hands-on training in basics of Structured Query Language (SQL) is also included.  |
| <b>Requirements</b>                    | iBS1   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- explain the basics of business process modeling and draw corresponding BPMN diagrams</li> <li>- explain the basics of data modeling especially relational data bases for the business and draw corresponding ER and UML diagrams as well as designing RDBs</li> <li>- discuss relevant aspects of business intelligence, business analytics, datawarehousing and decision making and basic understanding of data mining as an example for knowledge discovery</li> <li>- understand basic and intermediary SQL commands and apply them for answering related business questions</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- apply BPMN to describe business processes</li> <li>- apply entity-relationship and UML diagrams to describe data models for the business</li> <li>- design and implement simple relational databases and perform simple database and query operations</li> <li>- apply SQL language for data management and business intelligence queries</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- cooperate in model development teams</li> <li>- switch between different business and IT perspectives</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- reflect their own work</li> <li>- prepare and present the case study</li> <li>- working and interacting together for group work</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Business Process modeling (BPMN)</li> <li>- Standard notations for business process and data modeling</li> <li>- Relational Database (RDB) design</li> <li>- Data query and data manipulation operations (SQL)</li> <li>- Technologies for business intelligence, business analytics, decision Support and datawarehousing</li> </ul>   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Lectures, discussions</li> <li>- Exercises</li> <li>- Group assignments (case studies)</li> </ul>   |

## iBS2 - Business Information Systems 2 - BWB2035

### Literature

#### Indispensable literature:

- Esteban Herrera : The BPMN Graphic Handbook, 2015. ISBN-13: 978-1512030457, ISBN-10: 1512030457
- Kenneth & Jane Laudon. Management Information Systems, Fifteenth Edition, Pearson Education Inc., ISBN-13: 978-1-292-21175-6, ISBN-10: 1-292-21175-X

#### Recommended literature:

- John J. Patrick: SQL Fundamentals, 2009, Pearson Education Inc., ISBN-13: 978-0-13-712602-6, ISBN-10: 0-13-712602-6

### Workload

90 hours

### Contact lessons

28 lessons

### Attendance requirement

All group members are present during the presentation of their group assignment

### Proof of competence

- 20% group assignment
- 80% on-line final exam (90 minutes), end of semester (CW 4 or 5). The final exam will be held on-line on Moodle.

Grade formula both for group work and final exam = (number of received points/total points)\*5+1

### Aids for written examination

- printed dictionary (mother tongue - examination language)
- Summary: 10 A4 pages/sheets double-sided / 20 A4 pages/sheets single-sided
- BFH-Calculator (TI-30 ECO RS)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

### Continuative, in depth modules

iBS3

### Comment

-

### Degree programme, semester

2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern

## iBS3 - Business Information Systems 3 - BWB3093

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Elective module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Zimmermann Heinrich  |
| <b>Module responsibility</b>           | Heinrich Zimmermann (zah2)   |
| <b>Short description of the module</b> | The subjective matter of the module "Business Information Systems 3 (iBS3)" is knowledge management, social software and data visualization. The human factor in building, shaping and using information systems is stressed. Topics of this module include collaborating with technology, ethics, security and web engineering.   |
| <b>Requirements</b>                    | iBS1 and iBS2  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- explain tasks, roles and processes in organizational knowledge management</li> <li>- explain the use of social software</li> <li>- explain the major activities und work products in information systems engineering projects</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- apply methods of computer-based collaboration</li> <li>- analyze and design simple web applications</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- engage in computer-based collaboration</li> <li>- cooperate effectively in classroom discussions and project teams</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- reflect their different roles and activities</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Knowledge sharing within and between organizations</li> <li>- Computer-based collaboration</li> <li>- Information ethics and security</li> <li>- Data visualization</li> </ul>  |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Lectures and discussions</li> <li>- Visualization project</li> </ul>  |

## iBS3 - Business Information Systems 3 - BWB3093

|                                       |  |
|---------------------------------------|--|
| <b>Literature</b>                     | <b>Indispensable literature:</b><br>Wallace, Patricia. Information Systems in Organizations. People, Technology, and Processes. 3rd edition. 2017. Pearson. ISBN: 978-0134635194. Older editions may be used as well.  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 26 lectures at 45 minutes each   |
| <b>Attendance requirement</b>         | During week 48 (November 25 - November 29) students will be participating in the International Tax Week. Lessons for that week are cancelled.  |
| <b>Proof of competence</b>            | Individual assignment, during semester, 50%<br>Written final exam, 90 minutes, end of semester (CW4 or 5), 50%   |
| <b>Aids for written examination</b>   | - Written summary: 10 A4-pages with writing on one side or 5 A4-pages with writing on both sides<br>- dictionary in mother tongue - examination language<br>- BFH calculator (TI-30 ECO RS)<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern  |



## iBUA - Introduction to Business Administration - BWB1020

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Basic  |
| <b>Lecturer(s)</b>                     | Vogel Claudia  |
| <b>Module responsibility</b>           | Claudia Vogel  |
| <b>Short description of the module</b> | <p>After the successful completion of the module, students have an overview of various aspects and questions of business administration. Students understand the company as an open, social, dynamic and complex system and have an exemplary idea of the internal functions of a company, its relationships with the environment and the entrepreneurial functions. The module nurtures the curiosity of students to deal with further business questions. Furthermore students get to know a business model which helps them to integrate and link their knowledge on different topics.</p>  |
| <b>Requirements</b>                    | -  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- are capable of explaining the basic concepts and principles of business administration and major business challenges</li> <li>- understand the interrelationships between business and the environment</li> <li>- can explain various corporate orientations</li> <li>- know the internal relationships of a company as well as its main functions and processes</li> <li>- can recognize and integrate existing and new knowledge in a comprehensive framework</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are capable of applying economic models to explain a company's basic relationships to its stakeholders</li> <li>- are capable of using different models to analyze business situations</li> <li>- use theoretical considerations as well as literature to evaluate business situations</li> <li>- can combine theory and practice</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to apply the course content to current business situations by means of groupwork</li> <li>- use personal resources as well as the resources of the group</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to transfer the learned content to current economic situations</li> <li>- are able to critically reflect on models, tools and action patterns</li> <li>- can reflect on different levels</li> <li>- develop the personal capability to analyze, judge and make decisions</li> <li>- discover gaps in their own knowledge through an autonomous and self-guided process</li> <li>- are able to close these gaps through self-guided study</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Fundamentals of Business Administration</li> <li>- Corporations</li> <li>- Environmental Spheres and Stakeholders</li> <li>- Management Models</li> <li>- St. Gallen Management Model</li> </ul>  |

## iBUA - Introduction to Business Administration - BWB1020

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Contact study with input presentations</li><li>- Teamwork</li><li>- Self-organized preparation and follow-up work of classroom lessons</li><li>- Self-study</li></ul>   |
| <b>Literature</b>                     | <b>Indispensable literature:</b> <ul style="list-style-type: none"><li>- Capaul, Roman, Steingruber, Daniel: Business Studies, 2014</li></ul>   |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | -   |
| <b>Proof of competence</b>            | Written Exam, 90 minutes: 100 %, end of semester (CW4 or 5)   |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Print dictionary in mother tongue - examination language</li><li>- BFH calculator (TI-30 ECO RS)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p> |
| <b>Continuative, in depth modules</b> | Introduction to Management and Organisation (iMOT)  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern  |

## iCCD - Cross-Cultural Competency Development - BWB2019

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Ali-Lawson Debra Dianne  |
| <b>Module responsibility</b>           | Debra Ali-Lawson   |
| <b>Short description of the module</b> | <p>This module allows students to develop an increased awareness of their own cultural background as well as some insight into the cultures of others. They are required to reflect on their level of intercultural competence and ways in which they can increase this competence. They will be able to identify behavior that is culturally affected and so avoid misunderstandings caused by cultural differences. This is done by exploring different cultural patterns and communication styles. Students learn to apply theoretical frameworks when analyzing their own intercultural exchanges as well as selected case studies. They can apply a reflective approach to moments of inter-cultural learning and are able to differentiate between neutral descriptions, interpretations, evaluations and stereotypes.</p>   |
| <b>Requirements</b>                    | -  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- are introduced to cultural theoretical frameworks such as Kluckhohn, Hall, Hofstede, Trompenaars, Schwartz</p> <p><b>Method:</b> Students<br/>- learn to apply theoretical frameworks when analysing their own intercultural exchanges and case studies.<br/>- can differentiate between neutral descriptions, interpretations, evaluations and stereotypes as well as apply a reflective approach to moments of inter-cultural learning.</p> <p><b>Social:</b> Students<br/>- develop a higher degree of self awareness, in particular during the contact hours and the guided self-study task which provide them with a platform to reflect on their perceptions, reactions and interpretations of unfamiliar intercultural situations.<br/>- develop their awareness of:<br/>&gt; the problems that arise in communicating with members of other cultures<br/>&gt; their own cultural values and unstated cultural assumptions,<br/>&gt; counter-productive stereotypes and prejudices toward people of other cultures</p> <p><b>Self:</b> Students<br/>- develop a better understanding of why cross-cultural exchanges can lead to conflict - the first step in being able to reduce or defuse such moments of conflict and so be socially competent in inter-cultural exchanges.</p> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- cultural competency; gaining cultural intelligence; big C vs little c culture themes; stereotype vs cultural standards</li> <li>- cultural dimensions and theoretical frameworks (e.g. Kluckhohn, Hall, Hofstede, Trompenaars, Schwartz)</li> <li>- behavioral strategies; cross-cultural communication skills</li> </ul>   |

## iCCD - Cross-Cultural Competency Development - BWB2019

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning method</b>   | Lectures (transmission of theories)<br>Action-learning and related reflective tasks (during seminar sessions);<br>Case-studies<br>Observation and application exercises<br>Group discussions  |
| <b>Literature</b>                     | <b>Indispensable Literature:</b><br>Script provided by lecturer (electronic version on Moodle)<br>Selected chapters from various sources provided by lecturers in electronic form.<br><br><b>Recommended literature:</b><br>Thomas, D. C. & Inkson, K, 2nd ed(2009), Cultural Intelligence; Living and Working Globally. Berrett-Koehler Publishers Inc, San Francisco. ISBN: 978-1-57675-625-6                                   |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | Attendance is not mandatory but highly recommended, especially the first lecture, as well as the seminar sessions as certain video cases as well as discussions cannot be replaced with individual self-study.<br><br>Lectures take place in calendar weeks 38, 40, 42, 44, 46, 48, 50; self-study task in calendar week 41; seminar sessions in calendar weeks 39, 43, 45, 47, 49, 51.   |
| <b>Proof of competence</b>            | <b>1. Online quiz: Calendar Week 41.</b> 10% of overall grade<br><br><b>2. Mid-term quiz: Calendar Week 46</b> (exact date and time to be communicated at the beginning of semester). 40% of overall grade; 45 minutes long<br><br><b>3. Reflective learning report:</b> individual report, 50% of overall grade; min. 1250 words, max. 1500 words; submission <b>deadline: Sunday 5 January 2020 at 12:00 midday</b> via Moodle. |
| <b>Aids for written examination</b>   | For mid-term quiz: No Calculator; Print dictionary (English-Student's mother-tongue); Summary - 2 double-sided A4 pages of notes or 4 single-sided pages of notes<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)  |
| <b>Continuative, in depth modules</b> | iINM, Major and Minor modules IBM   |

## iCCD - Cross-Cultural Competency Development - BWB2019

### Comment

Language of instruction and assessment is English.

### REPETITION OF THE MODULE

The following rules apply to students who repeat the module (on condition that the assessment components remain the same in the semester in which the student is repeating the module):

1. Repeat students **have to repeat** those assessment component which they failed. This can be either the on-line quiz, mid-term quiz, the reflective transfer report or a combination of these components. The grades they got for the assessment component/s they passed will be carried over.
2. Students have the option to repeat all assessment components if they wish. In this case, the grade they obtain will be the one taken into account and not a grade obtained in a previous semester.

---

### Degree programme, semester

2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern

---

## iCO1 - Management Accounting 1 - BWB1021

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Basic   |
| <b>Lecturer(s)</b>                     | Längin Thomas   |
| <b>Module responsibility</b>           | Thomas Längin (Igt2)  |
| <b>Short description of the module</b> | <p>After the successful completion of the module, the students will:</p> <ul style="list-style-type: none"> <li>- know the purposes of management accounting;</li> <li>- know, how costs behave, and be able to produce cost-volume-profit analyses;</li> <li>- apply the concept of job costing.</li> </ul>  |
| <b>Requirements</b>                    | Cost accounting knowledge, level Federal vocational baccalaureate in business   |
| <b>Competencies upon completion</b>    | <p><b>Subject: Students</b></p> <ul style="list-style-type: none"> <li>- know, how organizations benefit from cost accounting;</li> <li>- know, how costs behave;</li> <li>- are able to establish and interpret cost-volume-profit analyses;</li> <li>- know the characteristics of job costing and are able to apply this concept.</li> </ul> <p><b>Method: Students</b> are able to select, compute and interpret the relevant key data needed for specific management decisions based on the content of this module.</p> <p><b>Social: Students</b> are able to apply the course content to real business situations by means of collaborative learning and use their personal resources as well as the ones of their group.</p> <p><b>Self: Students</b></p> <ul style="list-style-type: none"> <li>- are able to transfer the learned content to real business situations and able to critically reflect on models, tools and action patterns;</li> <li>- develop their personal ability to analyze and assess situations and take decisions;</li> <li>- discover gaps in their own knowledge through an autonomous and self-guided learning process and are able to close these gaps through self-guided study.</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- The manager and management accounting;</li> <li>- An introduction to cost terms and purposes;</li> <li>- Cost-volume-profit analysis (CVP);</li> <li>- Determining how costs behave;</li> <li>- Job costing.</li> </ul>  |
| <b>Teaching and Learning method</b>    | Contact study with input presentations, collaborative learning, self-organized preparation and follow-up work of classroom lessons, self-study.   |

## iCO1 - Management Accounting 1 - BWB1021

|                                       |  |
|---------------------------------------|--|
| <b>Literature</b>                     | <b>Indispensable literature:</b><br>Srikant M. Datar, Madhav V. Rajan: Horngren's Cost Accounting, A Managerial Emphasis, 16th Global Edition, EAN: 9781292211541              |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons (14 weeks x 2 lessons per week)   |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | Written exam, 90 minutes, counts 100%, at the end of the semester (CW 4 or 5).   |
| <b>Aids for written examination</b>   | - BFH calculator (TI-30 ECO RS)<br>- open book<br><br>(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | Management Accounting 2 (iCO2)   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme full-time programme, Bern  |

## iCO2 - Management Accounting 2 - BWB1035

|                              |                      |
|------------------------------|----------------------|
| <b>ECTS</b>                  | 3                    |
| <b>Study language</b>        | English              |
| <b>Module type</b>           | Compulsory module    |
| <b>Study form</b>            | Group lesson         |
| <b>Module level additive</b> | Basic                |
| <b>Lecturer(s)</b>           | Längin Thomas        |
| <b>Module responsibility</b> | Thomas Längin (lgt2) |

**Short description of the module** After the successful completion of the module, the students will:  
- apply the concepts of activity-based costing, standard costing and target costing;  
- know, how to take pricing decisions.

**Requirements** Cost accounting knowledge, level Federal vocational baccalaureate in business, iCO1 module

**Competencies upon completion**

**Subject:** Students  
- know, how organizations benefit from cost accounting;  
- know the concepts of activity-based costing, of standard costing and of target costing and are able to apply them;  
- can make sound pricing decisions.

**Method:** Students are able to select, compute and interpret the relevant key data needed for specific management decisions based on the content of this module.

**Social:** Students are able to apply the course content to real business situations by means of collaborative learning and use their personal resources as well as the ones of their group.

**Self:** Students  
- are able to transfer the learned content to real business situations and able to critically reflect on models, tools and action patterns;  
- develop their personal ability to analyze and assess situations and take decisions;  
- discover gaps in their own knowledge through an autonomous and self-guided learning process and are able to close these gaps through self-guided study.

**Content**

- activity-based costing;
- standard costing;
- target costing;
- pricing decisions.

**Teaching and Learning method** Contact study with input presentations, collaborative learning, self-organized preparation and follow-up work of classroom lessons, self-study.



## iCO2 - Management Accounting 2 - BWB1035

|                                       |   |
|---------------------------------------|---|
| <b>Literature</b>                     | <b>Indispensable literature:</b> <ul style="list-style-type: none"><li>- Datar, Srikant M.; Rajan, Madhav V.: Horngren's Cost Accounting, A Managerial Emphasis, 16th Global Edition.</li><li>- The material provided by the lecturer on the moodle platform.</li></ul>   |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons (2 lessons per week x 14 weeks)  |
| <b>Attendance requirement</b>         | -   |
| <b>Proof of competence</b>            | Written exam, duration 90 minutes, counts 100%, at the end of the semester (CW 4 or 5).   |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- BFH calculator (TI-30 ECO RS)</li><li>- summary: maximum 10 A4 sheets (10 sheets A4 with writing on both sides or 20 sheets A4 with writing on one side)</li><li>- printed dictionary (mother tongue - examination language)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p> |
| <b>Continuative, in depth modules</b> | -   |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern  |

## ICSR - Corporate Social Responsibility - BWB3137

|  |  |
|--|--|
| <b>ECTS</b>                            | 9  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Elective module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Brechbühler Peskova Marie  |
| <b>Module responsibility</b>           | Prof. Dr. Marie Brechbühler Peskova  |
| <b>Short description of the module</b> | <p>CSR (Corporate Social Responsibility Sustainability) is a fully virtual module. This module is held in cooperation with HAMK University (Finland) und University of Applied Sciences Niederrhein (Germany). The students are flexible to work through a weekly sessions online on their own.</p> <p>During the module students also work on a Sustainability Project in a team. The learnig by doing approach is applied supported by coaching from the supervisors of all three Universities.</p>  |
| <b>Requirements</b>                    | -  |
| <b>Competencies upon completion</b>    | <ul style="list-style-type: none"> <li>- Understanding what are the challenges in sustainable development in our society.</li> <li>- Understanding what is the impact of these society challenges.</li> <li>- Undertand what ist the impact on the business.</li> <li>- Understanding how sustainability relates to the strategic corporate level.</li> <li>- Understand how the perspective of the various stakeholders influences the integration of the sustainability into the strategic corporate level.</li> <li>- Understanding the impact of the consumer behavior.</li> <li>- Understanding how to influence the consumer towards the sustainable consupmtion.</li> <li>- Understand how the improvement of the consumer behavior can be upscalled and measures/quantified.</li> <li>- What are the potential positive effects of the shift towards the sustainable consumer behavior.</li> </ul> |
| <b>Content</b>                         | <p>There are three blocks within the module:</p> <ul style="list-style-type: none"> <li>- Strategic CSR (Provided y HAMK, Dr. Iris Humala)</li> <li>- CSR Management (provided by NR, Prof. Dr. Martin Wenke)</li> <li>- Sustainable Consumption (Provided by BFH, Prof. Dr. Marie Brechbühler Peskova)</li> </ul>   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Online sessions including edcasts, videos</li> <li>- Interactive virtual meetings in adobe connect</li> <li>- Individual students assignments</li> <li>- Sustainable Project</li> </ul>   |
| <b>Literature</b>                      | The literature and other sources are provided each week of the module.   |
| <b>Workload</b>                        | The CSR modul is taught fully virtually. Students have a flexibility when to study the content, however a weekly rhythm is strongly suggested by lecturers and study materials.  |

## ICSR - Corporate Social Responsibility - BWB3137

### Contact lessons

There will be 5 Virtual meetings in adobe connect during the semester:  
- Introduction meeting  
- 3 x Intermediate presentations  
- Final presentations

---

### Attendance requirement

There will be only virtual meetings in adobe connect during the semester.

The obligatory sessions will take place in the following weeks:

- CW 38 Introduction
  - CW 41: 1. intermediate presentation
  - CW 46: 2. Intermediate presentation
  - CW 50. 3. Intermediate presentation
  - CW 3: Final Project presentation
- 

### Proof of competence

Sustainable Project Work (group work): final presentation and final report  
Intermediate presentations (compulsory participation)

---

### Aids for written examination

-

(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)

---

### Continuative, in depth modules

-

---

### Comment

-

---

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern  
2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern

---

## iEA1 - Mathematics for Economic Analysis 1 - BWB1056

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Basic   |
| <b>Lecturer(s)</b>                     | Krebs Michel, Ostrin Geoffrey Ellis   |
| <b>Module responsibility</b>           | Leonard Kwuida (kil2), Michel Krebs (kem2), Matthias Schmidt (sim3)   |
| <b>Short description of the module</b> | The course covers the basic mathematical concepts and techniques needed to understand economic theory.  |
| <b>Requirements</b>                    | Mathematics level Vocational Baccalaureate  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- will have knowledge of and application of such mathematical concepts as differential calculus in one variable.</p> <p><b>Method:</b> Students<br/>- will be able to recognise situations where the appropriate mathematical theory can be employed.</p> <p><b>Social:</b> Students<br/>- will solve problems through use of varied techniques and methods.</p> <p><b>Self:</b> Students<br/>- will be able to put themselves in the area of different subjects and to critically reflect on the possible personal consequences. They will be able to learn and study by themselves.</p> |
| <b>Content</b>                         | Mathematical theory such as functions, differential calculus and their applications to business and economic situations.  |
| <b>Teaching and Learning method</b>    | Regular lectures and exercise classes.  |
| <b>Literature</b>                      | MATHEMATICS FOR ECONOMICS AND BUSINESS<br>Ian Jacques<br>Pearson Academic<br>ISBN: 978-1-292-19166-9  |
| <b>Workload</b>                        | 90 hours  |
| <b>Contact lessons</b>                 | 28 lessons plus 28 lessons attended self-studies  |

## iEA1 - Mathematics for Economic Analysis 1 - BWB1056

**Attendance requirement** attendance 1st week is strongly recommended

---

**Proof of competence** written exam, 90 Minutes, end of semester (CW4 or 5), 100 %

---

**Aids for written examination**

- BFH-Calculator (TI-30 ECO RS)
- dictionary (mother tongue - examination language)
- Open Book

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

---

**Continuative, in depth modules** iEA2, iST1, iST2

---

**Comment** -

---

**Degree programme, semester** 2019-2020, 1 HS, BSc Business Administration, International Programme full-time programme, Bern

---

## iEA2 - Mathematics for Economic Analysis 2 - BWB1038

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Basic   |
| <b>Lecturer(s)</b>                     | Kwuida Léonard  |
| <b>Module responsibility</b>           | Krebs Michel (kem2), Leonard Kwuida (kil2), Matthias Schmidt (sim3)   |
| <b>Short description of the module</b> | Basics in economic analysis with respect to integration and linear algebra.   |
| <b>Requirements</b>                    | iEA1  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- have to understand and apply basic concepts of economic analysis.</p> <p><b>Method:</b> Students<br/>- have to use the relevant mathematical models for economic problems.</p> <p><b>Social:</b> Students<br/>- have to work in groups for solving economic problems.</p> <p><b>Self:</b> Students<br/>- have to organize themselves while self reflecting their skills and weaknesses.</p> |
| <b>Content</b>                         | Integration and linear algebra with respect to economic and business problems.  |
| <b>Teaching and Learning method</b>    | Weekly lecture followed by exercise lessons.  |
| <b>Literature</b>                      | <p><b>Indispensable literature:</b><br/>Sydsaeter/Hammond, Economic Analysis, Pearson, 5th edition, ISBN: 978-1-292-07461-0</p>   |
| <b>Workload</b>                        | 90 hours  |
| <b>Contact lessons</b>                 | 56 lessons  |
| <b>Attendance requirement</b>          | -   |
| <b>Proof of competence</b>             | written Exam, end of semester (CW4 or 5), 90 minutes, 100 %   |

## iEA2 - Mathematics for Economic Analysis 2 - BWB1038

**Aids for written examination**

- Calculator TI Nspire CAS (without any file saved in its memory)
- printed dictionary (mother tongue - examination language)
- Summary - Number of A4 pages: 2 (4 sheets/pages single-sided or 2 sheets/pages double-sided)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

---

**Continuative, in depth modules**      Statistics 1&2

---

**Comment**      -

---

**Degree programme, semester**      2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern

---

## iEC1 - Economics 1 - BWB1052

|                       |                   |
|-----------------------|-------------------|
| ECTS                  | 3                 |
| Study language        | English           |
| Module type           | Compulsory module |
| Study form            | Group lesson      |
| Module level additive | Basic             |
| Lecturer(s)           | Foord Daniel      |
| Module responsibility | Daniel Foord      |

|                                 |  |
|---------------------------------|--|
| Short description of the module | The module provides an overview of the main mechanisms and concepts of Economics as well as basic theoretical and methodological approaches to understanding market operations. It is a systematic introduction to microeconomic thinking and operations. Students gain an insight into the variety of possible governmental intervention in the Swiss markets. They learn how to analyze the effects of such interventions and of other changes in the economic environment on the development and adjustment of markets, prices and welfare. Students thus gain the necessary and useful background knowledge in order to make sound business decisions. |
|---------------------------------|--|

|              |   |
|--------------|---|
| Requirements | - |
|--------------|---|

|                              |   |
|------------------------------|---|
| Competencies upon completion | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- learn basic mechanisms and concepts of Economics and can classify and evaluate them. They learn how markets operate. They understand factors affecting supply and demand, can classify their importance for the triggering of imbalances and can explain verbally and graphically the adjustment processes; they can further explain and assess the effects of governmental intervention on market activity</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- gain contact with scientific texts and are able to generalize their content in order to create knowledge that is transferrable into applied know-how. They can assess and graphically illustrate standard microeconomic market situations with the help of instruments of economic analysis.</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- can analyze and discuss in groups microeconomic market situations and consider alternative views while defending their own positions. They know and experience the requirements for successful, efficient and satisfactory collaboration. They know the resources of colleagues and can make them available to the group.</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- can self assess themselves regarding various subject areas and can possibly infer individual consequences. They learn how to handle autonomy and self-organization. They critically assess their personal ability to judge and enhance it. They consider their own tolerance to stress and they learn their own strengths and weaknesses.</li> </ul> |
|------------------------------|---|

|         |   |
|---------|---|
| Content | <ul style="list-style-type: none"> <li>- Introduction to Economics</li> <li>- Market forces of supply and demand</li> <li>- Elasticity and its application</li> <li>- Consumers, producers and the efficiency of markets</li> <li>- Supply, demand and government policies</li> <li>- Interdependence and the gains from trade</li> <li>- Market failure and externalities</li> <li>- Information and behavioral economics</li> </ul> |
|---------|---|



## iEC1 - Economics 1 - BWB1052

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning method</b>   | Lectures, tutorial dialogue, exercises, group work   |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b><br/>- Mankiw/Taylor: Economics, 4th edition 2017, ISBN: 13:978-1-4737-2533-1</p> <p><b>Recommended literature:</b><br/>- Herrmann, Marco, Arbeitsbuch, Grundzüge der Volkswirtschaftslehre. 5. Auflage, Stuttgart: Schäffer-Poeschel Verlag, 2016, ISBN-Nr.: 978-3-7910-3599-4<br/>- Beck, Bernhard, Volkswirtschaft verstehen, 9. Auflage, Zürich: vdf Hochschulverlag, 2017, ISBN-Nr.: 978-3-7281-3815-6<br/>- Brunetti, Aymo, Volkswirtschaftslehre. Eine Einführung für die Schweiz, 4. Auflage, Bern: hep Verlag, 2017, ISBN-Nr.: 978-3-0355-0780-5</p> <p><b>Additional, continuative literature:</b><br/>- Pindyck, Robert and Daniel Rubinfeld, Mikroökonomie, 9.Auflage, [ebook] München: Pearson-Verlag, 2018, ISBN-Nr.: 978-3-8632-6847-3</p> |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons   |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | Written exam of 90 minutes: 100%, end of semester (CW 4 or 5)<br>Written or oral make-up exam  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"> <li>- BFH-Calculator (TI-30 ECO RS)</li> <li>- printed dictionary (mother tongue - examination language)</li> <li>- one A4-sheet summary (1 sheet with writing on both sides or 2 sheets with writing on one side)</li> </ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>  |
| <b>Continuative, in depth modules</b> | iME2   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern   |

## iEC1 - Macroeconomics 1 - BWB2056

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Gimeno Raúl Diego   |
| <b>Module responsibility</b>           | Prof. Dr. Raúl Gimeno (ger2)  |
| <b>Short description of the module</b> | This module offers a sound introduction to the foundations and methodology of macroeconomics allowing students to understand better their economic environment. Basic concepts like inflation, growth, unemployment are explained using real world examples.  |
| <b>Requirements</b>                    | -   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students know</p> <ul style="list-style-type: none"> <li>- how demand and supply determine price and quantity in a market, and explain the effects of changes in demand and supply.</li> <li>- how to measure GDP and its related drawbacks</li> <li>- what unemployment is and why it arises</li> <li>- what inflation is and why it arises</li> <li>- what potential GDP is and its relation with the natural rate of unemployment</li> <li>- what does drive economic growth</li> <li>- how monetary policy works</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to analyse a wide range of real life situations using core microeconomics concepts</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- apply their personal and individual resources in teams</li> <li>- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments</li> <li>- critically and appreciatively evaluate working results of peers</li> <li>- argue in a constructive and factual way</li> <li>- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn and work independently, recognize gaps in their knowledge and fill these gaps independently</li> <li>- critically reflect work and thought processes and develop possible courses of action</li> <li>- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client</li> <li>- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio</li> <li>- evidence stamina when confronted with problems during their studies and in their professions</li> </ul> |

## iEC1 - Macroeconomics 1 - BWB2056

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>- GDP</li><li>- Jobs and Unemployment</li><li>- The CPI and the cost of living</li><li>- Potential GDP and the NUR</li><li>- Economic Growth</li><li>- Finance, Saving and Investment</li><li>- The Monetary System</li><li>- Money, Interest and Investment</li><li>- Aggregate Supply and Aggregate Demand</li><li>- Aggregate Expenditure Multiplier</li></ul> |
| <b>Teaching and Learning method</b>   | A combination of guided self-study, contact lessons and multiple choice questions will ensure an optimal learning mix   |
| <b>Literature</b>                     | <b>Indispensable literature:</b> <ul style="list-style-type: none"><li>- Economics 4th edition, Cengage Learning, Mankiw &amp; Taylor, ISBN-10: 147372533X</li></ul>  |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | -   |
| <b>Proof of competence</b>            | Written examination 100%, 90 minutes, end of semester (CW4 or 5)  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Summary: one A4 sheet (1 sheet A4 with writing on one side)</li><li>- BFH-Calculator (TI-30 ECO RS)</li><li>- printed dictionary (mother tongue - examination language)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>  |
| <b>Continuative, in depth modules</b> | Macroeconomics 2  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern  |

## iEC2 - Macroeconomics 2 - BWB3091

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Elective module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | S - Specialised level course  |
| <b>Lecturer(s)</b>                     | Rascón Alberto  |
| <b>Module responsibility</b>           | Prof. Alberto Rascon (rca2)   |
| <b>Short description of the module</b> | This module is an intermediate course in Macroeconomics. The course focuses on the relation of macroeconomic policy and firms. We review Fiscal Policy, Monetary Policy, International Trade Policy, International Finance and International regulation   |
| <b>Requirements</b>                    | iFM2, iEC1, iME1, iME2  |
| <b>Competencies upon completion</b>    | <p><b>Subject: Students</b></p> <ul style="list-style-type: none"> <li>- will understand the consequences and effects of macroeconomic policy for firms, for workers and for the whole society.</li> <li>- will understand the fundamentals of exchange rate vs. financial analysis and arbitrage theory.</li> <li>- will understand the implications of a fixed exchange rate vs. a floating exchange rate.</li> <li>- will understand the implications of trade policy.</li> </ul> <p><b>Method: Students</b></p> <ul style="list-style-type: none"> <li>- will be able to understand the different factors that influence the choice of a determinate macroeconomic policy.</li> <li>- will be able to create benchmarks of policies across nations.</li> <li>- will understand the theory and the philosophy behind a particular choice of macroeconomic policy.</li> <li>- will be able to understand macroeconomic articles and newspapers.</li> </ul> <p><b>Social: Students</b></p> <ul style="list-style-type: none"> <li>- will be able to debate their political and economic opinions among them.</li> <li>- will provide or request support from peers and supplement course input by providing examples from personal experience.</li> <li>- will be confronted with a different culture and a different teaching style</li> </ul> <p><b>Self: Students</b></p> <ul style="list-style-type: none"> <li>- will reflect their strengths and weaknesses as well as reasons for success or problems encountered.</li> <li>- will be able to critically assess the concepts and methods of macroeconomic policy.</li> <li>- will be able to develop a consistent argument in favour of their particular choice of policy.</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Macroeconomic Policy,</li> <li>- Fiscal Policy: Demand and Supply,</li> <li>- Monetary Policy: Instruments of Monetary Policy</li> <li>- International Trade Policy: Global Markets,</li> <li>- Exchange rate</li> <li>- Regulation</li> </ul>   |
| <b>Teaching and Learning method</b>    | Lectures, Homeworks, Films  |

## iEC2 - Macroeconomics 2 - BWB3091

### Literature

#### Indispensable literature:

- MANKIWI Gregory N. and TAYLOR Mark P. "Economics" 4th Edition CENGAGE Learning (2017), ISBN: 978-1473725331
- AKERLOF, G. and SHILLER, R. "Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism" Princeton University Press;(2010) ISBN-13: 978-0691145921
- Several Papers and cases will be given in class.

#### Recommended literature:

- BADE & PARKIN "FOUNDATIONS OF MACROECONOMICS: INTERNATIONAL EDITION" ISBN 9780133029529
- KRUGMAN Paul, & WELLS R., Macroeconomics ISBN-13: 978-1429283434 Worth; 5th ed. 2019 edition (25. January 2018)

### Workload

90 hours

### Contact lessons

28 lessons

### Attendance requirement

85% of attendance is compulsory (12 out of 14 sessions). Additional absences will only be excused in case of important / legal reasons (such as illness, not work obligations).

During week 48 (November 25 - November 29) students will be participating in the International Tax Week. Lesson for that week may be rescheduled, changed or cancelled. Detailed information concerning the changes will be provided during the lessons.

### Proof of competence

1. 65% weekly exams
2. 35% Team/Individual Presentation during the course (topics will be set in class)

If the student would like to increase its note she/he can write a final essay and the grading will be:

1. 25% weekly exams
2. 45% Essay
3. 30% Team/Individual Presentation during the course (topics will be set in class)

### Aids for written examination

-

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

### Continuative, in depth modules

-

### Comment

-

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern

## iEC2 - Economics 2 - BWB2096

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Gimeno Raúl Diego   |
| <b>Module responsibility</b>           | Prof. Dr. Raúl Gimeno (ger2)  |
| <b>Short description of the module</b> | This module offers a sound introduction to the foundations and methodology of macroeconomics allowing students to understand better their economic environment. Basic concepts like inflation, growth, unemployment are explained using real world examples.  |
| <b>Requirements</b>                    | -   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students know</p> <ul style="list-style-type: none"> <li>- how demand and supply determine price and quantity in a market, and explain the effects of changes in demand and supply.</li> <li>- how to measure GDP and its related drawbacks</li> <li>- what unemployment is and why it arises</li> <li>- what inflation is and why it arises</li> <li>- what potential GDP is and its relation with the natural rate of unemployment</li> <li>- what does drive economic growth</li> <li>- how monetary policy works</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to analyse a wide range of real life situations using core microeconomics concepts</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- apply their personal and individual resources in teams</li> <li>- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments</li> <li>- critically and appreciatively evaluate working results of peers</li> <li>- argue in a constructive and factual way</li> <li>- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn and work independently, recognize gaps in their knowledge and fill these gaps independently</li> <li>- critically reflect work and thought processes and develop possible courses of action</li> <li>- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client</li> <li>- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio</li> <li>- evidence stamina when confronted with problems during their studies and in their professions</li> </ul> |

## iEC2 - Economics 2 - BWB2096

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <ul style="list-style-type: none"> <li>- GDP</li> <li>- Jobs and Unemployment</li> <li>- The CPI and the cost of living</li> <li>- Potential GDP and the NUR</li> <li>- Economic Growth</li> <li>- Finance, Saving and Investment</li> <li>- The Monetary System</li> <li>- Money, Interest and Investment</li> <li>- Aggregate Supply and Aggregate Demand</li> <li>- Aggregate Expenditure Multiplier</li> </ul> |
| <b>Teaching and Learning method</b>   | A combination of guided self-study, contact lessons and multiple choice questions will ensure an optimal learning mix  |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"> <li>- Economics 4th edition, Cengage Learning, Mankiw &amp; Taylor, ISBN-10: 147372533X</li> </ul>  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons   |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | Written examination 100%, 90 minutes, end of semester (CW4 or 5)   |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"> <li>- Summary: one A4 sheet (1 sheet A4 with writing on one side)</li> <li>- BFH-Calculator (TI-30 ECO RS)</li> <li>- printed dictionary (mother tongue - examination language)</li> </ul> <p>(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)</p>  |
| <b>Continuative, in depth modules</b> | iEC3, iEC4   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern  |

## iFA1 - Financial Accounting 1 - BWB1023

|                              |                   |
|------------------------------|-------------------|
| <b>ECTS</b>                  | 3                 |
| <b>Study language</b>        | English           |
| <b>Module type</b>           | Compulsory module |
| <b>Study form</b>            | Group lesson      |
| <b>Module level additive</b> | Basic             |
| <b>Lecturer(s)</b>           | Longaron Daniel   |
| <b>Module responsibility</b> | Daniel Longaron   |

**Short description of the module** Financial Accounting 1 establishes the basic knowledge regarding accounting for bachelor students. Its aim is to present the basic rules of accounting and the way to elaborate financial statements. The teaching will focus on international financial Reporting standards which are generally accepted in Europe and throughout the world. During the seminar, links with taxation and finance will be illustrated. The course will focus on the main current economic transactions and on the understanding of the balance sheet, income statement and cash flow statement. Upon completion, students know how to elaborate and analyze basis financial information. The students are familiar with the implications of digitisation for modern bookkeeping and financial reporting.

**Requirements** Knowledge of financial mathematics and English

**Competencies upon completion**

**Subject:** Students

- understand accounting rules.
- understand the financial statements structure and goals.
- understand the framework of the IFRS standards.

**Method:** Students

- are able to apply accounting rules for specific problems/cases
- are able to establish financial statements

**Social:** Students

- Practical and conceptual analyze
- Work in small groups.

**Self:** Students

- develop their accounting skills
- become familiar with IFRS

**Content**

- Basis of accounting
- Income accounting, COGS, amortization, end of the year closing procedure
- Net income calculation
- Articulation among different financial statements
- IFRS introduction: Conceptual framework
- Notes



## iFA1 - Financial Accounting 1 - BWB1023

**Teaching and Learning method** - Instructions  
- Self-study  
- Possibly group work

**Literature** **Indispensable literature:**  
Financial Accounting, international financial reporting standards, 9th, global edition, Pearson Harrison, Horngreen, Thomas and Suwardy ISBN-13: 9780273777809

**Workload** 90 hours

**Contact lessons** 14 \* 2 periods

**Attendance requirement** -

**Proof of competence** Written exam  
Duration 90 minutes  
Weight 100 %  
Calendar week 4 or 5

**Aids for written examination** - BFH-Calculator (TI-30 ECO RS)  
- Print dictionary in mother tongue - examination language  
- Summary - Number of A4 pages: 10 (20 pages single-sided or 10 pages double-sided)  
  
(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

**Continuative, in depth modules** iFA2

**Comment** -

**Degree programme, semester** 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern

## iFM1 - Financial Management 1 - BWB2021

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Bächli Sandro   |
| <b>Module responsibility</b>           | Prof. Dr. Sandro Bächli   |
| <b>Short description of the module</b> | Financial Management 1 provides an introduction to the theory, the methods, and the concerns of corporate finance. The module introduces the fundamental concepts of capital budgeting. The main topics include: 1. the financial environment; 2. time value of money; 3. the capital budgeting techniques; 4. corporate financing and business valuation.  |
| <b>Requirements</b>                    | Mathematics and English   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- understand the concepts of financial management.</li> <li>- are able to apply the various methods learned in the area of capital budgeting.</li> <li>- understand the concepts of time value of money and the trade-off between risk and return.</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to apply and evaluate the various concepts of capital budgeting in the context of business cases.</li> <li>- are able to select the appropriate methods, make the calculations and present the findings and solutions in an adequate way.</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- provide or request support from peers and supplement course input by providing examples from personal experience.</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- reflect their strengths and weaknesses as well as reasons for success or problems encountered.</li> <li>- are able to assess critically the concepts and methods of corporate finance.</li> </ul> |
| <b>Content</b>                         | <p>The students are able to master the fundamental concepts of capital budgeting. They know and understand the various methods used to evaluate investment projects.</p> <ul style="list-style-type: none"> <li>- Overview of corporate finance</li> <li>- Time value of money</li> <li>- Valuing bonds and stocks</li> <li>- Investment appraisal (capital budgeting)</li> <li>- Capital structure and company valuation</li> </ul>  |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Problem solving and discussions</li> <li>- Self-study</li> </ul>   |

## iFM1 - Financial Management 1 - BWB2021

### Literature

#### Indispensable literature:

"Principles of Corporate Finance" by R. A. Brealey, S. C. Myers, F. Allen; McGraw-Hill, Irwin  
Following editions of the book are suitable: 10, 11 or 12 (soft or hardcover)

The book will be used also in the next semester for iFM2.

---

### Workload

90 hours

---

### Contact lessons

28 lessons

---

### Attendance requirement

-

---

### Proof of competence

- written exam
- duration 90 minutes
- At the end of the semester (calendar week 4 or 5)
- weight: 100%

---

### Aids for written examination

- BFH-Calculator TI-30 ECO RS or another pocket calculator (according to the written examination regulations - effective from SS19)
- printed dictionary (mother tongue - examination language)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

---

### Continuative, in depth modules

iFM2

---

### Comment

-

---

### Degree programme, semester

2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern

---

## iFM2 - Financial Management 2 - BWB2037

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Rascón Alberto   |
| <b>Module responsibility</b>           | Prof. Alberto Rascon (rca2)  |
| <b>Short description of the module</b> | Financial Management 1 and 2 provide a general introduction to the theory and methods of corporate finance. The module Financial Management 2 provides the fundamental concepts of portfolio theory and risk management. The main topics include: 1. Risk and return; 2. CAPM; 3. Financial Planning; 4. Interest rate and currency risks; 5. Options  |
| <b>Requirements</b>                    | iFM1   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- will understand the concepts of modern portfolio theory and apply various methods (calculating returns, risk, Beta, etc.).</li> <li>- will know the elements of financial planning</li> <li>- will understand the concepts of risk management and apply the tools to practical issues in managing interest and currency risks.</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- will be able to select the appropriate methods, make the calculations and present the findings and solutions in an adequate way.</li> <li>- will be able to solve financial problems with the means of calculators and computers.</li> <li>- will transform its business knowledge into financial calculations</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- will provide or request support from peers and supplement course input by providing examples from personal experience.</li> <li>- will be confronted with a different culture and a different teaching style</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- will reflect their strengths and weaknesses as well as reasons for success or problems encountered.</li> <li>- will be able to critically assess the concepts and methods of financial management.</li> </ul> |
| <b>Content</b>                         | Portfolio Theory, Risk Theory, Derivatives, Debt, Risk Management, Financial Analysis  |
| <b>Teaching and Learning method</b>    | Lectures, Homeworks  |

## iFM2 - Financial Management 2 - BWB2037

### Literature

**Indispensable literature:**

Brealey, Richard., Myers S. Allen F. "Principles of Corporate Finance" McGraw-Hill/Irwin; 12th edition (April 1, 2016) ISBN-13: 9780077185060

**Recommended literature:**

Berk Jonathan, DeMarzo, P. "Corporate Finance" Pearson Education; 3rd Edition (2013) ISBN-13: 978-0273792024

**Additional, continuative literature:**

Hull, John C, "Options, Futures and Other Derivatives", 8th Edition, Global Edition (18. April 2011), Prentice Hall International; ISBN-Nr.: 978-0273759072

---

### Workload

90 hours

---

### Contact lessons

28 lessons

---

### Attendance requirement

When applicable: Attendance to the International Day's lessons is compulsory.

---

### Proof of competence

Written Exam, 90 minutes: 100 %; end of semester (CW4 or 5)

The teacher keeps the right to give extra points during the class or for special homeworks to the students with the main propose to encourage learning.

---

### Aids for written examination

- Calculator TI-Nspire
- printed dictionary (mother tongue - examination language)
- A formulary sheet will be provided along with the exam

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

---

### Continuative, in depth modules

Major/minor Banking and Finance

---

### Comment

-

---

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern

---

## iHR1 - Human Resource Management 1 - BWB1049

|                              |   |
|------------------------------|---|
| <b>ECTS</b>                  | 3                                       |
| <b>Study language</b>        | English                                 |
| <b>Module type</b>           | Compulsory module                       |
| <b>Study form</b>            | Group lesson                            |
| <b>Module level additive</b> | Basic                                   |
| <b>Lecturer(s)</b>           | Baumann Rébecca, Schneeberger Christoph |
| <b>Module responsibility</b> | Anja Habegger                           |

|  |  |
|--|--|
| <b>Short description of the module</b> | <p>The module "Human Resource Management 1" teaches basic knowledge about managing employees in a modern working environment. In doing so, it combines the relevant aspects of organizational behavior (OB), human resource management (HRM) and labor law. In this way, students receive an integrated overview of aspects that must be considered from a business perspective when managing people in organizations (e.g. planning, selecting, compensating, motivating personnel).</p> <p>In a case study at the end of the semester students practice their knowledge from the three sub-areas, establish connections and discuss various solutions. "Human Resource Management 1" is the basis for the two following modules "Human Resource Management 2" and "Human Resource Management 3" and for the Specialization in "Human Resource Management".</p> |
|--|--|

|                     |      |
|---------------------|------|
| <b>Requirements</b> | None |
|---------------------|------|

|                                     |  |
|-------------------------------------|--|
| <b>Competencies upon completion</b> | <p><b>Expertise:</b> The students</p> <ul style="list-style-type: none"> <li>- know the topics and issues dealt with in the fields of work and organizational psychology, personnel management and labor law</li> <li>- can explain the interplay of concepts and instruments from work and organizational psychology, personnel management and labor law</li> <li>- accurately reproduce technical terminology from the three subject areas and can use it according to the situation</li> </ul> <p><b>Methodical Competencies:</b> The students</p> <ul style="list-style-type: none"> <li>- recognize the employees in the company as a competitive resource and the strategic importance of personnel-related activities as a consequent consequence</li> <li>- can use their theoretical knowledge to solve concrete practical situations</li> <li>- Obtain additional information automatically to expand your knowledge</li> </ul> <p><b>Social skills:</b> The students</p> <ul style="list-style-type: none"> <li>- Get to the bottom of the matter by asking lecturers and / or colleagues</li> <li>- can constructively discuss solutions in the group</li> </ul> <p><b>Self-competences:</b> The students</p> <ul style="list-style-type: none"> <li>- plan their knowledge building independently</li> <li>- develop personal judgment, - analysis and decision making</li> </ul> |
|-------------------------------------|--|

|                |   |
|----------------|---|
| <b>Content</b> | <ul style="list-style-type: none"> <li>- Work and Organizational Psychology: Development of Work, People and Leadership</li> <li>- Personnel management: personnel planning, personnel recruitment, personnel selection</li> <li>- Labor Law: Overview, Legal Aspects of Contracting, Holidays and Leisure, Equality and Diversity</li> </ul> |
|----------------|---|

## iHR1 - Human Resource Management 1 - BWB1049

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Contact studies with input lectures</li><li>- Self-organized preparation and follow-up of the individual lessons</li><li>- self-study</li><li>- Case study</li></ul>  |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"><li>- Slides and documents from the lectures are provided on moodle.</li></ul> <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"><li>- Foot M and Hook C. Introducing Human Resource Management, Harlow, FT Prentice Hall. (latest edition)</li><li>- Truss, C, Mankin, D &amp; Kelliher, C (2012) Strategic Human Resource Management, Oxford University Press</li></ul> <p><b>Additional, continuative literature:</b></p> <ul style="list-style-type: none"><li>- articles will be provided for each session on moodle</li></ul> |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | It is recommended to attend all lessons.<br>Presence is mandatory for the beginning session in calendar week 38.  |
| <b>Proof of competence</b>            | Written examination at the end of the semester (CW4 or 5); 90 minutes; Weighting 100%   |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Any print of the Swiss Code of Obligations (pdf print, single CO edition or a CO edition bound together with other statutes).</li><li>- BFH-Calculator (TI-30 ECO RS)</li><li>- printed dictionary (mother tongue - examination language)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>  |
| <b>Continuative, in depth modules</b> | <ul style="list-style-type: none"><li>- Human Resource Management 2</li><li>- Human Resource Management 3</li><li>- Leadership</li><li>- Major Human Resource Management</li></ul>  |
| <b>Comment</b>                        |   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern  |

## iHR2 - Human Resource Management 2 - BWB1050

|                              |   |
|------------------------------|---|
| <b>ECTS</b>                  | 3                                       |
| <b>Study language</b>        | English                                 |
| <b>Module type</b>           | Compulsory module                       |
| <b>Study form</b>            | Group lesson                            |
| <b>Module level additive</b> | Basic                                   |
| <b>Lecturer(s)</b>           | Baumann Rébecca, Schneeberger Christoph |
| <b>Module responsibility</b> | Prof. Dr. Rébecca Baumann               |

|  |  |
|--|--|
| <b>Short description of the module</b> | <p>The module "iHR2" is the continuation of "iHR1". It covers the basics of dealing with employees in a modern working environment. It combines relevant aspects of work and organizational psychology, personnel management and labor law.</p> <p>Students receive an integrated overview on employee compensation, retention, development and termination. In a case study during the semester students apply their knowledge from the individual sub-areas, make connections and discuss different solutions. "iHR2" provides the basics for the following module "iHR3 "and for the specialization" Human Resource Management ".</p> |
|--|--|

|                     |      |
|---------------------|------|
| <b>Requirements</b> | iHR1 |
|---------------------|------|

|                                     |  |
|-------------------------------------|--|
| <b>Competencies upon completion</b> | <p><b>Expertise:</b> The students</p> <ul style="list-style-type: none"> <li>- know the topics and issues dealt with in the fields of work and organizational psychology, personnel management and labor law</li> <li>- can explain the interplay of concepts and instruments from work and organizational psychology, personnel management and labor law</li> <li>- accurately reproduce technical terminology from the three subject areas and can use it according to the situation</li> </ul> <p><b>Methodical Competencies:</b> The students</p> <ul style="list-style-type: none"> <li>- recognize the employees in the company as a competitive resource and the strategic importance of personnel-related activities as a consequent consequence</li> <li>- can use their theoretical knowledge to solve concrete practical situations</li> <li>- Obtain additional information automatically to expand your knowledge</li> </ul> <p><b>Social skills:</b> The students</p> <ul style="list-style-type: none"> <li>- Get to the bottom of the matter by asking lecturers and / or colleagues</li> <li>- can constructively discuss solutions in the group</li> </ul> <p><b>Self-competences:</b> The students</p> <ul style="list-style-type: none"> <li>- plan their knowledge building independently</li> <li>- develop personal judgment, - analysis and decision making</li> </ul> |
|-------------------------------------|--|

|                |            |
|----------------|------------|
| <b>Content</b> | See above. |
|----------------|------------|

|                   |   |
|-------------------|---|
| <b>Literature</b> | <p><b>Essential literature for the proof of competence:</b></p> <ul style="list-style-type: none"> <li>- Handouts for the lecture "iHR2"</li> </ul> <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"> <li>- any introduction book on HRM and OB from the library.</li> </ul> |
|-------------------|---|



## iHR2 - Human Resource Management 2 - BWB1050

|                                       |  |
|---------------------------------------|--|
| <b>Workload</b>                       | 90h  |
| <b>Contact lessons</b>                | 28h of lecture   |
| <b>Attendance requirement</b>         | Attendance is mandatory for the first lecture in CW 38.  |
| <b>Proof of competence</b>            | group work/assessment during the semester  |
| <b>Aids for written examination</b>   | - printed dictionary (mother tongue - examination language)<br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | - iHR3<br>- iLEA<br>- Major in HRM   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern   |

## iHR3 - Human Resource Management 3 - BWB2093

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Baumann Rébecca, Schneeberger Christoph, Straub Caroline   |
| <b>Module responsibility</b>           | Caroline Straub  |
| <b>Short description of the module</b> | This module answers the following question: What challenges does HRM face in the future? (Shortage of skilled workers, aging of the workforce, high burnout rates, digitization in the IT industry etc.).  |
| <b>Requirements</b>                    | iHR1 and iHR2  |
| <b>Competencies upon completion</b>    | <ul style="list-style-type: none"> <li>- Development of HR expertise and application to practice.</li> <li>- Learn how to deal with research studies and data (sourcing information, understanding, interpreting, and applying)</li> <li>- Search for academic articles and best practice examples (google scholars, Business Source Premier)</li> <li>- Preparation of the acquired knowledge in a new format. Learning to prepare a presentation package according to the Pyramid Principle.</li> </ul>                      |
| <b>Content</b>                         | <p>The lecturers provide a deeper insight into current issues and trends in human resource management (such as diversity management, employer branding, health management, new forms of work). The topics covered are considered from the perspective of HRM, work psychology and labour law.</p> <p>Students choose a current HRM theme for their group work, take up the role of HR consultants holding expertise in this theme, and create a group work. Here they are supported by the lecturers in form of coachings.</p> |
| <b>Teaching and Learning method</b>    | Lectures and Coachings   |
| <b>Literature</b>                      | Will be uploaded on moodle for each session.   |
| <b>Workload</b>                        | 90h  |
| <b>Contact lessons</b>                 | Lessons and one obligatory coaching  |

## iHR3 - Human Resource Management 3 - BWB2093

|                                       |  |
|---------------------------------------|--|
| <b>Attendance requirement</b>         | In the first lecture.  |
| <b>Proof of competence</b>            | Groupwork developed during term. Deadline at the end of the term.  |
| <b>Aids for written examination</b>   | -<br>(For details on the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern  |

## iINM - International Management - BWB2054

|                              |                         |
|------------------------------|-------------------------|
| <b>ECTS</b>                  | 3                       |
| <b>Study language</b>        | English                 |
| <b>Module type</b>           | Elective module         |
| <b>Study form</b>            | Group lesson            |
| <b>Module level additive</b> | Intermediate            |
| <b>Lecturer(s)</b>           | Ali-Lawson Debra Dianne |
| <b>Module responsibility</b> | Debra Ali-Lawson        |

**Short description of the module** Being able to reconcile these dilemmas requires intercultural competence but also a knowledge of the values, behaviours and contexts found in other countries. This module builds on the students' increased intercultural awareness and knowledge of cultural frameworks obtained in the module CCCD/iCCD. Students who have not obtained such input in previous modules can still enrol for this module but are advised to independently study, at the beginning of the semester, information provided on these cultural frameworks at the beginning of the semester.

External regional experts provide region specific input on a selection of countries/cultural areas (e.g. China, Brazil, the Arab world, Russia, India, South Africa or Japan - exact countries will be communicated at the beginning of the semester) highlighting how culture impacts business and management.

**Requirements** -

**Competencies upon completion**

**Subject:** Students have a higher degree of knowledge of the regions and countries presented in this module; have a deeper understanding of the concept of culture and knowledge of the influential cultural theories, models and instruments used to analyze cultural differences and intercultural communication

**Method:** Students can make use of the models and country specific information to analyze their own behavior as well as that of members of other cultures in certain business contexts or situations

**Social:** Students are better equipped to work in a culturally diverse team; understand the importance of respecting other cultures in a business or management context

**Self:** Students have increased intercultural competencies

**Content** Region specific input (political, economic, social, cultural etc) and how these factors impact on business and management in the selection of countries/regions addressed in the module.

**Teaching and Learning method** Students are expected to do weekly preparatory reading for the two contact lessons each week as well as post-class study. The contact hours focus mainly on studying various cultural regions and allow students to revise and discuss their reading before applying them to short case studies or group tasks.

## iINM - International Management - BWB2054

|                                       |  |
|---------------------------------------|--|
| <b>Literature</b>                     | <b>Indispensable literature:</b><br>Electronic version of the Mandatory Reading Script provided by the module coordinator at the beginning of the semester<br>Hand-outs distributed during the semester by the regional experts  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons   |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | Written examination, 90 minutes at semester end (CW4 or 5), weighting: 100%  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- printed dictionary (mother tongue - examination language)</li><li>- Summary - Number of A4 pages: 3 pages double-sided print <b>or</b> 6 pages single-sided print</li><li>- BFH calculator (TI-30 ECO RS)</li></ul> <p>(For details to the aids allowed during written exams please refer to "information on study and examination regulations" on Moodle)</p> |
| <b>Continuative, in depth modules</b> | Major and Minor modules in IBM   |
| <b>Comment</b>                        | Language of instruction and assessment: English<br><br>iINM is an optional module for students in the BSc Business Information Technology degree programme.  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern   |

## iLW1 - Law 1 - BWB1046

|                              |                    |
|------------------------------|--------------------|
| <b>ECTS</b>                  | 3                  |
| <b>Study language</b>        | English            |
| <b>Module type</b>           | Compulsory module  |
| <b>Study form</b>            | Group lesson       |
| <b>Module level additive</b> | Basic              |
| <b>Lecturer(s)</b>           | Hepp Hügi Marianne |
| <b>Module responsibility</b> | Marianne Hepp Hügi |

|  |  |
|--|--|
| <b>Short description of the module</b> | <p>The students start this module with very different previous knowledge. The Module iLW1 gives an overview of the principles of law and different fields of law. Considering the purpose and the social function of law, students will be given an overview of the organization of the federal state / confederation; the module will focus on fundamental rights and the organization of federal state, cantons and communes.</p> <p>According to the system of the civil law (Swiss Civil Code) the students will learn about the following subjects: basics of law of persons, family law specially martial law (inclusive excursus to the law of registered partnership and concubinage), law of succession and property law.</p> <p>Another matter of this module are basics about the structure and application of criminal law (Swiss Criminal Code).</p> <p>Relevant aspects of international law will be considered.</p> <p>Lecturer will - if necessary - refer to actualities.</p> |
|--|--|

|                     |  |
|---------------------|--|
| <b>Requirements</b> | For Swiss students: according to their curriculums of the professional schools. Foreign students: dependent on their national school system. |
|---------------------|--|

|                                     |   |
|-------------------------------------|---|
| <b>Competencies upon completion</b> | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- know and understand the essential structure of the Swiss legal system. They are familiar with the structure and organization of the Swiss confederation and know about the interaction and coordination of the Swiss public institutions.</li> <li>- they recognize and distinguish sources of law. They are able to describe the legislative procedure and the different levels of law. They have a deeper understanding of fundamental rights.</li> <li>- are familiar with the system of the Swiss constitution, the Swiss civil law, the Swiss law of registered partnership and the Swiss criminal law. They have knowledge of the basics of the Swiss constitution (general provisions, fundamental rights, citizenship and social goals, confederation, cantons and communes, the people and the cantons, federal authorities, revision of the federal constitution), the Swiss civil code, the Swiss law of registered partnership and the Swiss criminal law.</li> <li>- are able to make references to individual international aspects</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to use legal working methods correctly. Recognize the level of a law / act. Understand the difference between private and public law inclusive subareas. Assign legal facts. Know the basic competences of the confederation, the cantons and the communes.</li> <li>- are able to explain the basics of Swiss criminal law</li> <li>- are able to cope with simple legal tasks and find solutions. Understand the text of a law / act and are able to subsume facts under the law.</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- Have basic competences of BBA.</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- Have basic competences of BBA.</li> </ul> |
|-------------------------------------|---|

## iLW1 - Law 1 - BWB1046

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>- Swiss Constitution</li><li>- Swiss Civil Code</li><li>- Swiss Criminal Code</li><li>- International aspects</li><li>- further</li></ul>   |
| <b>Teaching and Learning method</b>   | The module focuses on case-related learning. The students prepare themselves for the lessons with literature and cases. During the lessons the lecturer discusses the cases (prepared by the students as home work) with the students and gives more theoretical information.   |
| <b>Literature</b>                     | See moodle  |
| <b>Workload</b>                       | 90 lessons  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | -   |
| <b>Proof of competence</b>            | written examination (90 minutes) after the semester (CW4 or 5): 100 %<br>second try: written or oral exam (according to information of the lecturer in due time)  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Open book</li><li>- dictionary in mother tongue - examination language</li><li>- BFH calculator (TI-30 ECO RS)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p> |
| <b>Continuative, in depth modules</b> | iLW2, iLW3, iLW4, Bachelor Thesis   |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern  |

## iLW2 - Law 2 - BWB2090

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Suppa Giovanni   |
| <b>Module responsibility</b>           | Dr. Gianni Suppa   |
| <b>Short description of the module</b> | <p>The module provides students with an introduction to the law of contracts, torts and unjust enrichment. It deals with the general legal principles governing these areas of private law as well as with a variety of specific types of contracts. A particular focus is placed on contracts used in the business world such as e.g. the purchase contract. The course is based on Swiss law which will be compared with the laws of other countries, in particular the laws of the students' home countries. Students will get insight in the dominant legal systems of the world and be acquainted with contractual and torts issues relating to international business transactions.</p>  |
| <b>Requirements</b>                    | No specific requirements   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students will gain an understanding of the legal principles governing the laws of contracts, torts and unjust enrichment. They will get a sense of the national as well as of the international aspects of these fields of law.</p> <p><b>Method:</b> Students will learn how to read and interpret legal codes, court decisions and specific contracts. They will read selected material from legal literature.</p> <p><b>Social:</b> Students will discuss problems and cases in class, work in groups in class, and react properly to the arguments of their fellow students.</p> <p><b>Self:</b> Students will adequately prepare themselves for class (private study) and actively participate in class.</p> |
| <b>Content</b>                         | <p>Students get to know the legal framework governing the laws of contracts, torts and unjust enrichment and the ramifications related to them in a national and international context. They will be confronted with laws, court decisions and specific model contracts.</p>   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"><li>- Presentations by the lecturer</li><li>- Discussion of cases in class</li><li>- Self-study in preparation of the short tests</li><li>- Short tests in class</li></ul>   |
| <b>Literature</b>                      | <ul style="list-style-type: none"><li>- Legal codes to be found in the internet</li><li>- Introduction to Business Law, Volume 1: Contract Law, by Markus Müller Chen (collective purchase order to be organized by the lecturer on the first day of class)</li><li>- Cases, model contracts, excerpts from books and articles posted on Moodle</li></ul>  |
| <b>Workload</b>                        | 90 hours   |



## iLW2 - Law 2 - BWB2090

|                                       |   |
|---------------------------------------|---|
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | 85% of attendance is compulsory (12 of 14 double lessons). Additional absences will only be excused in case of important reasons (such as illness etc.; imperative work obligations will be excused once per semester at most). |
| <b>Proof of competence</b>            | Short tests, written in class (100%)  |
| <b>Aids for written examination</b>   | In general, short tests are closed book; they may be open book if so instructed by the lecturer. Dictionary allowed, calculator when so instructed by the lecturer.   |
| <b>Continuative, in depth modules</b> | iLW3 and iLW4   |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern   |

## iLW3 - Law 3 - BWB3125

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Strahm Sonja   |
| <b>Module responsibility</b>           | Sonja Strahm   |
| <b>Short description of the module</b> | <p>This module in "International Business Law" provides students with an overview of the international laws, systems and institutions that affect companies, whether operating locally or globally, and their business. It will provide an overview of different legal systems and international bodies, with a special focus on the European Union and its body of law. Using practical examples, it will focus on a range of legal topics and associated business risks arising in the international context, such as cross-border transactions, shipping and transportation, the protection and licensing of intellectual property, technology transactions and data privacy, international dispute resolution, and others.</p> |
| <b>Requirements</b>                    | No specific requirements.  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students will gain an understanding of the international legal systems that affect business and the international business law topics presented in this module.</p> <p><b>Method:</b> Students will be able to identify legal issues and business risks in the international business context.</p> <p><b>Social:</b> Students will have a higher awareness of the different legal systems and norms affecting international business and will be better equipped to handle international business issues arising in practice.</p> <p><b>Self:</b> Students will have increased confidence and competencies in dealing with international legal issues.</p>  |
| <b>Content</b>                         | A detailed listing of the content covered in the module and related reading will be posted on Moodle prior to the start of classes.  |
| <b>Teaching and Learning method</b>    | The lecturer will present the content covered in the module during the contact lessons. Students are expected to do weekly preparatory reading for the contact lessons and to participate in class discussions.  |
| <b>Literature</b>                      | The module will rely on excerpts from various textbooks as well as other materials made available by the lecturer. All of the literature and materials will be posted on Moodle.   |
| <b>Workload</b>                        | 90 hours   |
| <b>Contact lessons</b>                 | 28 lessons   |

## iLW3 - Law 3 - BWB3125

### Attendance requirement

Attendance is required for the scheduled mid-course examination held in class. The date for this mid-course examination will be posted on Moodle prior to the start of classes.

During week 48 students will be participating in the International Tax Week. Lesson for that week will be rescheduled or cancelled and replaced with a self-study assignment. Detailed information concerning the changes will be provided on Moodle.

### Proof of competence

There will be a mid-course written examination held in class (30 minutes), weighted 1/3, and a final written examination (60 minutes) during the regular examination period (CW4 or 5), weighted 2/3. Any repeat examinations may be held as written or oral examinations, as determined by the lecturer.

### Aids for written examination

- All examinations are open book.
- BFH-calculator (TI-30 ECO RS)
- dictionary (mother tongue - examination language)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

### Continuative, in depth modules

iLW4, Bachelor-Thesis

### Comment

-

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern

## iLW4 - Law 4 - BWB3126

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Compulsory module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | S - Specialised level course  |
| <b>Lecturer(s)</b>                     | Hepp Hügi Marianne  |
| <b>Module responsibility</b>           | Marianne Hepp Hügi (hum1)   |
| <b>Short description of the module</b> | <p>The focus of this module is mainly laid on practical work regarding the legal question of compliance. You will have to discuss relevant legal issues and learn from the presentations in class and and from your own research.</p> <p>You will combine your acquired knowledge with true-to-life examples and deepen this knowledge by applying it. You should be able to orient yourself on the (Swiss national and international) market by realising how complex the legal analysis of dayli facts can be .</p> <p>The work-intensive approach of this module should enable you to get in touch in an understandable way with new legal challenges.</p> <p><i>English will be used as the "lingua franca" for this module, but won't be required for evaluation.</i></p>  |
| <b>Requirements</b>                    | Interest in Law, motivated engaged and open-minded personality  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"><li>- have a higher degree of knowledge of the law matters presented in this module.</li><li>- have a deeper understanding of legal matters and related issues.</li></ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"><li>- are able to use legal working methods and specific information to analyze their own and others behavior in a specific legal context.</li><li>- improve their ability to cooperate with, learn from and coach students of other cultures in certain legal contexts and situations.</li></ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"><li>- are better equipped to work in international contexts.</li><li>- understand the importance of respecting social rules and legal aspects in a national and international business context in order to increase their ability to act in accordance with the law.</li></ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"><li>- have increased competencies to deal with legal systems and their rule of law.</li></ul> |
| <b>Content</b>                         | for details (c.f. supplement)   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"><li>• Students are expected to do preparatory reading and work for the contact lessons as well as post-class study. Students prepare a presentation with help through coaching lessons.</li><li>• The contact lessons focus mainly on deepening their legal knowledge in an national and international environment and apply it in their personal essay.</li></ul>  |

## iLW4 - Law 4 - BWB3126

### Literature

**Indispensable literature:**

- documentation on moodle and/or copies in class

**Recommended literature:**

- see documentation

---

### Workload

90 hours

---

### Contact lessons

28 lessons (in blocs)

---

### Attendance requirement

Yes, for details see moodle

During week 48 (November 25 - November 29) students will be participating in the International Tax Week. Lesson for that week may be rescheduled, changed or cancelled. Detailed information concerning the changes will be provided on moodle.

---

### Proof of competence

Group work / presentation in class, 100 %  
for details see moodle

---

### Aids for written examination

-

( For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)

---

### Continuative, in depth modules

Bachelor-Thesis

---

### Comment

-

---

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern

---

## IMA1 - Digital Marketing - BWB3050

|                           |                              |
|---------------------------|------------------------------|
| <b>ECTS</b>               | 3                            |
| <b>Unterrichtssprache</b> | Deutsch                      |
| <b>Modultyp</b>           | Wahlpflichtmodul             |
| <b>Lehrform</b>           | Gruppenunterricht            |
| <b>Modulniveau Zusatz</b> | S - Specialised level course |
| <b>Dozierende</b>         | Bucher Bruno                 |
| <b>Modulverantwortung</b> | Bruno Bucher (bhb4)          |

### Kurzbeschreibung des Moduls

Die Digitale Transformation fordert vom Marketing die permanente Antizipation kommender und laufender technologischer Entwicklungen. Kundennähe und Kundenzufriedenheit sind in Zeiten von Social Media und Messengern mit ihrer Diversifizierung auf zahllose Kanäle eine grössere Herausforderung denn je und fordern Marketing- und Kommunikationsspezialisten entsprechend heraus. Die Digitale Transformation führt zu immer zahlreicheren Möglichkeiten in kürzeren Zeitintervallen und stellt somit das Bisherige laufend in Frage.

Folgende Schwerpunktsthemen stehen im Fokus der Betrachtungen:

- Digitale Transformation durch disruptive Innovation - Wie sich Geschäftsmodelle verändern
- Digitale Transformation, Einfluss auf den Marketing-Mix
- Segmentierung unter dem Einfluss von Big Data
- Digital Marketing Strategie, Social Media Strategie, Content Marketing Strategie
- Digital Products - App-Oeconomie
- Multichanneling-Strategien der Kommunikation
- Storytelling - wie packt und bindet man den Kunden mit Geschichten?
- Customer Journey - Inszenierung von Kundenschnittstellen (Online & Offline)
- Community Building und Community Management
- Neue Marktplätze auf Plattformen, Apps, SmartTV und TabletPCs - Die Mobilisierung der Angebote und der Kunden
- Neue Internet-Entwicklungen: Pricing, Internet of Things, Wearables

### Eingangskompetenz

- Kenntnisse in Marketing-Konzeption, erfolgreiche Marketing-Praxisarbeit, erfolgreiche Dienstleistungs-Marketingarbeit.
- Kenntnisse des operativen Marketings der relevanten BFH-Lehrveranstaltungen MAR3 und MAR4

### Kompetenz

#### Fachkompetenzen:

- Die Studierenden sind sich der Bedeutung von Digital Marketing im Rahmen der Digitalen Transformation in der beruflichen Praxis bewusst. Sie kennen die Herausforderungen einer professionellen Strategie, somit die Anwendungsmöglichkeiten neuer elektronischer Marktplätze sowie Kommunikationsinstrumente, die Wirkungsweise von Mobile- & E-Business sowie den Nutzen des Storytellings und der daraus ableitbaren Inszenierungen. Sie sind in der Lage die jeweiligen Anforderungen in der beruflichen Praxis zu bestimmen und zu beschreiben.

#### Methodenkompetenzen:

- Die Studierenden kennen verschiedene Aufbaustrukturen von Digital Marketing, Storytelling, neue elektronische Kommunikationsinstrumente, Social Media, E-Business sowie Inszenierungs-Konzepte.

#### Sozialkompetenzen:

- Die Studierenden sind in der Lage, in kurzer Zeit in einer Gruppe ein für alle neues Problem zu strukturieren, zu lösen und selbst erworbenes Wissen so aufzuarbeiten, dass Mitstudierende maximal davon profitieren können

#### Selbstkompetenzen:

- Die Studierenden sind in der Lage, auf Grund persönlicher Interessen und Wissenslücken relevante Marketing-Themen selbständig zu bestimmen, aufzuarbeiten und zu präsentieren.

## IMA1 - Digital Marketing - BWB3050

|  |   |
|--|---|
| <b>Inhalt</b>                                | <p>Die Studierenden</p> <ul style="list-style-type: none"> <li>- erfassen die Komplexität der Digitalen Transformation</li> <li>- verstehen den Ansatz des Storytellings im Marketing und erkennen dessen Chancen</li> <li>- verstehen die Bedeutung von dialogischen Kundenbeziehungen, wie sie aufgebaut und unterhalten werden</li> <li>- sind in der Lage Digital-Marketing-Konzepte auf der strategischen und taktischen Ebene auszuarbeiten</li> <li>- kennen die wichtigsten aktuellen elektronischen Kommunikationsformen und können die einzelnen Instrumente in der betrieblichen Praxis einsetzen und verstehen die Stossrichtungen zukünftiger Kommunikation</li> <li>- erkennen die Bedeutung von Mobile-&amp; Electronic Business und können Anforderungen bezüglich der damit verbundenen vier Ebenen Information, Kommunikation, Verkauf/Kauf und Distribution projektbezogen definieren</li> </ul> <p>- verstehen neue Wertschöpfungsketten des E-Businesses und können diese ausgewählten Geschäftsideen zuordnen</p> <p>- verstehen die Bedeutung der möglichen Inszenierungsebenen (Physische und erlebnisorientierte Inszenierung in der realen und virtuellen Welt) und können die spezifischen Anforderungen im Rahmen von Praxisprojekten beschreiben</p> |
| <b>Lehr- und Lernmethode</b>                 | Vorlesungen, Case Studies, Gastreferate, praktische Arbeiten, Präsentationen, Lernbericht, begleitetes und eigenständiges Selbststudium   |
| <b>Fachliteratur</b>                         | <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b></p> <ul style="list-style-type: none"> <li>- ima1.rocks</li> </ul> <p><b>Empfohlene Literatur:</b></p> <ul style="list-style-type: none"> <li>- Diverse Readers (werden via Moodle und Blog laufend verteilt)</li> </ul> <p><b>Zusätzliche, weiterführende Literatur:</b></p> <ul style="list-style-type: none"> <li>- siehe laufend erneuertes Angebot in der Bibliothek</li> </ul>   |
| <b>Workload</b>                              | 90 Stunden  |
| <b>Kontaktstudium</b>                        | 7 x 4 Lektionen   |
| <b>Präsenzpflicht</b>                        | Bei Gastdozenten und bei Peer-Präsentationen  |
| <b>Kompetenznachweis</b>                     | <ul style="list-style-type: none"> <li>- Semestergruppenarbeit 50%</li> <li>- Individueller Blog als Lernbericht 50%</li> </ul>   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | <p>-</p> <p>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)</p>   |
| <b>Weiterführende, vertiefende Module</b>    | -   |
| <b>Bemerkung</b>                             | -   |
| <b>Studiengang, Semester</b>                 | <p>2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern</p> <p>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern</p>   |

## IMD1 - International Economy - BWB3119

|                              |                              |
|------------------------------|------------------------------|
| <b>ECTS</b>                  | 3                            |
| <b>Study language</b>        | English                      |
| <b>Module type</b>           | Elective module              |
| <b>Study form</b>            | Group lesson                 |
| <b>Module level additive</b> | S - Specialised level course |
| <b>Lecturer(s)</b>           | Rascón Alberto               |
| <b>Module responsibility</b> | Alberto Rascon               |

**Short description of the module**

This module provides a general background to managerial challenges in an international environment. What challenges does a globalized business environment pose to companies? What are the main (macroeconomic) variables and constraints to take into consideration when doing business with or in another country? What limitations are there to the free exchange of goods and services across national borders? How should a company limit its exposure to exchange rate variability? What factors determine the international location of firms and production facilities? In this course, we will provide answers to these questions.

We will begin by examining different sources of gains from trade and the asymmetric impact that trade has on the welfare of different groups in society. The relation between trade and economic growth, barriers to free trade - such as tariffs and quotas - as well as a variety of currently prevailing trade agreements and preferential trade arrangements will also be considered. Short- and long-term determinants of nominal exchange rates as well as theories of the balance of payments and of the real exchange rate will complete our analysis of the global business environment that companies face today.

After illustrating the main trends in the process of globalization, we will look into the gains from International Trade, the relationship between trade and economic growth and learn about prevailing preferential trade agreements.

**Requirements**

Microeconomics 1  
Macroeconomics 1

**Competencies upon completion**

**Subject:** Students  
- are capable of recognizing, understanding and discussing problems pertaining to the international business environment as well as policy by means of economic theory and modeling. They are able to use such knowledge with respect to their own assessments. Furthermore, they take changes in economic climate into account regarding private, political and entrepreneurial decisions.

**Method:** Students  
- are able to deal with scientific texts which allows them to generate an even broader knowledge which can be transferred into practice. They are capable of assessing and graphically illustrating standard situations concerning microeconomic events and mechanisms. They practice their skills by performing event analysis and have the capability to link observed economic phenomena to their theoretic knowledge.

**Social:** Students  
- analyze situations pertaining to the international business environment of companies in groups and exchange opinions, thereby considering diverging points of view. They know and appreciate the requirements for committed, pertinent and fruitful discussions/debates.

**Self:** Students  
- are competent to make use of their learning autonomy. They fine tune their capabilities in self-organization, work on their individual judgment concerning economic appearances and can assess their own capacities.



## IMD1 - International Economy - BWB3119

|                                     |   |
|-------------------------------------|---|
| <b>Content</b>                      | <p>Trends and phenomena characterizing globalization</p> <p>International Trade:<br/>Models of International Trade [Ricardo, Heckscher-Ohlin, and others]<br/>Political Economy of Trade [who gains from trade, who is adversely affected by trade]<br/>Company location decisions [Outsourcing, off-shoring]<br/>Trade and Growth<br/>Tariffs and other trade barriers, arguments for and against protection</p> <p>Industrial Policy Cases</p> <p>The Balance of Payments<br/>The Foreign Exchange Market<br/>International Monetary Systems<br/>Exchange Rates in the Short- and in the Long-Run<br/>Theories of the Current Account</p>   |
| <b>Teaching and Learning method</b> | <p>Lectures<br/>Exercises</p>   |
| <b>Literature</b>                   | <p><b>Indispensable literature:</b><br/>- Baldwin Richard, The Great Convergence: Information Technology and the New Globalization (2016) Harvard University Press ISBN-13: 978-0674660489<br/>- Krugman, Obstfeld and Melitz: International Economics: Theory and Policy, Global Edition, 11th edition, 2017, ISBN: 9781292214870<br/>- Husted and Melvin: International Economics: International Edition, 9/e, 2012, ISBN: 9780273768289</p> <p>Articles from the academic or regular press will be discussed in class in relation to relevant real-world events and announced in a timely fashion during the semester</p> <p>The course will draw on chapters from all three books above. The textbooks will be available in the library so that individual chapters can be consulted. It is advisable to wait for the first week of the semester before purchasing the books so you can discuss with instructors the existing options to cover all relevant chapters.</p> <p><b>Recommended literature:</b><br/>- Baldwin Richard, The Globotics Upheaval: Globalization, Robotics and the Future of Work (2019) Publisher: W &amp; N ISBN 13: 978-1474609012</p> |
| <b>Workload</b>                     | 90 hours  |
| <b>Contact lessons</b>              | 28 lessons  |
| <b>Attendance requirement</b>       | -   |
| <b>Proof of competence</b>          | <p>The best of:<br/>1. 7 short test (50%)<br/>2. group presentation (50%)</p> <p>or</p> <p>1. 7 short test (25%)<br/>2. group presentation (25%)<br/>3. Final exam (50%)</p>  |

## IMD1 - International Economy - BWB3119

|                                       |   |
|---------------------------------------|---|
| <b>Aids for written examination</b>   | - BFH-Calculator (according to study and examination regulations)<br>- Print dictionary (mother tongue - examination language)<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | Macroeconomics 2 (MAK2/iEC2); Managing Global Supply Chains (MBM3); Negotiating in Multicultural Environments (MBM4); Global Corporate Sustainability (IMD3)  |
| <b>Comment</b>                        | No class on week 48   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern   |

## IMD2 - Trends - BWB3120

|                    |                              |
|--------------------|------------------------------|
| ECTS               | 3                            |
| Unterrichtssprache | Deutsch                      |
| Modultyp           | Wahlpflichtmodul             |
| Lehrform           | Gruppenunterricht            |
| Modulniveau Zusatz | S - Specialised level course |
| Dozierende         | Habegger Anja, Vogel Claudia |
| Modulverantwortung | Anja Habegger, Claudia Vogel |

**Kurzbeschreibung des Moduls** Aktuelle Themen wie Demografischer Wandel, Fachkräftemangel, Generation Y und Z, Globalisierung, Digitalisierung etc. sind von den Agenden der Entscheidungsträger in Unternehmen nicht mehr wegzudenken. Und auch in unserem persönlichen Alltag begegnen wir ihnen fast täglich. Wir können dazu unzählige Beiträge in den Medien lesen, Studien konsultieren, Tagungen besuchen, Expertenmeinungen einholen und Podiumsgespräche verfolgen. Und in regelmässigen Abständen kommen neue Themen dazu.

Ziel des Moduls ist zu verstehen, wie sich sogenannte Trends entwickeln, welche es in der Vergangenheit gab und welche allenfalls zukünftig entstehen könnten. Wer setzt eigentlich Trends? Warum wird ein Thema zum Trend, warum zum Megatrend? Was ist mit Moden, In-Themen und Hypes? Und wie können Unternehmen die wichtigen von den unwichtigen Trends unterscheiden?

**Eingangskompetenz** -

**Kompetenz**

**Fachkompetenzen:** Die Studierenden  
 - verstehen, wie sich Trends entwickeln und können ihre Auswirkungen auf Unternehmen und Gesellschaft einordnen,  
 - kennen Grundlagen und Methoden der Trendforschung,  
 - haben einen Überblick über aktuell diskutierte Trendthemen.

**Methodenkompetenzen:** Die Studierenden  
 - können gesellschaftliche, wirtschaftliche und technologische Entwicklungen auf ihre Relevanz hin bewerten,  
 - setzen theoretische Überlegungen und durch Fachliteratur selbst erarbeitetes Wissen für die kritische Beurteilung des Vorgefundenen ein,  
 - verbinden Theorie und Praxis.

**Sozialkompetenzen:** Die Studierenden  
 - gehen durch Nachfragen den Dingen auf den Grund,  
 - bearbeiten in der Diskussion und in Arbeitsgruppen Fragestellungen konstruktiv, dabei berücksichtigen sie verschiedene Perspektiven und integrieren eigene und fremde Ansichten,  
 - nutzen persönliche sowie Ressourcen der Gruppe.

**Selbstkompetenzen:** Die Studierenden  
 - reflektieren auf verschiedenen Ebenen,  
 - entwickeln das persönliche Urteils-, Analyse- und Entscheidungsvermögen,  
 - decken selbständig Wissensdefizite auf und gleichen diese durch Selbststudium aus.

**Inhalt**

Siehe detaillierten Semesterplan, der zu Beginn der Veranstaltung verteilt wird.

**Lehr- und Lernmethode**

- Kontaktstudium mit Inputreferaten und Gastreferaten,  
 - Gruppenarbeiten,  
 - Selbststudium (individuelles und begleitetes),  
 - Präsentationen

## IMD2 - Trends - BWB3120

|  |   |
|--|---|
| <b>Fachliteratur</b>                         | Für den Kompetenznachweis unerlässliche Literatur:<br>- Unterlagen/Literatur entsprechend den diskutierten Trendthemen<br>- Unterlagen zur Veranstaltung IMD2 auf Moodle  |
| <b>Workload</b>                              | 90 Stunden  |
| <b>Kontaktstudium</b>                        | 28 Lektionen  |
| <b>Präsenzpflicht</b>                        | Die Präsenztermine finden sich auf dem Semesterplan.  |
| <b>Kompetenznachweis</b>                     | - Posterpräsentationen während des Semesters (50%)<br>- Schriftliche Prüfung am Ende des Semesters (KW4 oder 5), 60 Minuten (50%)   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | -   |
| <b>Bemerkung</b>                             | Der Kompetenznachweis erfolgt zweigeteilt, in Form einer Gruppenpräsentation (50%) sowie einer schriftlichen Prüfung (50%) am Semesterende.<br><br>Bei Nichtbestehen des Moduls muss der Kompetenznachweis zum nächstmöglichen Termin wiederholt werden. Die Wiederholungsprüfung kann in einer anderen Form stattfinden als die zum Haupttermin durchgeführte Prüfungsart. Das genaue Setting wird in diesem Fall nach der Anmeldung für die Wiederholungsprüfung von den Dozierenden kommuniziert. Werden die Anforderungen auch bei einer Wiederholung nicht erfüllt, besteht keine Möglichkeit mehr, das Modul im HS19/20 abzuschliessen. |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern  |

## IMD3 - Global Corporate Sustainability - BWB3121

|                              |  |
|------------------------------|--|
| <b>ECTS</b>                  | 3  |
| <b>Study language</b>        | English  |
| <b>Module type</b>           | Elective module  |
| <b>Study form</b>            | Group lesson   |
| <b>Module level additive</b> | S - Specialised level course                                   |
| <b>Lecturer(s)</b>           | Frecè Jan Thomas, Harder Deane, Kissling Ingrid, Stucki Tobias |
| <b>Module responsibility</b> | Dr. Jan Thomas Frecè   |

|  |   |
|--|---|
| <b>Short description of the module</b> | <p>This module focuses on the role of enterprises as Global Corporate Citizens and explores the topic of Global Corporate Sustainability.</p> <p>The students will understand the concept of sustainable development and the challenges our society and environment is facing nowadays (such as global warming, loss of biodiversity, etc.). The module discusses the role of the businesses in the sustainable development. The students will understand the concept of corporate sustainability, corporate citizenship and corporate social responsibility. Students will learn to assess enterprise's environmental, social and economic impact, and identify the improvement potential that could be used to strengthen the enterprise's market position and contribute to a sustainable development of the society. Students will learn based on a lot of practical examples and discussions of challenges and issues companies face when moving towards corporate sustainability.</p> |
|--|---|

|                     |                                      |
|---------------------|--------------------------------------|
| <b>Requirements</b> | Basics in academic work and research |
|---------------------|--------------------------------------|

|                                     |  |
|-------------------------------------|--|
| <b>Competencies upon completion</b> | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- understand the concept of sustainable development and the challenges our society is facing</li> <li>- understand the importance of the integration of corporate sustainability as an integral part of the company's strategy</li> <li>- understand the global sustainability issues and their interaction with today's interlinked global economy.</li> <li>- understand the concepts of corporate sustainability and CSR.</li> <li>- understand the difference between corporate sustainability and CSR</li> <li>- understand how the concept of sustainability is integrated into companies strategic decisions</li> <li>- understand the way of implementing sustainability into companies operations</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- know, understand and are able to implement the methods to evaluate the environmental, social and economic impact of a firm (sustainable life cycle analysis)</li> <li>- will learn to assess enterprise's environmental, social and economic impact, i.e. "triple bottom line" and identify the improvement potential</li> <li>- will work on an issue/topic related to a global corporate sustainability of their choice and will learn how to present their findings in the form of poster.</li> <li>- Will learn to reflect issues/problems/findings in their everyday life regarding its sustainability and will learn how to present it the public in a form of blog posting</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- learn to ask relevant questions and discuss with the lecturer in order to benefit from their practical experience and enlarge their own knowledge of global sustainability and corporate social responsibility</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn to reflect about an environmental, social and economic impact</li> </ul> |
|-------------------------------------|--|

## IMD3 - Global Corporate Sustainability - BWB3121

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <ul style="list-style-type: none"> <li>- Global Businesses facing Global challenges</li> <li>- Global sustainability issues</li> <li>- Introduction to Sustainable Development: key terms, history, concepts</li> <li>- Sustainable Development, Tipping Points</li> <li>- Role of Businesses, Global Corporate Citizenship</li> <li>- Case Studies (Real Cases), Best practices (Textile, Food, Electronics, etc.)</li> <li>- Energy and environment policy: basic understanding of topic, current discussions in politics, energy efficiency, etc.</li> <li>- Material flows: up-stream and down-stream perspectives, 3R-concepts, sustainable material design.</li> <li>- Social dimension: labour conditions, social accountability, etc.</li> <li>- Economical perspective: reporting, macro-economic approaches (certificates, taxes), cost accounting</li> </ul> |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Flipped Classroom</li> <li>- Group works</li> <li>- Self-study</li> <li>- Poster</li> <li>- Blog</li> </ul>   |
| <b>Literature</b>                     | Literature: To be communicated via Moodle. Most of the readings will be provided via moodle.  |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 7 x 4 lectures (CW to be communicated via Moodle)   |
| <b>Attendance requirement</b>         | <ul style="list-style-type: none"> <li>- Presence in the first week of the module (date will be communicated via Moodle)</li> <li>- Presence at guests lectures (dates will be communicated via Moodle)</li> <li>- Presence at final presentation (date will be communicated via Moodle)</li> </ul>   |
| <b>Proof of competence</b>            | <p>Group poster and poster presentations (70%)<br/>         Blog posts (individual) (30%)</p>   |
| <b>Aids for written examination</b>   | <p>Dictionary (mother tongue - examination language)</p> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | iPMA, BTHE  |
| <b>Comment</b>                        | -   |

## IMD3 - Global Corporate Sustainability - BWB3121

**Degree programme, semester**      2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern  
2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern

---

## iMEC - Methods and Skills in Communication - BWB1028

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Basic  |
| <b>Lecturer(s)</b>                     | Marti Mathias  |
| <b>Module responsibility</b>           | Mathias Marti  |
| <b>Short description of the module</b> | <p>Students improve their skills in oral and written communication. They are enabled to communicate correctly, flexible and customer oriented. Students learn the basics of human communications and some patterns. They focus on specific aspects in social communications such as speeches , interviews, leading discussions. They are enabled to meet the business demands. By repeating training sessions, the described contents are translated into action.</p>  |
| <b>Requirements</b>                    | -  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- are capable to use their communication skills in an entrepreneurial surrounding</p> <p><b>Method:</b> Students<br/>- learn to think about their own communication skills and their effects on others by meta-communication<br/>- learn to be creative in their way by expressing ideas and content to their audience</p> <p><b>Social:</b> Students<br/>- understand and learn, that communication and social competence is vital in business surroundings</p> <p><b>Self:</b> Students<br/>- work on their own oral communication skills<br/>- are exposed in front of their group and therefore should gain self-confidence<br/>- by using meta-communication, strengthen their self-competence in communicating</p> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Communication and Social Competence</li> <li>- The Square of Communication (based on the Hamburg approach)</li> <li>- Theories, Methods of communication psychology</li> <li>- Communication patterns and schemes</li> </ul>  |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Self-guides studies</li> <li>- Theoretical inputs</li> <li>- oral and written assessment</li> <li>- Work in groups</li> </ul>   |



## iMEC - Methods and Skills in Communication - BWB1028

|                                       |   |
|---------------------------------------|---|
| <b>Literature</b>                     | <b>Recommended literature:</b> <ul style="list-style-type: none"><li>- Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes von Don D. Jackson, Janet Beavin Bavelas, Paul Watzlawick, ISBN-Nr.: 0-393-70707-5</li><li>- Six Tools for clear Communication, F. Schulz v. Thun, ISBN-Nr.: none.</li><li>- script</li></ul> |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 28 lessons  |
| <b>Attendance requirement</b>         | For speech CW 44, 45, 46 (according to the individual scheduling during the Semester)   |
| <b>Proof of competence</b>            | Assessment during Semester; <ul style="list-style-type: none"><li>- Oral Assessment: Speech 50 %</li><li>- Written Assessment: Interview 50 %</li></ul>   |
| <b>Aids for written examination</b>   | -   |
| <b>Continuative, in depth modules</b> | iMES  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme full-time programme, Bern   |

## iMES - Methods and Skills in scientific Studies - BWB1025

|                              |                               |
|------------------------------|-------------------------------|
| <b>ECTS</b>                  | 3                             |
| <b>Study language</b>        | English                       |
| <b>Module type</b>           | Compulsory module             |
| <b>Study form</b>            | Group lesson                  |
| <b>Module level additive</b> | Basic                         |
| <b>Lecturer(s)</b>           | Marti Mathias, Vogel Claudia  |
| <b>Module responsibility</b> | Claudia Vogel - Mathias Marti |

**Short description of the module**

In this introductory course students will learn and apply the fundamentals of academic work and will learn about the psychology of communication. Topics in the 3 blocks of the lecture include the various aspects of corporate, social and media communication. In the basic course: the tools used to collect and process information, and the appropriate basic writing skills and competences.

The course has the form of a sequential training workshop. We will discuss various forms of academic/scientific research, how to evaluate information sources and prepare suitable summaries, how to cite sources correctly and compile a bibliography.

Students will be provided with structured support throughout the semester; there will be several lectures and training exercises. Students are required to compile and hand in a brief written assignment in accordance with predefined criteria in order to demonstrate what they have learned.

**Requirements** -

**Competencies upon completion**

**Subject:** The students

- know the essential criteria of scientific working and can apply them in their own work;
- understand how communication in the professional and social contexts work.

**Method:** The students

- are familiar with the structure and form of academic texts in the field of business administration.
- acquire skills in dealing with electronic and non-electronic information tools
- acquire the ability to research subject-specific academic and non-academic sources, to evaluate these, and integrate them into their own arguments.
- acquire the ability to cite sources and compile bibliographies correctly

**Social:** The students

- gain experience in team-based learning and work.
- acquire the ability to share individual resources.
- learn how to provide a critical evaluation of the output of others

**Self:** The students

- acquire the capacity to work and learn independently.
- learn to critically reflect on work and thought processes and to develop action strategies.
- develop a realistic estimate of their own capacity and the time required for academic work.
- are better aware of their own communication behavior

## iMES - Methods and Skills in scientific Studies - BWB1025

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <p>Focus Communication:</p> <ul style="list-style-type: none"> <li>- communication in job related situations</li> <li>- models of communication, psychology of communication, language and behavior</li> </ul> <p>Focus Scientific Writing:</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> <li>- judge the relevance of academic working methods for their own studies</li> <li>- compile written reports according to academic standards (e.g. structure of academic texts).</li> <li>- make systematic use of academic resources (library, databases).</li> <li>- categorize, evaluate and integrate various sources of information.</li> <li>- extract the essential statements and arguments from a text.</li> <li>- cite sources and compile bibliographies correctly.</li> </ul> |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"> <li>- Classroom teaching: Lecture, Discussions</li> <li>- guided self-study, especially writing own scientific text with coaching sessions (proof of competence)</li> </ul>   |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"> <li>- Bell, Judith. <b>Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science</b>; Open University Press; 5th ed (2010). ISBN 0335235824 / 978-0335235827</li> <li>- Slides and additional materials as provided during the course.</li> </ul> <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"> <li>- Eco., U., 2015. How to write a thesis, MIT Press, Cambridge MA, ISBN: 978-0-26252-713-2</li> <li>- Will be provided as needed.</li> </ul> <p><b>Additional literature:</b></p> <ul style="list-style-type: none"> <li>- Will be provided as needed.</li> </ul>   |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons   |
| <b>Attendance requirement</b>         | 3x2h Lectures with focus on communication & international media, participation is mandatory (Weeks 44-46)!   |
| <b>Proof of competence</b>            | <ul style="list-style-type: none"> <li>- written report (Deadline CW 48), 100%</li> <li>- Details and Expectations will be clarified at the beginning of the course</li> </ul>   |
| <b>Aids for written examination</b>   | -  |
| <b>Continuative, in depth modules</b> | Marketing, Statistics, iSRM, iMEC  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, BSc Business Administration, International Programme work-study programme, Bern   |

**iMES - Methods and Skills in scientific Studies - BWB1025**

## iMR1 - Marketing 1 - BWB1026

|                              |                   |
|------------------------------|-------------------|
| <b>ECTS</b>                  | 3                 |
| <b>Study language</b>        | English           |
| <b>Module type</b>           | Compulsory module |
| <b>Study form</b>            | Group lesson      |
| <b>Module level additive</b> | Basic             |
| <b>Lecturer(s)</b>           | Waldenmeyer Zoé   |
| <b>Module responsibility</b> | Zoé Waldenmeyer   |

**Short description of the module** Marketing is a process which penetrates the whole company and is closely linked to corporate objectives and the decision making process. In this module, students will learn how to carry out an as-is analysis driven by a central problem / question. They will collect, structure and interpret various facts, data and components, as well as identifying and analyzing the target groups (customers, dealers, and further important stakeholders) to gain an overall image of the company's current situation from a marketing perspective. After having carried out a SWOT analysis the students will be taught how to carry out conceptual work which leads to an implementation plan including activities, time lines and responsibilities.

**Overall objectives:**

The students

- understand how marketing is linked to corporate structures and strategies
- are able to carry out a marketing related as-is analysis based on simple market situations
- know how to draw the right conclusions from a specific market situation
- are able to identify and prioritize stakeholders, realize market potentials and apply the necessary marketing instruments
- know how to elaborate a marketing concept based on simple market situations

**Requirements** Basic knowledge of economy according to A-levels or sound marketing know-how

**Competencies upon completion**

**Subject:** Students

- realize the significant role of marketing within a company
- know the information needed for making important marketing decisions
- are able to elaborate and evaluate a marketing concept

**Method:** Students

- know and apply marketing-relevant analytical and conceptual skills (e.g. SWOT analysis)
- acquire decision making tools and are able to select the appropriate instruments
- are able to implement the taught methodology in their practical work within iMR2
- understand different aspects of leading marketing authorities

**Social:** Students

- are able to critically reflect on the presented methodologies
- can analyse and interpret the buying behaviour of themselves and of third parties
- realize the importance of their own attitude related to consumer behaviour
- train the dynamics of team work during the module

**Self:** Students

- s.a.

**Content**

- Marketing as a strategic management tool
- Marketing as an operational tool (current situation versus target concept, including implementation plans)

## iMR1 - Marketing 1 - BWB1026

### Teaching and Learning method

- lectures
- excercises, coachings

### Literature

**Indispensable literature:**

Waldenmeyer, Z.: presentations (moodle) R. Kühn: Marketing. Strategy & Analysis, Zurich, Werd (current edition)

**Recommended literature:**

Kotler, Philip: Marketing Management, Boston, current edition

### Workload

90 hours

### Contact lessons

28 lessons

### Attendance requirement

-

### Proof of competence

Written exam: 90 minutes, case study/studies at the end of the semester (CW4 or 5), multiple choice and open questions, weighting: 100%

### Aids for written examination

- BFH-Calculator (TI-30 ECO RS)
- printed dictionary (mother tongue - examination language)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

### Continuative, in depth modules

iMR2, iMR3, iMR4

### Comment

-

### Degree programme, semester

2019-2020, 1 HS, BSc Business Administration, International Programme full-time programme, Bern

## iMR2 - Marketing 2 - BWB1039

|                       |                   |
|-----------------------|-------------------|
| ECTS                  | 3                 |
| Study language        | English           |
| Module type           | Compulsory module |
| Study form            | Group lesson      |
| Module level additive | Basic             |
| Lecturer(s)           | Bucher Bruno      |
| Module responsibility | Bruno Bucher      |

|                                 |  |
|---------------------------------|--|
| Short description of the module | <p>In modules "iMR1" and "iMR2", participants learn that the marketing process is essentially an attitude and a basis for decision-making that is relevant to the company as a whole. iMR2 deals with the practical aspects of iMR 1.</p> <p>This module looks at the stakeholders of the sales market (end consumers, customers, sales brokers, intermediaries, competitors, opinion leaders, etc.). Using the basic concepts required to comprehend and collect market data as a starting point, it is shown how such data can be structured to ensure that successful market-related decisions are taken within the company.</p> <p>Students learn to take correct situation- and company-specific decisions regarding core target groups, positioning, distribution and effective measures on the basis of a market analysis, so that an implementation plan can be drafted that is as comprehensive and consistent as possible.</p> |
|---------------------------------|--|

|              |      |
|--------------|------|
| Requirements | iMR1 |
|--------------|------|

|                              |  |
|------------------------------|--|
| Competencies upon completion | <p><b>Subject:</b> Students learn:</p> <ul style="list-style-type: none"> <li>- how to compile the information required for taking marketing decisions and structure it in the form of a meaningful report.</li> <li>- how to generate a marketing concept (including positioning and the choice of the correct combination of instruments) and evaluate how far it is likely to achieve success for the company.</li> <li>- how to extend and apply their theoretical knowledge on marketing concepts and marketing project management in a situation-specific form</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- know and understand the structural options that can be used for a market analysis and the marketing procedures used (such as market systems, segmentation, positioning, SWOT analyses, etc.)</li> <li>- know and understand the decision-making methods used for a marketing concept and can select and use the appropriate instruments in a specific situation.</li> <li>- can implement marketing methodologies in an actual case derived from practice</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- are capable of developing solutions for concrete practical situations as part of a team/task force.</li> <li>- are in the position to acquire projects from companies in their region and can conclude project agreements with external decision-makers.</li> <li>- will be able to systematically construct a social network</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- are able to question their own responses to marketing measures in a process of self-reflection.</li> <li>- can assess their influence on their own buying behaviour and that of others.</li> <li>- recognise the importance of maintaining an open-minded attitude to market concept content.</li> <li>- are capable of developing solutions for concrete practical situations as part of a team/task force</li> </ul> |
|------------------------------|--|

## iMR2 - Marketing 2 - BWB1039

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <p>1. Analysis of the relevant market</p> <ul style="list-style-type: none"> <li>- Analysis of marketing potential factors and corporate preconditions</li> <li>- Competitor analysis</li> <li>- Activity analysis</li> <li>- Analysis of external influences</li> <li>- Analysis of end consumers</li> <li>- Analysis of relevant environmental factors</li> <li>- Summary and evaluation (opportunities, risks, strengths, weaknesses, assumptions)</li> </ul> <p>2. Concept<br/>e.g.: Market segment, mix, positioning, goals, infrastructure, budget</p> |
| <b>Teaching and Learning method</b>   | <p>Contact study: kick-off event<br/>Supervised self-study: project work with coaching<br/>Free self-study</p>   |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"> <li>- Kühn, Marketing, Analysis und Strategy, ISBN 978-3-85932-872-2</li> </ul> <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"> <li>- Kotler/Keller, Marketing Managment, 14th edition, ISBN: 978-0132102926</li> </ul>  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 2 hours  |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | 100% written report, 40 pages, group of 5 students (generally) at the end of the semester  |
| <b>Aids for written examination</b>   | -<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | iMR3, iMR4   |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern   |



## iMR3 - Marketing 3 - BWB2026

|                              |                        |
|------------------------------|------------------------|
| <b>ECTS</b>                  | 3                      |
| <b>Study language</b>        | English                |
| <b>Module type</b>           | Elective module        |
| <b>Study form</b>            | Group lesson           |
| <b>Module level additive</b> | Intermediate           |
| <b>Lecturer(s)</b>           | Weiss Engelbert        |
| <b>Module responsibility</b> | Engelbert Weiss (wie1) |

**Short description of the module**

This module deals with the differences between consumer goods marketing and services marketing. It goes on to review the different methods and instruments available to service marketing in theoretical as well as practical terms. The students understand the significance of service-oriented marketing instruments and are able on their own to develop customer-oriented service processes.

In the second part of the module the instruments in the product- price-mix will be explained both theoretically and with practical examples . We will focus on topics such as product range selection, package design, brand management, pricing strategies and pricing systems. This includes their fields of application, their mode of operation as well as aspects of planning.

- Requirements**
- modules iMR1 and iMR2 completed
  - or similar education in marketing

**Competencies upon completion**

**Subject:** Students are able

- to realize the different requirements associated with the shaping and optimization of services - from a customer viewpoint and in respect to the internal workings of a business;
- to conceptualize the relevant requirements of service marketing in viable practical terms;
- to draft marketing communication concepts, select appropriate communication instruments and issue orders / briefings to specialists;

**Method:** Students will know and understand

- the various forms services can assume. Can apply the appropriate analytical methods and instruments within a business context in a meaningful manner (e.g. 7Ps, blueprinting, role concept, Broadway management etc.).

**Social:** Students will be able

- to develop solutions for concrete practical situations as part of a team/task force
- to acquire projects in regional businesses and establish project agreements with the external decision-making bodies.
- to construct a social network in systematic fashion.

**Self:** Students will be able

- to take on and handle marketing challenges in accordance with personal preferences and inclinations, using their individual expertise in the process
- to address important and common challenges to modern marketing work.
- to explain his or her knowledge of main theories and models learned in the course to (future) colleagues or collaborating partners.

## iMR3 - Marketing 3 - BWB2026

### Content

- Design and development of services including blueprinting
- Role concept and GAP analysis
- Service organisations
- Service marketing and service quality
- "Orchestration" of services
- insights in product, pricing, packaging, branding

### Teaching and Learning method

- Lectures
- Class tuition
- Spur of the moment presentations
- guest lectures
- Project work
- Independent teamwork
- Class-based, group-based Arena Coaching during independent work

### Literature

cf. print outs on moodle

### Workload

90 hours

### Contact lessons

28 lessons

### Attendance requirement

attendance requirement for guest lectures

### Proof of competence

- Part 1: Practical work in groups of 4 (max: 5), same grade/mark for each member of the team: 60%  
Results: 15-page (net) document; submission during the semester
- Part 2: Written exam, 45 minutes, multiple choice, at the end of the semester (CW 4 or 5): 40%

### Aids for written examination

- printed dictionary (mother tongue - examination language)
- BFH-Calculator (TI-30 ECO RS)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

### Continuative, in depth modules

iMR4, IMA1, IMA2, IMA3, IMA4, MCC1, MCC2, MCC3, MCC4

### Comment

-

### Degree programme, semester

2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern

## iMR4 - Marketing 4 - BWB2033

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Elective module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Bucher Bruno  |
| <b>Module responsibility</b>           | Bruno Bucher  |
| <b>Short description of the module</b> | Marketing 4 deals with marketing communication and marketing research, both important parts of management practice. Practical relevance is achieved by teamwork and coaching either on a concrete real-life case and/or using a marketing simulation.   |
| <b>Requirements</b>                    | iMR1, iMR2, iMR3  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- master the process of marketing planning at the strategic and operational level (market research, marketing communication)</p> <p><b>Method:</b> Students<br/>- are able to sensibly understand and select strategic and operational methods based on their relevance for specific marketing decisions, and implement those in concrete real life examples.</p> <p><b>Social:</b> Students<br/>- possess the professional and emotional background to collaborate with internal and external marketing specialists.</p> <p><b>Self:</b> Students<br/>- are able to bring their personal and professional views to the table and lead the specialists effectively.</p> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Marketing Research</li> <li>- Data Collection Techniques</li> <li>- Integrated Marketing Communication</li> <li>- Advertising, Public Relations, and Sales Promotion</li> <li>- Personal Selling and Sales Management</li> </ul>   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Class instructions</li> <li>- Group work on a real life cases</li> <li>- Coaching</li> <li>- Marketing simulation</li> </ul>   |

## iMR4 - Marketing 4 - BWB2033

### Literature

#### Recommended literature:

- Grewal/Levy, Marketing, 3/e McGraw-Hill Higher Education, 2012 ISBN: 0078028833

#### Additional, continuative literature:

- Kotler/Keller, Marketing Management, 14th edition Prentice Hall 2012 ISBN: 978-0132102926

---

### Workload

90 hours

---

### Contact lessons

- 14 lessons  
- plus Coaching and group work

---

### Attendance requirement

- 75% for lectures and coaching  
- 100% for guest lectures (tba)

---

### Proof of competence

- Teamwork on real-life case 40%  
- Teamwork on marketing simulation 40%  
- Teamcoaching by lecturer, individual grading of personal involvement (optional, max. half of the team grade)  
- Individual progress report at mid of semester 20%  
- Detailed requirements will be communicated by the teacher in class.

---

### Aids for written examination

-

(For details to the aids allowed during written exams see "information on study and examination regulations" on Moodle.)

---

### Continuative, in depth modules

- IMA3 Complex Sales
  - IMA4 International Marketing
- 

### Comment

-

---

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern

---

## iORD - Organizational Development - BWB3089

|                              |                              |
|------------------------------|------------------------------|
| <b>ECTS</b>                  | 3                            |
| <b>Study language</b>        | English                      |
| <b>Module type</b>           | Elective module              |
| <b>Study form</b>            | Group lesson                 |
| <b>Module level additive</b> | S - Specialised level course |
| <b>Lecturer(s)</b>           | Braun Aron                   |
| <b>Module responsibility</b> | Aron Braun (baa13)           |

**Short description of the module** This module is the continuation of the module Business Planning 1 (iBP1), and concludes the theoretical part on Strategic Management. It is particularly suited for students who consider selecting a Major in the area of strategy and who are interested in the following job profiles:

- Working in a strategy or corporate development expert team
- Involvement in challenging interdisciplinary management tasks
- Strategy consulting
- Future management and leadership positions
- Participation in a startup company
- Career start as an executive assistant

Whereas the focus of iBP1 was on strategic analysis, this module will mainly deal with the basic concepts, methods and challenges with respect to the development, implementation and control of business area and corporate strategies. This includes an overview of typical strategic patterns on the level of the SBU and the corporation; the organizational, process and leadership aspects of strategy implementation; and the concept of change management.

The aim of this module is to introduce the students to the most important theories regarding strategy development, strategy implementation and organizational development, and to develop their practical strategic skills and general "strategic mindset". The students will work on practical case studies from different industries and will thereby practice, internalize and critically reflect on the acquired theories.

|                     |            |
|---------------------|------------|
| <b>Requirements</b> | iBP1, iBP2 |
|---------------------|------------|

|                                     |  |
|-------------------------------------|--|
| <b>Competencies upon completion</b> | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- understand the concepts and methods of Strategic Management, with a focus on the development and the implementation and organizational aspects of strategy</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- have a knowledge of situation-specific methods of strategy development and implementation, and are in a position to derive a well-founded and critical strategic analysis, as well as to conceive an appropriate implementation plan</li> <li>- develop a general ability and mindset to look at and reflect on businesses and organizations from a strategic perspective</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- through a case-study-oriented approach develop subject, method and social competencies; leadership, team work, communication, project and conflict management are central</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- develop commitment and personal resources management / self-management / time management</li> </ul> |
|-------------------------------------|--|

## iORD - Organizational Development - BWB3089

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>- Strategic positioning on the SBA level: cost leadership, differentiation, focus, dual strategies, etc.</li><li>- Strategy development methods</li><li>- Key elements of an SBA strategy</li><li>- Principles of a sustainable competitive strategy</li><li>- Basic strategic concepts on the corporate level, e.g. core business, internationalization, vertical integration, diversification, synergies, M&amp;A</li><li>- Methods of strategic planning and steering</li><li>- Strategy implementation</li><li>- Organizational structures, management systems, and process organization from a strategic perspective</li><li>- Corporate culture and leadership</li><li>- Balanced Scorecard</li><li>- Strategy control</li></ul> |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Lectures</li><li>- Team project work (case study), team coaching</li></ul>   |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"><li>- Lecture notes provided at the beginning of the semester and additional handouts distributed during the semester</li><li>- Johnson, G. / Whittington R. / Regner P. / Scholes K. (2017): Exploring Strategy, 11th Edition, Pearson Higher Education, ISBN 978-1292145129 (required sections will be specified during course)</li></ul>  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 28 lessons, and some additional coaching   |
| <b>Attendance requirement</b>         | First lesson of the course<br><br>At the first lesson, the lecturer may define additional mandatory lessons.   |
| <b>Proof of competence</b>            | <ul style="list-style-type: none"><li>- Strategy document (case study) to be written during the semester: team project, weight 50%</li><li>- Written individual examination at end of semester (CW 3, 4 or 5): 60 minutes, weight 50%</li></ul>  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Print dictionary (mother tongue - examination language)</li><li>- BFH-Calculator (TI-30 ECO RS)</li><li>- Open Book</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | Majors "Management in Practice" and "International Business Management"  |

## iORD - Organizational Development - BWB3089

### Comment

During week 48 the students will be participating in the International Tax Week. Lesson for that week may be rescheduled, changed or cancelled. Detailed information concerning the changes will be provided during the lessons.

---

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern

---

## iPRO - Problem-solving and Decision-making - BWB2025

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Noppeney Claus, Strasser Rita  |
| <b>Module responsibility</b>           | Rita Strasser, Claus Noppeney  |
| <b>Short description of the module</b> | <p>Students learn how to approach a complex decision problem. They gain an overview of a general decision-making procedure and learn how to apply it.</p> <p>Furthermore, the students get to know a portfolio of tools and techniques to be applied for effective and efficient problem solving and decision making.</p> <p>They are able to apply them when facing a specific decision problem in their (business) lives.</p>  |
| <b>Requirements</b>                    | Basics in academic work, writing and research  |
| <b>Competencies upon completion</b>    | <p><b>Subject: Students</b></p> <ul style="list-style-type: none"> <li>- are able to apply a decision-making procedure correctly to a given practical decision problem. At each step of the procedure they are able to apply appropriate tools and techniques.</li> <li>- are able to deal with complex and complicated problem situations, to define, analyze and structure the problem, develop innovative and effective solution options, evaluate them based on relevant decision criteria and justify the final decision.</li> </ul> <p><b>Methods: Students</b></p> <ul style="list-style-type: none"> <li>- are able to search, find and choose the appropriate literature and sources for their problem analysis.</li> <li>- are able to write a scientific text with a clear structure that reflects the method in focus</li> <li>- are able to describe a problem situation, define the sub-problem to be solved and apply the tools and methods to solve it.</li> <li>- get to know various approaches and methodologies of problem-solving and decision-making.</li> <li>- are able to apply the general heuristic decision-making procedure to a chosen decision problem.</li> <li>- are able to apply appropriate tools and techniques at each step of the decision-making procedure.</li> </ul> <p><b>Social: Students</b></p> <ul style="list-style-type: none"> <li>- students learn that the outcome of a group counts more than the sum of individual outcomes while working on their project.</li> <li>- learn how to work in a team effectively and efficiently, they organize the work on their project on their own; they plan their work, hold meetings, chair the meetings, write meeting minutes, etc.</li> <li>- learn to deal with other team members (with different background, nationality, etc.) and their opinions; they share the work on their project fairly.</li> <li>- learn how to master difficult situations in a team and deliver timely and result oriented.</li> <li>- find a consensus first within their own group and only then discuss with others.</li> </ul> <p><b>Self: Students</b></p> <ul style="list-style-type: none"> <li>- are able to manage their time appropriately in view of the presentation and project work at the end of the semester.</li> <li>- learn and work independently, question critically the information/statements given to them, recognize gaps in their knowledge and fill these gaps independently.</li> <li>- are able to reflect their chosen decisionmaking/problemsolving-case and draw conclusions for future cases.</li> </ul> |



## iPRO - Problem-solving and Decision-making - BWB2025

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>- Problem solving tools and instruments</li><li>- Identification, definition of a problem</li><li>- Goals and goal systems</li><li>- Problem analysis (problem causes, subproblems and problem structure)</li><li>- Development of solution options</li><li>- Evaluation of options (decision matrix, consequences, decision maxims)</li><li>- Final decision</li><li>- Reflection of problem solving process</li></ul>  |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Flipped Classroom (lecture) with case study/examples</li><li>- Seminar with active student teams contribution</li><li>- Peer feedback and peer learning</li><li>- Coaching</li><li>- Group work on a chosen case</li></ul>   |
| <b>Literature</b>                     | <p><b>Indispensable literature:</b><br/>Grünig, Rudolf and Kühn, Richard: Solving Complex Decision Problems: A Heuristic Process. Fourth Edition. Springer 2017, ISBN: 978-3-662-53813-5.</p>  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 16 hours lecture + 20 hours seminar including coaching   |
| <b>Attendance requirement</b>         | <ul style="list-style-type: none"><li>- Presence in the first week of semester (CW 38) in both: the flipped classroom (lecture) and the seminar.</li><li>- Obligatory coaching sessions (CW 42) - dates will be communicated at the beginning of the semester.</li><li>- Presence in three seminars with preparation and active contribution by the students. Each team will contribute to three seminars during the term, and all team members must be present then. The dates will be communicated by the lecturers and via Moodle at the beginning of the term.</li></ul> |
| <b>Proof of competence</b>            | <p>Written report on chosen case/problem solving (group work) during the semester, 100%</p> <p>Important: Prerequisites of written report submission and acceptance:</p> <ul style="list-style-type: none"><li>- Problem Idea (individual assignment, CW 41): pass/not pass</li><li>- Active preparation and contribution to three seminars (group work): pass/not pass</li></ul>  |
| <b>Aids for written examination</b>   | -<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | iPMA, BTHE   |

## iPRO - Problem-solving and Decision-making - BWB2025

**Comment**

-

**Degree programme, semester**

2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern

## iSEP - Society, Economy, Politics - BWB1036

|                              |                       |
|------------------------------|-----------------------|
| <b>ECTS</b>                  | 3                     |
| <b>Study language</b>        | English               |
| <b>Module type</b>           | Compulsory module     |
| <b>Study form</b>            | Group lesson          |
| <b>Module level additive</b> | Basic                 |
| <b>Lecturer(s)</b>           | Zuber Anna Magdalena  |
| <b>Module responsibility</b> | Dr. Anna Zuber (zba1) |

**Short description of the module**

Students recognize and understand the interactions between society, the economy and politics in the past and present. They engage with social, economic and political processes and megatrends on a national and international level and discuss models, theories, concepts, terms and explanatory approaches as the basis for successful and responsible work in business and administration.

The module is divided into a theoretically oriented lecture phase and a group phase (colloquium), during which the students are able to focus on specific topics and practice methodical skills such as writing summaries and critically analyze academic sources.

Based on the theoretical concepts and content presented, the students will outline future scenarios that take into account long-term social, economic and/or political developments. Finally, the students will use these scenarios to elaborate problems relevant to the business context and explore these problems in a written group assignment according to academic criteria.

### Requirements

-

### Competencies upon completion

**Subject:** Students

- gain knowledge of fundamental social, economic and political developments, concepts and analyses. They are able to complement their specific professional knowledge with a broad background of key developments ("megatrends") in society, economics, and politics.

**Method:** Students

- engage with social processes on a national and international level and discuss models and explanatory approaches as the basis for successful and responsible work in business and administration.  
- apply the knowledge acquired in the modules "Methods and Skills in Communication" and "Method and Skills in Scientific Studies" to applied situations.  
- are able to reflect critically on complex academic papers. This includes summarizing the key messages as well as critically evaluating the methods and conclusions of an academic paper and contrasting it with additional literature.

**Social:** Students

- can perceive the need and possibilities for social action in a manner that is socially responsible and appropriate to the specific situation, and can act in a corresponding and adequate way.  
- can communicate discursively and present their own positions through argumentation.

**Self:** Students

- can reflect critically on the social, economic and political environment, elaborate substantiated opinions and act in a socially responsible manner. They can make more competent decisions in their professional lives through consideration of the social environment.

## iSEP - Society, Economy, Politics - BWB1036

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <p>Social, economic and political "megatrends" for example:</p> <ul style="list-style-type: none"> <li>- Economic transformations (modernization, digitalization, globalization)</li> <li>- Social changes (demography, diversity, health, changes in values)</li> <li>- Political developments (freedom of movement, supranational organizations, civil society movements, terrorism)</li> </ul> <p>- Ecology (climate change, waste management, energy)</p> |
| <b>Teaching and Learning method</b>   | Lecture phase, group phase (colloquium), guided self-study, independent self-study  |
| <b>Literature</b>                     | <p>Essential literature for the proof of competence:<br/>Script &amp; PPT presentations during the lecture phase, scientific paper of the chosen colloquia</p>  |
| <b>Workload</b>                       | 3 ETCS (90h)  |
| <b>Contact lessons</b>                | 4 Introductory lectures, 3 colloquia per person, one closing lecture  |
| <b>Attendance requirement</b>         | 5 lectures, 3 colloquia   |
| <b>Proof of competence</b>            | <p>Individual presentation during colloquium (pass/fail)<br/>Group paper (100% of final grade)</p>  |
| <b>Aids for written examination</b>   | -   |
| <b>Continuative, in depth modules</b> | -   |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 3 HS, BSc Business Administration, Extra-occupational, Bern  |

## ISM1 - Sportmanagement - BWB3131

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 3   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Lehrform</b>                    | Gruppenunterricht   |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course  |
| <b>Dozierende</b>                  | Anderegg Urs  |
| <b>Modulverantwortung</b>          | Dr. Urs Anderegg (agu1)<br>Durchführung: Dr. Michael Mrkonjic (EHSM), weitere Dozierende nach Bedarf  |
| <b>Kurzbeschreibung des Moduls</b> | Vermittelt theoretisches und praxisorientiertes Sportmanagementwissen am Beispiel von Sportevents in der Schweiz (z.B. STS Events). Fokussiert insbesondere auf die Besonderheiten des Sports, die Bedeutung des Sportmanagements aus einer strategischen Perspektive, Betrachtet die Typologie und die Eigenschaften von Sportevents, deren Planung und Organisation sowie die aktuellen und zentralen Herausforderungen in deren Durchführung.  |
| <b>Eingangskompetenz</b>           | EBWL, EMOR, BPL1, BPL2, UENT, ENTR  |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- verstehen die Grundlagen des Sportmanagements.</li> <li>- können ausgewählte Instrumenten am Beispiel eines Sportevents anwenden (z.B. Risikomatrix).</li> <li>- können die optimale Durchführung einer Veranstaltung nachvollziehen.</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- sind in der Lage komplexe Phänomene aus einer Management-Perspektive heraus zu verstehen.</li> <li>- entwickeln ein strategisches und eventorientiertes Denken.</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- sind in der Lage eigenverantwortlich und im Team zu arbeiten.</li> <li>- verbessern ihr professionelles und zielgruppengerechtes Auftreten und ihre Kommunikation.</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- entwickeln Führungs- und Leadership-Kompetenzen.</li> <li>- erkennen Bedürfnisse und Erwartungen von wichtigen Stakeholdern.</li> </ul> |
| <b>Inhalt</b>                      | <ul style="list-style-type: none"> <li>- Besonderheiten des Sports</li> <li>- Management und Sportmanagement</li> <li>- Eigenschaften und Beispiele von Sportevents</li> <li>- Strategisches Sportmanagement</li> <li>- Risikomanagement</li> <li>- Planung und Organisation</li> </ul>   |
| <b>Lehr- und Lernmethode</b>       | Vorlesungen, Referate, Übungen, Diskussionen, Gruppen- und Plenumsarbeiten, Selbststudium.  |

## ISM1 - Sportmanagement - BWB3131

|  |   |
|--|---|
| <b>Fachliteratur</b>                         | <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b><br/>- Unterlagen der Dozierenden</p> <p><b>Empfohlene Literatur:</b><br/>- Hoye, R. et al. (2015). Sport Management: Principles and applications (4th edition). Oxford: Routledge</p> <p><b>Zusätzliche, weiterführende Literatur:</b><br/>- Literaturhinweise werden zu Modulbeginn auf Moodle abgegeben</p>  |
| <b>Workload</b>                              | 90  |
| <b>Kontaktstudium</b>                        | 28 Lektionen (inkl. Blocktag).<br>Eine Vorlesung wird an der EHSM (Magglingen) stattfinden (Ort und Datum werden noch bestätigt).   |
| <b>Präsenzpflicht</b>                        | Einführungsveranstaltung (KW38)<br>Blocktag in Zürich (KW 44, 02.11.19)   |
| <b>Kompetenznachweis</b>                     | Schriftliche Prüfung auf Modulebene (50%) und Gruppenpräsentation auf Minor Ebene (50%).<br><br>Die schriftliche Prüfung findet am Ende des Semesters in der prüfungsfreien Zeit statt (KW 3-5). Dauer: 90 Minuten.<br><br>Die Gruppenpräsentation auf Minor Ebene findet am Ende des FS statt.<br><br>Wenn die Endnote auf Modulebene ungenügend ist, muss die inhaltliche schriftliche Prüfung wiederholt werden. |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | -   |
| <b>Bemerkung</b>                             | Blocktag in Zürich gemeinsam mit ISM2 in KW 44. Detaillierte Angaben zum Programm (Kosten, Programm, etc.) folgen zu Kursbeginn. Transport und Verpflegung gehen zulasten der Studierenden.   |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern  |

## ISM2 - Sportmarketing - BWB3132

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 3   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Lehrform</b>                    | Gruppenunterricht   |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course  |
| <b>Dozierende</b>                  | Anderegg Urs  |
| <b>Modulverantwortung</b>          | Dr. Urs Anderegg<br>Durchführung: Ariane Weber, weitere Dozierende bei Bedarf   |
| <b>Kurzbeschreibung des Moduls</b> | <ul style="list-style-type: none"> <li>- Fokussiert sich auf die Theorie und die Praxis des Sportmarketings anhand von Beispielen.</li> <li>- Behandelt die Besonderheiten des Sportmarketings in den Bereichen Markt, Produkt und Konsument.</li> <li>- Betrachtet die Vermarktungsmöglichkeiten im Sport anhand von Beispielen in verschiedenen Bereichen, wie Event und Sportstätten.</li> <li>- Einführung in das Sportsponsoring aus Sicht des Sponsors und des Gesponserten, unter Berücksichtigung der sportrelevanten Aspekte.</li> </ul>   |
| <b>Eingangskompetenz</b>           | MAR1-4  |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- begreifen die Besonderheiten des Sportmarketings und deren Wirkungsmechanismen.</li> <li>- kennen die Grundlagen der Vermarktung im Sport im Allgemeinen und für einen Sportevent oder eine Sportstätte im Besonderen.</li> <li>- sind in der Lage ein einfaches Sponsoringkonzept zu erstellen.</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können ausgewählte sportmarketing-spezifische Tools anwenden (Sportmarketing-Modell).</li> <li>- entwickeln ein sportmarketing- und event-orientiertes Denken.</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können als Team/Gruppe Lösungen für konkrete Praxissituationen ausarbeiten.</li> <li>- verbessern ihr professionelles und zielgruppengerechtes Auftreten und ihre Kommunikation.</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- erkennen die Bedürfnisse und Erwartungen der wichtigsten Stakeholder aus dem Sportmarketing.</li> </ul> |
| <b>Inhalt</b>                      | <ul style="list-style-type: none"> <li>- Sportmarketing</li> <li>- Verschiedene Vermarktungsmöglichkeiten im Sport</li> <li>- Sport-Sponsorings</li> <li>- Trends im Sportmarketing</li> </ul>  |
| <b>Lehr- und Lernmethode</b>       | Vorlesung, Referate, Gruppenarbeiten, Diskussionen, Übungen, Selbststudium  |

## ISM2 - Sportmarketing - BWB3132

### Fachliteratur

#### Für den Kompetenznachweis unerlässliche Literatur:

- Unterlagen der Dozierenden auf Moodle

#### Empfohlene Literatur:

- Nufer, G., Bühler, A. (2013). Marketing im Sport 2 Grundlagen und Trends des modernen Sportmarketings (3. Auflage). Berlin: Erich Schmidt Verlag

### Workload

90 Stunden

### Kontaktstudium

28 Lektionen (Inkl. Blocktag)

Eine Vorlesung wird an der EHSM (Magglingen) stattfinden (Ort und Datum werden noch bestätigt).

### Präsenzpflicht

Einführungsveranstaltung (KW 41)

Blocktag in Zürich (KW 44, 02.11.2019)

### Kompetenznachweis

Schriftliche Prüfung auf Modulebene (50%) und Gruppenpräsentation auf Minorebene (50%).

Die schriftliche Prüfung (auf Modulebene findet am Ende des Semesters in der prüfungsfreien Zeit statt (KW 3-5). Prüfungsform: Fallstudie(n), Multiple Choice, offene Fragen, 90 Minuten.

Die Gruppenpräsentation auf Minorebene findet am Ende des FS statt.

Wenn die Endnote auf Modulebene ungenügend ist, muss die inhaltliche, schriftliche Prüfung auf Minorebene wiederholt werden.

### Hilfsmittel bei schriftlicher Prüfung

-

(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)

### Weiterführende, vertiefende Module

-

### Bemerkung

Blocktag in Zürich gemeinsam mit ISM 1 in KW 44. Detaillierte Angaben zum Programm (Kosten, Programm, etc.) folgen zu Kursbeginn. Transport und Verpflegung gehen zulasten der Studierenden.

### Studiengang, Semester

2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern

2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern



## iSRM - Social Research Methods - BWB2057

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Jarchow Thomas   |
| <b>Module responsibility</b>           | Thomas Jarchow   |
| <b>Short description of the module</b> | In this module, students learn and conduct an empirical study using quantitative or qualitative methods. This includes managing the study, development of a methodical approach, evaluation and analysis of data as well as writing a report and presenting the results. The focus is on the practical application of survey and analysis methods (statistics). The module lays the foundation for the planning, execution and interpretation of empirical studies in the business world.  |
| <b>Requirements</b>                    | Methods and Skills in Scientific Studies (iMES), Marketing iMR3+(iMR4), Statistics iST1+(iST2)   |
| <b>Competencies upon completion</b>    | <p><b>Professional competence:</b> Students know and understand the methods of empirical scientific work and how to apply them by conducting a quantitative or qualitative study in the form of interviews, surveys or field/laboratory experiments.</p> <p><b>Methodological skills:</b> Students are able to carry out a research project and apply the relevant research methods.</p> <p><b>Social skills:</b> Team work and organizational skills. Students can transform short phrased objectives (e. g. of their superiors) into assignments for specialists.</p> <p><b>Self-expertise:</b> The students gain experience of their own on research projects; they can actively cooperate with specialists and manage (smaller) research projects independently.</p> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Statistics: data analysis, inferential statistics</li> <li>- Design of a quantitative study, e. g. questionnaire design and accompanying letters, question types and scales, validation and interpretation</li> <li>- Design of a qualitative study, e. g. interview and guideline, forms of questioning and conduct of conversations, analysis and interpretation</li> <li>- Planning and execution of a study</li> <li>- Evaluation: presentation of the results as a report and presentation; avoidance of typical errors in practice</li> <li>- Designing and conducting a survey as team project.</li> </ul>   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- Classroom lessons</li> <li>- Project work (in groups of maximum 3 students)</li> <li>- Coaching sessions of the project-teams</li> <li>- Self-study of literature and documents</li> </ul>  |

## iSRM - Social Research Methods - BWB2057

### Literature

#### Indispensable literature:

Bell, J. (2010). *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* (5th ed.). Open University Press. ISBN 0335235824 / 978-0335235827 (or a newer edition of the book)

or

Hussy, W., Schreier, M., & Echterhoff, G. (2013). *Forschungsmethoden in Psychologie und Sozialwissenschaften für Bachelor*. Berlin, Heidelberg: Springer Berlin Heidelberg.  
<https://doi.org/10.1007/978-3-642-34362-9>  
[pdf kann bezogen werden unter [link.springer.com](http://link.springer.com)]

#### Additional literature:

Eco, U. (2015). *How to Write a Thesis*. The MIT Press. ISBN: 978-0262527132.

Atteslander, P. (2010). *Methoden der empirischen Sozialforschung* (13th ed., p. 359). Schmidt, Erich Verlag. ISBN: 978-3503126187.

### Workload

90 hours

### Contact lessons

14 lessons (teaching and coaching)

### Attendance requirement

There are no mandatory attendance requirements.

However, it is highly recommended to attend the first lesson of the term and at least 2 coaching sessions.

### Proof of competence

- Team project and written term paper of 30-35 pages for a group of three (60% of final grade)

- oral presentation of the findings by the team at the end of the term of 10-15 minutes (20% of final grade)

- written letter to myself: 2-3 pages learning report by each team member (20% of final grade)

- The weighted sum of the parts (term paper, presentation, learning report) is used for the final grade

### Aids for written examination

-

### Continuative, in depth modules

Bachelor Thesis  
Scientific Work  
Project Management

### Comment

-

### Degree programme, semester

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern

## iST1 - Statistics 1 - BWB2024

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | Intermediate   |
| <b>Lecturer(s)</b>                     | Kwuida Léonard   |
| <b>Module responsibility</b>           | Leonard Kwuida (kil2), Michel Krebs (kem2)   |
| <b>Short description of the module</b> | The world today is driven by data: whether it be data collection or data analysis. To better understand the possible futures of an economic decision, one needs to be able to not only collect useful and correct data, but organise it, present it and analyse it. Statistics is the mathematical study of data.  |
| <b>Requirements</b>                    | iEA1, iEA2   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"><li>- have knowledge of descriptive statistics and elementary probability theory for the analysis of economic and social scientific questions</li></ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"><li>- will be able to recognise situations where the appropriate statistical theory can be applied.</li></ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"><li>- will solve problems through use of varied techniques and methods, in particular with the available technology such as the TI-Nspire calculator</li></ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"><li>- will be able to put themselves in the area of different subjects and to critically reflect on the possible personal consequences. They will be able to learn and study by themselves as well as with colleagues.</li></ul> |
| <b>Content</b>                         | Descriptive statistics, variation and probability.   |
| <b>Teaching and Learning method</b>    | Regular lectures and exercise classes.   |
| <b>Literature</b>                      | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"><li>- Statistics for Business, Decision Making and Analysis. 2nd Edition. Robert Stine and Dean Foster. ISBN-10: 0321836510, ISBN-13: 9780321836519</li></ul>  |

## iST1 - Statistics 1 - BWB2024

**Workload** 90 hours

---

**Contact lessons** 56 lessons

---

**Attendance requirement** Week 38

---

**Proof of competence** Written exam of 90 minutes at the end of semester (CW4 or 5), 100%

---

**Aids for written examination**

- Calculator TI Nspire CAS (without any additional file saved in its memory, apart from the ones indicated on the exam script)
- printed dictionary (mother tongue - examination language)
- Summary - Number of A4 pages: 2 (4 sheets/pages single-sided or 2 sheets/pages double-sided)

(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)

---

**Continuative, in depth modules** iST2

---

**Comment** -

---

**Degree programme, semester** 2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern

---

## iST2 - Statistics 2 - BWB2031

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Elective module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Krebs Michel  |
| <b>Module responsibility</b>           | Léonard Kwuida (kil2), Michel Krebs (kem2), Matthias Schmidt (sim3)   |
| <b>Short description of the module</b> | The world today is driven by data: whether it be data collection or data analysis. To better understand the possible futures of an economic decision, one needs to be able to not only collect useful and correct data, but organise it, present it and analyse it. Statistics is the mathematical study of data.   |
| <b>Requirements</b>                    | iEA1, iEA2, iST1  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students<br/>- have knowledge of inductive statistics with elementary statistical test and regressions for the analysis of economic and social scientific questions.</p> <p><b>Method:</b> Students<br/>- will be able to recognise situations where the appropriate statistical theory can be applied.</p> <p><b>Social:</b> Students<br/>- will solve problems through use of varied techniques and methods, in particular with the available technology such as the TI-Nspire calculator.</p> <p><b>Self:</b> Students<br/>- will be able to put themselves in the area of different subjects and to critically reflect on the possible personal consequences. They will be able to learn and study by themselves as well as with colleagues.</p> |
| <b>Content</b>                         | <p>Inductive statistics</p> <ul style="list-style-type: none"> <li>- Sampling</li> <li>- Estimating parameters</li> <li>- Testing Hypothesis</li> <li>- Modelling with regression</li> </ul>  |
| <b>Teaching and Learning method</b>    | Regular lectures and exercise classes.  |

## iST2 - Statistics 2 - BWB2031

|                                       |  |
|---------------------------------------|--|
| <b>Literature</b>                     | <b>Indispensable literature:</b><br>- Statistics for Business, Decision Making and Analysis. Robert Stine and Dean Foster. Second Edition. Pearson New International Edition. ISBN: 978-1-29202-339-7  |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 56 lessons   |
| <b>Attendance requirement</b>         | Lecture in first week  |
| <b>Proof of competence</b>            | Written exam of 90 minutes at the end of semester (CW 4 or 5), 100%  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Calculator TI Nspire CAS (without any additional file saved in its memory, apart from the ones indicated on the exam script)</li><li>- printed dictionary (mother tongue - examination language)</li><li>- Summary of 2 pages A4 double-sided or summary of 4 pages A4 one-sided</li></ul> (For details to the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern   |

## iTAX - Tax Law - BWB3012

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | English  |
| <b>Module type</b>                     | Compulsory module  |
| <b>Study form</b>                      | Group lesson   |
| <b>Module level additive</b>           | S - Specialised level course   |
| <b>Lecturer(s)</b>                     | Fankhauser Daniel, Rascón Alberto  |
| <b>Module responsibility</b>           | Prof. Alberto Rascón (rca2); Prof. Daniel Fankhauser   |
| <b>Short description of the module</b> | <p>iTaxation provides development on taxation rules applied to an international context. It deals with the international tax law in the framework of economic transaction involving Swiss firms. Switzerland has based its development on a attractive tax framework. Understanding this framework allows students to identify its advantages and its limits.</p> <p>iTax includes a compulsory study abroad in the last week of November.</p>   |
| <b>Requirements</b>                    | -  |
| <b>Competencies upon completion</b>    | <p><b>Subject: Students</b></p> <ul style="list-style-type: none"><li>- understand the Swiss tax framework</li><li>- Understand the International tax framework</li><li>- Introduction to tax optimization</li><li>- Introduction to tax risk management</li></ul> <p><b>Method: Students</b></p> <ul style="list-style-type: none"><li>- are able to understand Swiss and international tax framework</li><li>- are able to follow a simple tax optimization structure</li></ul> <p><b>Social: Students</b></p> <ul style="list-style-type: none"><li>- Practical and conceptual analyze</li><li>- Work group</li></ul> <p><b>Self: Students</b></p> <ul style="list-style-type: none"><li>- develop their reasonings on law concept</li><li>- Identify the practical application of these tax issues</li></ul> |
| <b>Content</b>                         | The students are able to understand the basics of tax law in domestic and international context.   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"><li>• Lectures</li><li>• Self-study</li><li>• Possibly group work</li><li>• Case studies</li></ul>   |

## iTAX - Tax Law - BWB3012

|                                       |   |
|---------------------------------------|---|
| <b>Literature</b>                     | <b>Indispensable literature:</b><br>Switzerland in International Tax law, Fourth Edition (or the most recent available), Oberson/Hull, IBFD , 2011  |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 20 contact lectures   |
| <b>Attendance requirement</b>         | Compulsory attendance to the International Week in the Netherlands (Nov 25 - Nov 29). Precise information will be given in class.   |
| <b>Proof of competence</b>            | Written exam; End of semester (CW 4 or 5); Duration 90 minutes; 2/3 of GRADE<br><br>INTERNATIONAL TAX WEEK (Nov 25 - Nov 29); 1/3 GRADE   |
| <b>Aids for written examination</b>   | - BFH calculator (TI-30 ECO RS)<br>- Open Book<br>- dictionary in mother tongue - examination language<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.) |
| <b>Continuative, in depth modules</b> | -   |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern   |



## MAC1 - SWISS-GAAP-FER und Konzernrechnung - BWB3020

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 3  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Lehrform</b>                    | Gruppenunterricht  |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course   |
| <b>Dozierende</b>                  | Longaron Daniel  |
| <b>Modulverantwortung</b>          | Daniel Longaron  |
| <b>Kurzbeschreibung des Moduls</b> | Die Studierenden erhalten einen Überblick über das aktuelle Regelwerk der Swiss GAAP FER. Die Vorgaben in den Fachempfehlungen werden anhand von Fallbeispielen und Jahresrechnungen veranschaulicht. Die praktische Anwendung der Fachempfehlungen auf einen konkreten Sachverhalt wird mittels Aufgaben und Uebungen vermittelt werden. Im Teil Konzernrechnung werden die Konsolidierungstechniken vermittelt, welche bei der Erstellung einer Konzernrechnung zur Anwendung kommen. Zur Illustration der Theorie werden Fallbeispiele und konsolidierte Jahresrechnungen eingesetzt. Die praktische Anwendung der theoretischen Kenntnisse auf einen konkreten Sachverhalt wird mittels Aufgaben und Uebungen vermittelt.  |
| <b>Eingangskompetenz</b>           | Fachkenntnisse des Rechnungswesen, welche in den Modulen Finanzielles Rechnungswesen vermittelt wurden.  |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- sind in der Lage, ausgewählte Swiss GAAP FER-Vorschriften respektive die Konsolidierungstechniken auf konkrete Fallbeispiele / Aufgaben anzuwenden.</li> <li>- können die Informationen einer nach den Swiss GAAP FER erstellten Jahresrechnung respektive die Informationen einer Konzernrechnung verstehen</li> <li>- kennen die Implikationen der Digitalisierung auf Swiss GAAP FER</li> </ul> <p><b>Methodenkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- können unter Anleitung bei der Erstellung einer nach den Swiss GAAP FER erstellten Jahresrechnung respektive bei der Erstellung einer Konzernrechnung mitarbeiten.</li> <li>- sind in der Lage die theoretischen Vorschriften auf eine konkrete Situation anzuwenden (Transferleistung).</li> </ul> <p><b>Sozialkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- sind in der Lage konstruktiv an einer Partner- oder Gruppenarbeit teilzunehmen.</li> </ul> <p><b>Selbstkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- können durch Selbstreflexion beurteilen, ob sie den behandelten Stoff verstanden haben und allenfalls notwendige konkrete Fragen formulieren.</li> <li>- können eigene Ideen / Vorschläge / Lösungsansätze im Klassenrahmen vortragen und gegen sachliche Kritik verteidigen.</li> </ul> |
| <b>Inhalt</b>                      | Ausgewählte Themen der Konzernrechnung und ausgewählte Fachempfehlungen aus Swiss GAAP FER   |
| <b>Lehr- und Lernmethode</b>       | <ul style="list-style-type: none"> <li>• Präsenzunterricht im Klassenverband</li> <li>• Einzelarbeiten</li> <li>• Selbststudium</li> <li>• Partner- und Gruppenarbeiten</li> <li>• Praxisprojekt mit EY</li> </ul>   |

## MAC1 - SWISS-GAAP-FER und Konzernrechnung - BWB3020

|  |  |
|--|--|
| <b>Fachliteratur</b>                         | <b>Für den Kompetenznachweis unerlässliche Literatur:</b><br>-Swiss GAAP FER 2014/15, Fachempfehlungen zur Rechnungslegung, Stiftung FER, Treuhand-Kammer, ISBN 978-3-30265-5, Deutsch<br>-Finanzbuchhaltung nach Swiss GAAP FER, Theorie, Aufgaben und Lösungen, Franz Carlen, Anton Riniker, Nicole Widmer, 3. Auflage 2015, ISBN 978-3-286-32827-3, verlag skv, Deutsch |
| <b>Workload</b>                              | 90 Stunden   |
| <b>Kontaktstudium</b>                        | 7 x 4 Lektionen  |
| <b>Präsenzpflicht</b>                        | -  |
| <b>Kompetenznachweis</b>                     | Schriftliche Prüfung, 90 Minuten: 100 %<br>in der unterrichtsfreien Zeit (KW 4 oder 5)   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | - BFH-Taschenrechner (TI-30 ECO RS)<br>- Gedrucktes Wörterbuch (Muttersprache - Sprachekompetenznachweis)<br>- Open book<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | -  |
| <b>Bemerkung</b>                             | -  |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern   |

## MAC2 - Financial Accounting Advanced - BWB3021

|                    |                              |
|--------------------|------------------------------|
| ECTS               | 3                            |
| Unterrichtssprache | Deutsch                      |
| Modultyp           | Wahlpflichtmodul             |
| Lehrform           | Gruppenunterricht            |
| Modulniveau Zusatz | S - Specialised level course |
| Dozierende         | Longaron Daniel              |
| Modulverantwortung | Daniel Longaron              |

**Kurzbeschreibung des Moduls** Die Studierenden kennen die verschiedenen Arten der Verbuchung von Sonderfällen und finanzwirtschaftlichen Vorgängen mit langfristiger Auswirkung. Sie sind dabei in der Lage, die geforderten Werte nachvollziehbar zu berechnen, verschiedene Varianten der Verbuchung anzuwenden und die Ergebnisse, insbesondere in Bilanz und Erfolgsrechnung, darzustellen. Im Weiteren können die Studierenden weiterführende Fragen im Zusammenhang mit den behandelten Themen beantworten.

**Eingangskompetenz** -

**Kompetenz**

**Fachkompetenzen:** Die Studierenden  
 - sind in der Lage die Auswirkungen spezieller finanzwirtschaftlicher Vorgänge sowohl buchhalterisch korrekt abzubilden als auch unternehmenspolitisch zu beurteilen.  
 - kennen die Implikationen der Digitalisierung auf die moderne Buchführung und Rechnungslegung

**Methodenkompetenzen:** Die Studierenden  
 - wenden die verschiedenen Verbuchungskonzepte fallgerecht an. In den Übungen wird verstärkt Gruppenarbeit in Form von praxisbezogenen Fallstudien geleistet.

**Sozialkompetenzen:** Die Studierenden  
 - üben sich im gemeinsamen Erarbeiten von Lösungen, wobei sie unternehmensrelevante Funktionen einnehmen müssen.

**Selbstkompetenzen:** Die Studierenden  
 - analysieren ihren Beitrag (Mehrwert) in Gruppenarbeiten im Bereich der Beschäftigung mit finanzwirtschaftlichen Vorgängen und vergleichen die eigenen Ergebnisse mit denen der anderen Studierenden kritisch.

**Inhalt** Die Studierenden kennen die verschiedenen Arten der Verbuchung von Sonderfällen und finanzwirtschaftlichen Vorgängen mit langfristiger Auswirkung. Sie sind dabei in der Lage die entsprechenden Buchungstechniken anzuwenden, die geforderten Werte zu berechnen und die Ergebnisse in der Rechnungslegung empfängergerecht zu präsentieren bzw. zu begründen.

**Lehr- und Lernmethode**

- Lehrgespräch
- Einzelarbeit
- (Klein-)Gruppenarbeit
- angeleitetes Selbststudium
- individuelles Selbststudium

**Fachliteratur** **Für den Kompetenznachweis unerlässliche Literatur:**  
 - Finanzbuchhaltung 3; Höhere Finanzbuchhaltung; Anton Riniker, Franz Carlen, Franz Gianini; Theorie, Aufgaben und Lösungen; 15. Auflage 2018; ISBN 978-3-286-34465-5

## MAC2 - Financial Accounting Advanced - BWB3021

|  |  |
|--|--|
| <b>Workload</b>                              | 90 Stunden   |
| <b>Kontaktstudium</b>                        | 7 x 4 Lektionen  |
| <b>Präsenzpflicht</b>                        | -  |
| <b>Kompetenznachweis</b>                     | Zeitpunkt: am Ende des Semesters (KW 4 oder 5)<br><br>Schriftliche Einzelprüfung 90 Minuten, 100 %   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | - BFH Taschenrechner (TI-30 ECO RS)<br>- Gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)<br>- Open book<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.) |
| <b>Weiterführende, vertiefende Module</b>    | -  |
| <b>Bemerkung</b>                             | -  |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern   |

## MBF1 - Security Analysis - BWB3024

|                       |                              |
|-----------------------|------------------------------|
| ECTS                  | 3                            |
| Study language        | English                      |
| Module type           | Elective module              |
| Study form            | Group lesson                 |
| Module level additive | S - Specialised level course |
| Lecturer(s)           | Gimeno Raúl Diego            |
| Module responsibility | Prof. Dr. Raul Gimeno (ger2) |

|                                 |   |
|---------------------------------|---|
| Short description of the module | <p>Security analysis gives you a sound introduction to the different fixed income instruments and in structured products.</p> <p>You'll learn the pricing of these instruments and the methodology of how to analyse those instruments.</p> |
|---------------------------------|---|

|              |  |
|--------------|--|
| Requirements | <ul style="list-style-type: none"> <li>- FMA1</li> <li>- FMA2</li> </ul> |
|--------------|--|

|                              |  |
|------------------------------|--|
| Competencies upon completion | <p><b>Subject:</b> Students know</p> <ul style="list-style-type: none"> <li>- the different fixed income instruments</li> <li>- how to price fixed income instruments</li> <li>- how to assess risk for fixed income instruments</li> <li>- how to interpret the yield curve and how to use it for pricing purposes</li> <li>- the different structured products and their advantages</li> <li>- how to analyse and price structured products</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- will be able to analyse and price a wide range of fixed income instruments or structured products</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- apply your personal and individual resources in teams</li> <li>- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments</li> <li>- argue in a constructive and factual way</li> <li>- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- learn and work independently, recognize gaps in your knowledge and fill these gaps independently</li> <li>- critically reflect work and thought processes and develop possible courses of action</li> <li>- reflect and challenge personal and external judgments and develop these with regard to the assignment</li> <li>- draw conclusions from your experiences for your further studies and professional life and document these in your individual portfolio</li> <li>- evidence stamina when confronted with problems during your studies and in your profession</li> </ul> |
|------------------------------|--|

## MBF1 - Security Analysis - BWB3024

|                                       |  |
|---------------------------------------|--|
| <b>Content</b>                        | <p>First Part: Fixed Income Analysis</p> <ul style="list-style-type: none"><li>- Bond pricing</li><li>- Measuring yield</li><li>- The yield term structure</li><li>- Convertibles bonds</li><li>- Immunisation</li></ul> <p>Second Part: Structured Products Analysis</p> <ul style="list-style-type: none"><li>- Futures and Mini-Futures</li><li>- Capital protection products</li></ul>   |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- guided self-study with multiple choice questions and videos</li><li>- contact lessons and external referees</li><li>- A combination of guided self-study, contact lessons, external referees and multiple choice exercises will ensure an optimal learning mix.</li></ul>  |
| <b>Literature</b>                     | <p><b>Recommended literature:</b></p> <ul style="list-style-type: none"><li>- <b>Fixed Income</b> : Bond Markets, Analysis, and Strategies, Frank Fabozzi, Pearson, eight Edition, ISBN: 0-273-76613-1</li><li>- <b>Structured Products</b> : Structured products in Wealth Management, Tolle, Hutter, Rütthemann, Wiley Finance 2008, ISBN: 978-0470-82330-9</li></ul> <p>in German:<br/>Die Welt der strukturierten Produkte, Meier und Sandmeier, Verlag Finanz&amp;Wirtschaft 2012</p> |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 14x2 lessons<br>Class of week 48 will be rescheduled   |
| <b>Attendance requirement</b>         | -  |
| <b>Proof of competence</b>            | Written examination, 90 minutes: 100 %, end of semester (CW 4 or 5)  |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Calculator TI Nspire CAS (according to study and examination regulations)</li><li>- Print dictionary</li><li>- A formulary will be provided at the examination date</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p>   |
| <b>Continuative, in depth modules</b> | MBF3   |

## MBF1 - Security Analysis - BWB3024

Comment

-

Degree programme, semester

---

2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern  
2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern

---

## MBF2 - Derivatives - BWB3025

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Elective module   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | S - Specialised level course  |
| <b>Lecturer(s)</b>                     | Rascón Alberto  |
| <b>Module responsibility</b>           | Alberto Rascon (rca2)   |
| <b>Short description of the module</b> | Pricing and strategies of financial derivatives: SWAPs, Options and other Derivatives.  |
| <b>Requirements</b>                    | Financial Management II, Statistics I, II, Maths, Excel, English  |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- will be able to price financial instruments such as options and SWAPs</li> <li>- will be able to create/use models in Excel to price derivatives</li> <li>- will understand the basic institutional framework of the principal derivatives markets</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- will increase the use of Excel to price financial assets</li> <li>- will be able to how to approach a derivate instrument</li> <li>- will work out strategies to hedge financial risks</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- will be able to identify common misconceptions about financial derivatives</li> <li>- will foster their team competences</li> <li>- will be able to analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting variety of different arguments</li> <li>- will foster their critical competences</li> <li>- will be able to provide creative and innovative solutions in finance</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- will learn to better exploit one of the most common IT tools (Excel)</li> <li>- will learn and work independently, recognize gaps in their knowledge and fill these gaps independently</li> <li>- will learn to critically reflect work and thought processes and develop possible courses of action</li> <li>- will learn to structure and give effective solutions to complex problems</li> <li>- will learn to abstract a concrete situation to a mathematical model</li> </ul> |
| <b>Content</b>                         | The class will be concentrated in Options and SWAPs, therefore special attention will be put in the use of Excel and to the understanding of interest rates and institutional framework.  |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>- lectures</li> <li>- homework</li> <li>- class exercises</li> </ul>   |



## MBF2 - Derivatives - BWB3025

|                                       |  |
|---------------------------------------|--|
| <b>Literature</b>                     | <p><b>Indispensable literature:</b><br/>Hull, John C, "Options, Futures and Other Derivatives", 9th Edition, Global Edition (5. September 2017), Prentice Hall International; ISBN-Nr.: 978-0273759072</p> <p><b>Recommended literature:</b><br/>Hull, John C, "Fundamentals of Futures and Options Markets" 7th Edition, Upper Saddle River, NJ: Prentice Hall; 2010, ISBN-Nr.: 978-0-13-610322-6</p>                         |
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 14x2 lessons   |
| <b>Attendance requirement</b>         | No compulsory attendance.  |
| <b>Proof of competence</b>            | <p>100% of the grade will be in a 90 minutes exam in the exam session (CW 4 or 5). The professor keeps the right to award points to specific homework or written work during the semester.</p> <p>The EXAM will be in a LAPTOP provided by school.</p>   |
| <b>Aids for written examination</b>   | <ul style="list-style-type: none"><li>- Computer provided by the school (according to study and examination regulations)</li><li>- Print dictionary (mother tongue - examination language)</li><li>- Summary - Number of A4 sheets/pages: 1 (1 sheet/page double-sided / 2 sheets/pages single-sided)</li></ul> <p>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)</p> |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern  |

## MBM1 - Going Global: Strategy and Operations - BWB3114

|                              |  |
|------------------------------|--|
| <b>ECTS</b>                  | 3                                      |
| <b>Study language</b>        | English                                |
| <b>Module type</b>           | Elective module                        |
| <b>Study form</b>            | Group lesson                           |
| <b>Module level additive</b> | S - Specialised level course           |
| <b>Lecturer(s)</b>           | Brechbühler Peskova Marie, Duminy Lize |
| <b>Module responsibility</b> | Prof. Dr. Marie Brechbühler Peskova    |

**Short description of the module**

The module aims to develop an understanding of the international enterprises and its opportunities and challenges in a globalized world. The module covers the following three areas:

- FOUNDATIONS of international business such as globalization and the internationalization paths of an enterprise.
- Headquarter and Subsidiary Level STRATEGY of an enterprise expanding into foreign markets.
- And OPERATIONS of a company with an international/global presence and its management of the cross-border business functions (i.e. international HR, Marketing, etc.)

Next to the relevant concepts and frameworks of international strategy and operations this module builds on real cases of companies entering and operation in foreign markets. The cases are presented by the company representatives and the students get an opportunity to develop and discuss the solutions for company's situation, i.e. the international expansion strategy and/or international operations.

During the module students work on a "live case" of a company aiming to go global or to improve its global operations. The live case company and the challenge it is facing in their international strategy and/or operations will be presented to the students during the module. The assignment in this module covers the global analysis of the given live case. Students implement the knowledge acquired in this module and prepare for the study trip following in Going Global-Study Trip module.

**Requirements**

Basics in academic work and research

**Competencies upon completion**

**Subject: Students**

- understand the phenomena of internationalization of firms and the reasons and drivers of companies to go international/global
- understand the strategic process of going international/global
- understand and be able to develop a strategy for international expansion: headquarter- and subsidiary level strategy
- understand the specifics of an international operations of an enterprise.

**Method: Students**

- understand the process of developing international expansion strategies as an integral part for a corporate strategic planning process
- know, understand and are able to implement the international expansion specific steps of the strategic planning process (strategic analysis, choice of target markets, headquarter level and subsidiary level strategy)

**Social: Students**

- learn how to prepare for a guest speakers lecture
- learn to ask relevant questions and discuss with the guest lecturer in order to benefit from their practical experience and enlarge their own knowledge of international business

**Self: Students**

- learn to work with practical case studies and develop their own ideas regarding strategies for international expansion in the described situation
- are able to benefit from the practical experience of the guest speakers, understand the lessons learned and integrate them into their own knowledge of international business

## MBM1 - Going Global: Strategy and Operations - BWB3114

|                                       |   |
|---------------------------------------|---|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>- Foundations: Globalization drivers, internationalization of a firm</li><li>- Strategy: International Expansion Strategy, Global Analysis, Headquarter and Subsidiary Level Strategy</li><li>- Operation: Cross-border management of business functions; transnational leadership, international HR, international Marketing (to be adopted according to live case)</li><li>- Introduction live case</li></ul> |
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Lecture</li><li>- Guest speakers</li><li>- Case study</li><li>- Self-study</li><li>- Virtual team cooperation</li></ul>   |
| <b>Literature</b>                     | Literature: To be communicated via Moodle. Most of the readings will be provided via moodle.  |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | 7 x 3 hours (i.e. 4 lectures) sessions (lecture and seminar or guest lecture and seminar)   |
| <b>Attendance requirement</b>         | First (introduction) module lecture in the term (date to be communicated via moodle)<br>All guests lectures (dates to be communicated via moodle)   |
| <b>Proof of competence</b>            | Project report: Global strategic analysis (case to be defined at the beginning of the term) 100%  |
| <b>Aids for written examination</b>   | Dictionary in mother tongue - examination language<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | MBM2: Going global: Strategy and Operations - study trip  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern   |

## MBM2 - Going Global: Strategy and Operations - study trip - BWB3115

|                              |  |
|------------------------------|--|
| <b>ECTS</b>                  | 3                                      |
| <b>Study language</b>        | English                                |
| <b>Module type</b>           | Elective module                        |
| <b>Study form</b>            | Group lesson                           |
| <b>Module level additive</b> | S - Specialised level course           |
| <b>Lecturer(s)</b>           | Brechbühler Peskova Marie, Duminy Lize |
| <b>Module responsibility</b> | Prof. Dr. Marie Brechbühler Peskova    |

**Short description of the module**

This module offers students an intense exposure to an international and multicultural environment during a study trip "CZeCH out mission" to Prague, Czech Republic. In this module students work on the "live case" of a company aiming to go global or to improve its global operations building on the global analysis they performed in Going global (MBM1) module. They work together with their fellow students from Czech University of Life Sciences in Prague. During the semester students work with their colleagues from abroad virtually. In the block week students go on study trip "CZeCH out mission" to Prague and finalize their assignment in teams. The CZeCH out study trip closes with student teams presentations of live case solutions. The module focuses on applying the knowledge and skills of international expansion strategy and international operations in an international environment in a multinational team based on a live case of an international company.

**Requirements**

Basics in academic work and research

**Competencies upon completion**

**Subject: Students**

- apply the strategic process of going international/global
- develop the elements of firm's strategy for international expansion: headquarter- and subsidiary level strategy
- develop solutions for challenges company is facing within its international operations

**Method: Students**

- learn to work with practical case studies and develop their own ideas regarding strategies for international expansion or international operations in the described situation
- learn how to deal with a multinational project team and how to deal with the related challenges
- learn how to work in a virtual team and how to deal with the related challenges
- learn to use their workshop time available efficiently

**Social: Students**

- learn to work in an international team of students during the study trip to Prague, where BFH students will be working together with international students of CULS Prague in workshops
- learn to plan and organize themselves during the study trip, where a balance between study, sightseeing and social life will need to be achieved

**Content**

- Working in virtual teams, working in multicultural teams
- Strategy development: Going global: Headquarter and Subsidiary Level Strategy
- Solving Operational Issues such as Cross-border management of business functions; transnational leadership, international HR, international Marketing (to be adopted according to live case)
- "live case" of a company aiming to go global or to improve its global operations

## MBM2 - Going Global: Strategy and Operations - study trip - BWB3115

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning method</b>   | <ul style="list-style-type: none"><li>- Lecture</li><li>- Live Case</li><li>- Desk research, Self-study</li><li>- Virtual team cooperation</li><li>- Intensive Workshop</li><li>- Business Presentation</li></ul> |
| <b>Literature</b>                     | Literature: To be communicated via Moodle. Most of the readings will be provided via moodle.  |
| <b>Workload</b>                       | 90 hours  |
| <b>Contact lessons</b>                | Block Week (CW2): Study Trip to Prague Czech Republic all week  |
| <b>Attendance requirement</b>         | Study Trip to Prague Czech Republic   |
| <b>Proof of competence</b>            | Project Presentation (including Appendix content to be defined in the lectures and communicated over moodle):<br>Live Case Assignment solution.<br>in the end of study trip (100%)                                |
| <b>Aids for written examination</b>   | Dictionary in mother tongue - examination language<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | BTHE, MBM3, MBM4  |
| <b>Comment</b>                        | -   |
| <b>Degree programme, semester</b>     | 2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern   |

## MCC1 - Corporate Communication - BWB3028

|                    |                                 |
|--------------------|---------------------------------|
| ECTS               | 3                               |
| Unterrichtssprache | Deutsch                         |
| Modultyp           | Wahlpflichtmodul                |
| Lehrform           | Gruppenunterricht               |
| Modulniveau Zusatz | S - Specialised level course    |
| Dozierende         | Schranz Egon, Stöckli Christine |
| Modulverantwortung | Prof. Dr. Egon Schranz (sae4)   |

**Kurzbeschreibung des Moduls**

Das Marketinginstrument Kommunikation nimmt heute unbestritten einen immer wichtigeren Stellenwert im Marketingmix ein. Die aus einem Guss empfundene Kommunikation einer Unternehmung erweist sich als Herausforderung, da aus unterschiedlichen Quellen mit unterschiedlichen Zielsetzungen sich die Inhalte an immer kleinere Zielgruppensegmente richten. Die interne und externe Kommunikation, die Kommunikationsinhalte auf der GL Ebene bzw. auf der Fachabteilungsebenen sowie die unterschiedlichen Kommunikationsträger müssen aufeinander abgestimmt sein um ein glaubwürdiges Bild der Unternehmung zu erreichen, besondere Berücksichtigung findet die Wahrnehmung. Nicht was ich als Unternehmen sage, ist entscheidend, sondern das, was der Empfänger versteht und wahrnimmt.

- Eingangskompetenz**
- Kenntnisse in Marketing-Konzeption, erfolgreiche Marketing-Praxisarbeit
  - Kenntnisse des operativen Marketings in den Bereichen Marketing-Kommunikation (MAR1, 2, 3, 4)

- Kompetenz**
- Fachkompetenzen:** Die Studierenden
- können die verschiedenen Aspekte der Corporate Communications unterscheiden
  - können die Bedeutung der Corporate Communications in einem Unternehmen einschätzen und konkrete Aufgaben daraus ableiten
- Methodenkompetenzen:** Die Studierenden
- sind in der Lage, ein Corporate Communications-Konzept aufzubauen und zu beurteilen
  - können durch geeignete Methoden die verschiedenen Aspekte der Unternehmens- und Marketingkommunikation aufeinander abstimmen
  - sind in der Lage, einen komplizierten Sachverhalt auf das Wesentliche zu fokussieren.
- Sozialkompetenzen:** Die Studierenden
- sind in der Lage, in kurzer Zeit in einer Gruppe ein für alle neues Problem zu strukturieren, zu lösen und die Problemlösung zu präsentieren
- Selbstkompetenzen:** Die Studierenden
- erkennen gewisse Vor- und Nachteile bestehender Kommunikationsstrukturen

**Lehr- und Lernmethode**

Vorlesungen, Gastreferate, praktische Arbeiten, Fallstudien

- Fachliteratur**
- Für den Kompetenznachweis unerlässliche Literatur:**
- Integrierte Kommunikation Grundlagen mit zahlreichen Beispielen, Repetitionsfragen und Antworten mit Glossar, Aerni Markus, Bruhn Manfred 3. überarbeitete Auflage 2013, ISBN 978-3-7155-9770-6
- Empfohlene Literatur:**
- Unternehmens- und Marketingkommunikation, Handbuch für ein integriertes Kommunikationsmanagement, Bruhn Manfred, Franz Wahlen, 2005, ISBN-Nr.3 8006 3145 8
  - Unternehmenskommunikation, Beat Schmid Botid Laczek, Gabler, 2005, ISBN-Nr.3 409 14324 6

## MCC1 - Corporate Communication - BWB3028

|  |  |
|--|--|
| <b>Workload</b>                              | 90 Stunden   |
| <b>Kontaktstudium</b>                        | 7x4 Lektionen  |
| <b>Präsenzpflicht</b>                        | Ja, bei Gastvortragenden   |
| <b>Kompetenznachweis</b>                     | Teamarbeit zu Fünft<br>Umfang ca 15 Seiten, Präsentation<br>Beurteilung durch 2 Dozierende,<br>ist 85% Anteil des Leistungsnachweises,<br>während des Semesters.<br><br>Einzelnachweis: Letter to myself: 15% Anteil des Leistungsnachweises |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)   |
| <b>Weiterführende, vertiefende Module</b>    | MCC3, 4  |
| <b>Bemerkung</b>                             | -  |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern   |

## MCC2 - Corporate Brand Management - BWB3029

|                    |                               |
|--------------------|-------------------------------|
| ECTS               | 3                             |
| Unterrichtssprache | Deutsch                       |
| Modultyp           | Wahlpflichtmodul              |
| Lehrform           | Gruppenunterricht             |
| Modulniveau Zusatz | I - Intermediate level course |
| Dozierende         | Schranz Egon                  |
| Modulverantwortung | Prof. Dr. Egon Schranz (sae4) |

|                                    |  |
|------------------------------------|--|
| <b>Kurzbeschreibung des Moduls</b> | <p>Das strategische Management der Unternehmensmarke wird zunehmend als entscheidender Wettbewerbsfaktor angesehen. Diese Erkenntnis hat Corporate Branding zum Thema in vielen Unternehmen gemacht. Unternehmens- und Markenkommunikation hat strategische Bedeutung für den Unternehmenserfolg und umfasst demnach alle am Wertschöpfungsprozess beteiligten Funktionen eines Unternehmens. Dies bedeutet, dass Kommunikation und Markenführung im strategischen Entscheidungsprozess integriert sind und dass sich ihre Wirkung am Beitrag zum Unternehmenserfolg messen lassen muss.</p> <ul style="list-style-type: none"> <li>• Corporate Brand Management als Verbindung von Unternehmensführung, Unternehmenskommunikation und Marketing</li> <li>• Die Marke in Kapital-, Absatz-, Arbeits- und Meinungsmärkten</li> <li>• Markenportfolios und Markenarchitekturen</li> <li>• Markenpositionierung</li> <li>• Markenbewertung</li> <li>• Markenrecht</li> <li>• Employer-Branding</li> </ul> |
|------------------------------------|--|

|                          |                        |
|--------------------------|------------------------|
| <b>Eingangskompetenz</b> | MAR1, MAR2, MAR3, MAR4 |
|--------------------------|------------------------|

|                  |  |
|------------------|--|
| <b>Kompetenz</b> | <p><b>Fachkompetenzen:</b> Die Studierenden können</p> <ul style="list-style-type: none"> <li>- Konzepte entwickeln, um (Unternehmens-)Marken erfolgreich zu führen</li> <li>- konkrete Massnahmen planen und durchführen, um Marken erfolgreich auf Märkten zu positionieren</li> <li>- abschätzen, welche markenrechtlichen Probleme den Beizug von Spezialisten erfordern</li> <li>- Markenportfolios beurteilen optimieren</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden sind in der Lage</p> <ul style="list-style-type: none"> <li>- durch das ganzheitliche Markenmanagement Markenarchitekturen und Markenkernwerte aus Unternehmensstrategien abzuleiten</li> <li>- durch bewusst eingesetzte Methoden erfolgversprechende Markenkernwerte zu bestimmen</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden sind in der Lage</p> <ul style="list-style-type: none"> <li>- in einer Gruppe verschiedene Meinungen bezüglich weicher Faktoren im Zusammenhang mit dem Markenmanagement fruchtbar zu diskutieren und in eine Problemlösung einzubinden</li> </ul> <p><b>Selbstkompetenzen:</b></p> <ul style="list-style-type: none"> <li>- Die Studierenden erkennen, wie sie eigene (Vor-)Urteile gegenüber Marken aufbauen und können diese Erfahrung so verallgemeinern, dass ein relevanter Beitrag zur Markenführung entsteht</li> </ul> |
|------------------|--|

|               |   |
|---------------|---|
| <b>Inhalt</b> | <ul style="list-style-type: none"> <li>• Einführung, Rahmenbedingungen CBM, Brand Management Modelle (Steuerrad von Esch)</li> <li>• Marken-Strategie, Marken-Portfolio, Marken-Architektur</li> <li>• Kernwerte von Marken, Marken-Positionierung</li> <li>• Marken-Dehnung, Marken-Partnerschaften</li> <li>• Marken-Controlling</li> <li>• Marken-Bewertung</li> </ul> |
|---------------|---|



## MCC2 - Corporate Brand Management - BWB3029

|  |   |
|--|---|
| <b>Lehr- und Lernmethode</b>                 | Vorlesungen<br>Gastreferate<br>praktische Arbeiten in Gruppen<br>Gruppenpräsentation<br>individueller Lernrapport   |
| <b>Fachliteratur</b>                         | <b>Für den Kompetenznachweis unerlässliche Literatur:</b><br>- Esch, Franz-Rudolf Esch, Strategie und Technik der Markenführung, 8. Aufl. 2014, Verlag Vahlen, ISBN 978 3 8006 4856 6<br><b>Zusätzliche, weiterführende Literatur:</b><br>- Elke, Theobald, Brand Evolution, Moderne Markenführung im digitalen Zeitalter, 2011, Gabler, ISBN 978 3 8349 2532 9   |
| <b>Workload</b>                              | 90 Stunden  |
| <b>Kontaktstudium</b>                        | 7x4 Lektionen   |
| <b>Präsenzpflicht</b>                        | während der Veranstaltungen mit Gastreferenten  |
| <b>Kompetenznachweis</b>                     | <ul style="list-style-type: none"><li>• Gruppenarbeit: 40%</li><li>• Gruppenpräsentation/Lehrsequenz, 45 Minuten: 30%</li><li>• Individueller Integrationsbericht, 4 Seiten netto: 30%</li></ul> <p>Die detaillierten Evaluationskriterien der Evaluationsteile werden in der ersten Lektion den Studierenden auf Moodle zur Verfügung stehen.</p> <p>Bei Abwesenheit in Präsenzpflicht-Veranstaltungen muss ein individuelles Thema, ausgewählt in Absprache mit dem Dozenten, im Rahmen eines netto 3-seitigen Dokuments bearbeitet werden.</p> |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br><br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)  |
| <b>Weiterführende, vertiefende Module</b>    | -   |
| <b>Bemerkung</b>                             | -   |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern  |

## MHR1 - Herausforderungen für das HRM - BWB3110

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 3   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Lehrform</b>                    | Gruppenunterricht   |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course  |
| <b>Dozierende</b>                  | Gurtner Andrea, Wehrli Andrea   |
| <b>Modulverantwortung</b>          | Andrea Gurtner, Andrea Wehrli   |
| <b>Kurzbeschreibung des Moduls</b> | Durch die aktuellen gesellschaftlichen Veränderungen wird die Personalarbeit sowohl auf strategischer wie rechtlicher Ebene herausgefordert. Im Modul setzen sich die Studierenden in drei Gruppenarbeiten aktiv mit ausgewählten Themen auseinander. Spezifische Themen werden durch Fachvorträge vertieft.  |
| <b>Eingangskompetenz</b>           | HRM: AOPS, PEM1, PEM2<br>Recht: REC1, REC2  |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- kennen zentrale Herausforderungen eines aktuellen, strategischen und zukunftsgerichteten HRM</li> <li>- kennen Methoden und Lösungsansätze für ein strategisches und zukunftsgerichtetes HRM</li> <li>- kennen die damit verbundenen rechtlichen Grundlagen und können mögliche rechtliche Implikationen abschätzen</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können zielgerichtet und lösungsorientiert eine praktische Fragestellung im Bereich HRM identifizieren, abgrenzen und inhaltlich vertiefen</li> <li>- können relevante Informationen und Literatur zu einer praktischen Fragestellung im Bereich HRM identifizieren, recherchieren, beschaffen und verarbeiten</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können die Ergebnisse Ihrer Gruppenarbeiten allgemein verständlich aufbereiten, diskutieren und kommunizieren</li> <li>- können ihre eigenen Resultate und die ihrer Mitstudierenden kritisch reflektieren</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können Verantwortung für den eigenen und den gemeinsamen Lernprozess übernehmen</li> </ul> |
| <b>Inhalt</b>                      | Sensibilisierung für aktuelle Herausforderungen in der Arbeitswelt (inkl. Tabuthemen, blinde Flecken) sowie die daraus resultierenden sozialen und rechtlichen Implikationen in der Personalarbeit.   |
| <b>Lehr- und Lernmethode</b>       | Lehrgespräche, Fachinputs und Gruppenarbeiten. Die Studierenden setzen sich aktiv in mehreren kleineren Arbeiten mit aktuellen gesellschaftlichen Themen auseinander und untersuchen, was diese für die praktische Personalarbeit bedeuten. Dabei sollen jeweils auch rechtliche Aspekte beleuchtet werden.   |
| <b>Fachliteratur</b>               | Für die Bearbeitung von Gruppenaufträgen wird nach Bedarf Literatur zur Verfügung gestellt bzw. wird durch die Studierenden recherchiert.   |
| <b>Workload</b>                    | Die Gruppenaufträge verteilen sich über die erste Hälfte des Semesters und werden Mitte Semester abgeschlossen. Gesamtaufwand: 90 h, 21h Kontaktstudium, 69 h Bearbeitung von Gruppenaufträgen.   |

## MHR1 - Herausforderungen für das HRM - BWB3110

|  |  |
|--|--|
| <b>Kontaktstudium</b>                        | Semesterwochen 1-7, je 4 Lektionen: 28 Lektionen   |
| <b>Präsenzpflicht</b>                        | Die Gruppen arbeiten aktiv während der Kontaktlektionen an ihren Aufträgen. Präsenz ist deshalb von grossem Vorteil.   |
| <b>Kompetenznachweis</b>                     | Der Kompetenznachweis setzt sich aus drei Gruppenaufträgen während des Semesters zusammen. Der erste erfolgt bereits während des ersten Kontaktunterrichts.      |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)   |
| <b>Weiterführende, vertiefende Module</b>    | MHR2, MHR3, MHR4   |
| <b>Bemerkung</b>                             | Im Rahmen dieses Moduls kann im Hinblick auf den entsprechenden Ausweis der erste Teil des Kurses für Berufsbildnerinnen und Berufsbildner abgeschlossen werden. |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern   |

## MHR2 - Empfehlungen für das HRM - BWB3111

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 3  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Lehrform</b>                    | Gruppenunterricht  |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course   |
| <b>Dozierende</b>                  | Habegger Anja  |
| <b>Modulverantwortung</b>          | Prof. Dr. Anja Habegger  |
| <b>Kurzbeschreibung des Moduls</b> | <p>Aufbauend auf den Erkenntnissen aus den Modulen AOPS, PEM1, PEM2 sowie dem Major-Modul Herausforderungen für das Personalmanagement wenden die Studierenden in dieser Veranstaltung ihr Wissen im konkreten Praxisfall an. Das Ziel besteht in der Identifikation von personalwirtschaftlichen Herausforderungen in einem realen Unternehmen, der Analyse und nachvollziehbaren Beschreibung der vorgefundenen Situation sowie in der Abgabe von Gestaltungsempfehlungen zu Händen der Personalverantwortlichen. Die Ergebnisse in Form einer schriftlichen Gruppenarbeit liefern den untersuchten Unternehmen konkrete Anhaltspunkte für den Umgang mit aktuellen und zukünftigen Herausforderungen. Darüber hinaus können die Teile zwei und drei des Berufsbildnerkurses zum Erlangen des entsprechenden Ausweises in diesem Modul abgeschlossen werden.</p>   |
| <b>Eingangskompetenz</b>           | Arbeits- und Organisationspsychologie (AOPS), Personalmanagement 1 und 2 (PEM1 und 2), Major-Modul Herausforderungen für das HRM (MHR1).   |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- begreifen Systeme, Prozesse und Instrumente der Personalarbeit in ihrem Zusammenspiel</li> <li>- verstehen konkrete Problemstellungen basierend auf theoretischen und praxisorientierten Ansätzen und Konzepten und bearbeiten diese lösungsorientiert.</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können Praxissituationen und -lösungen zweckmässig analysieren und würdigen,</li> <li>- setzen theoretische Überlegungen und durch Fachliteratur selbst erarbeitetes Wissen für die kritische Beurteilung des Vorgefundenen ein,</li> <li>- leiten eigenständige Massnahmen her und geben (Handlungs-)Empfehlungen ab,</li> <li>- verbinden Theorie und Praxis.</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- gehen durch Nachfragen den Dingen auf den Grund,</li> <li>- bearbeiten in der Diskussion und in Arbeitsgruppen HR-Fragestellungen lösungsorientiert, dabei berücksichtigen sie verschiedene Perspektiven und integrieren eigene und fremde Ansichten,</li> <li>- nutzen persönliche sowie Ressourcen der Gruppe.</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- reflektieren auf verschiedenen Ebenen,</li> <li>- entwickeln das persönliche Urteils-, Analyse- und Entscheidungsvermögen,</li> <li>- decken selbständig Wissensdefizite auf und gleichen diese durch Selbststudium aus</li> </ul> |
| <b>Inhalt</b>                      | Siehe detaillierten Semesterplan, der zu Beginn der Veranstaltung verteilt wird.   |
| <b>Lehr- und Lernmethode</b>       | <ul style="list-style-type: none"> <li>- Kontaktstudium mit Inputreferaten,</li> <li>- Gruppenarbeiten und Präsentationen zur Fallstudie MHR2 (Real Case),</li> <li>- Selbststudium (individuelles und begleitetes).</li> </ul>  |

## MHR2 - Empfehlungen für das HRM - BWB3111

|  |  |
|--|--|
| <b>Fachliteratur</b>                         | <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b></p> <ul style="list-style-type: none"> <li>- Fachliteratur entsprechend den im Real Case behandelten Personalthemen</li> <li>- Unterlagen/Literatur aus den vorgelagerten (Personal)Modulen</li> </ul>  |
| <b>Workload</b>                              | 90 Arbeitsstunden  |
| <b>Kontaktstudium</b>                        | 28 Lektionen   |
| <b>Präsenzpflicht</b>                        | <ul style="list-style-type: none"> <li>- Eröffnungsveranstaltung</li> <li>- Besprechung der Ideenskizze: 30 Minuten/Gruppe</li> <li>- Gastreferate/Exkursion</li> <li>- Berufsbildnerkurs: 2x4 Lektionen</li> <li>- Präsentationen im Rahmen des Kompetenznachweises in der Blockwoche</li> </ul> <p>Die Präsenztermine finden sich auf dem Semesterplan zu MHR2</p>   |
| <b>Kompetenznachweis</b>                     | <ul style="list-style-type: none"> <li>- Abgabe Ideenskizze Mitte Semester: 20%</li> <li>- Präsentation der Ergebnisse in der Blockwoche (KW2): 20%</li> <li>- Abgabe schriftliche Gruppenarbeit am Ende des Semesters (KW5): 60%</li> </ul>   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | <p>-</p> <p>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)</p>  |
| <b>Weiterführende, vertiefende Module</b>    | Module im Rahmen der Vertiefung HRM (Major und Minor)  |
| <b>Bemerkung</b>                             | <p>Der gesamte Kompetenznachweis ist als Gruppenarbeit zu erbringen und erstreckt sich mit allen Teilen über das gesamte Semester. Meilensteine und Bewertungskriterien finden sich im Dokument "Informationen zum Kompetenznachweis", der auf Moodle verfügbar ist und den Studierenden ausgehändigt wird.</p> <p>Alle Teilkompetenznachweise müssen einzeln bestanden und können je einmal wiederholt werden. Werden die Anforderungen (siehe die jeweiligen Beurteilungsraster bei den "Informationen zum Kompetenznachweis") auch bei einer Wiederholung nicht erfüllt, besteht keine Möglichkeit mehr, das Modul im HS19/20 abzuschliessen.</p> |
| <b>Studiengang, Semester</b>                 | <p>2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern</p> <p>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern</p>  |

## MPM1 - Staatsrecht - BWB3036

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 3   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Lehrform</b>                    | Gruppenunterricht   |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course  |
| <b>Dozierende</b>                  | Minger Jürg Peter   |
| <b>Modulverantwortung</b>          | Jürg Minger   |
| <b>Kurzbeschreibung des Moduls</b> | Die Studierenden gewinnen eine staatsrechtlich fundierte Kenntnis über die Funktionsweise des politischen Systems Schweiz. Das Verhältnis zwischen Bund, Kanton und Gemeinde wird anhand von Fallbeispielen analysiert. Überdies wird den Studierenden grundlegendes zu den Grundrechten und zum Gesetzgebungsprozess vermittelt.   |
| <b>Eingangskompetenz</b>           | -   |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- kennen die politischen Prozesse auf Bundesebene. Sie kennen die politischen Verfahren und Institutionen und können das Wechselspiel zwischen der kommunalen, kantonalen und nationalen Ebene benennen.</li> <li>- kennen den Gesetzgebungsprozess und die wichtigsten Grundrechte.</li> </ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- können politisch aktuelle Themen selber recherchieren und wissen, wo die wichtigsten politischen und rechtlichen Informationen verfügbar sind.</li> </ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- lernen, aus der erteilten Fachliteratur das Basiswissen, ergänzt um eigene Recherchen, im Kontaktunterricht der Klasse in Referaten zu präsentieren.</li> </ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"> <li>- lernen, sich eine eigene Meinung zu bilden und sich damit in der Klasse zu exponieren.</li> </ul> |
| <b>Inhalt</b>                      | Die Studierenden wissen, dass viele Entscheide in der Wirtschaft von politischen und staatsrechtlichen Rahmenbedingungen geprägt sind. Sie erkennen das Zusammenspiel von kantonaler und nationaler Ebene. Sie sind fähig, politische Debatten zu verfolgen und einen Querbezug zur Volkswirtschaftslehre und zum Staatsrecht herzustellen. Sie können die einschlägigen Informationsquellen nutzen und wissen, welche Behörden sich aktuell mit einem bestimmten politischen Geschäft befassen. Als zukünftige Mitarbeitende im öffentlichen Bereich sind sie versiert, den politischen Kontext in ihren eigenen Entscheidungsprozess einzubeziehen.   |
| <b>Lehr- und Lernmethode</b>       | <ul style="list-style-type: none"> <li>• Gruppenreferate</li> <li>• Diskussionen</li> <li>• Textarbeit</li> </ul>   |
| <b>Fachliteratur</b>               | <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b><br/>Basislektüre: Häfelin/Haller/Keller/Thurnherr, Schweizerisches Bundesstaatsrecht, 9. Auflage, Schulthess Verlag Zürich</p>   |

## MPM1 - Staatsrecht - BWB3036

|  |  |
|--|--|
| <b>Workload</b>                              | 90 Stunden   |
| <b>Kontaktstudium</b>                        | 7x4 Lektionen  |
| <b>Präsenzpflicht</b>                        | Anwesenheit wird erwartet, aber nicht kontrolliert   |
| <b>Kompetenznachweis</b>                     | Gruppenreferate, während des Semesters: 30 %<br>Mündliche Prüfung, am Ende des Semesters (KW3): 70 %                   |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | -<br>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)                 |
| <b>Weiterführende, vertiefende Module</b>    | <ul style="list-style-type: none"><li>• Führen der Verwaltung (MPM3)</li><li>• PUMA international (MPM4)</li></ul>     |
| <b>Bemerkung</b>                             | -  |
| <b>Studiengang, Semester</b>                 | 2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern<br>2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern |

## MPM2 - Finanzierung - BWB3104

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 3  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Lehrform</b>                    | Gruppenunterricht  |
| <b>Modulniveau Zusatz</b>          | S - Specialised level course   |
| <b>Dozierende</b>                  | Bucher Mark  |
| <b>Modulverantwortung</b>          | Mark Bucher  |
| <b>Kurzbeschreibung des Moduls</b> | Die Studierenden kennen die Grundzüge der Rechnungsführung und Rechnungslegung der öffentlichen Haushalte. Sie können die finanziellen Auswirkungen politischer Entscheide beurteilen und Massnahmen zur Sicherstellung des Haushaltgleichgewichtes formulieren. Die Studierenden setzen sich mit dem Finanzausgleich zwischen öffentlich rechtlichen Körperschaften auseinander und diskutieren verschiedene Steuerarten und Systeme.   |
| <b>Eingangskompetenz</b>           | Interesse an Fragestellungen der öffentlichen Hand   |
| <b>Kompetenz</b>                   | <p><b>Fachkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- kennen das aktuelle HRM2 (harmonisiertes Rechnungsmodell 2) - insbesondere am Beispiel von Gemeinden</li> <li>- verstehen das System der horizontalen und vertikalen Finanzausgleiche und wissen, wie sich das Gemeinwesen finanziert. Sie können das CH- Steuersystem kritisch analysieren.</li> <li>- erhalten Einblicke in die Finanzierung von parastaatlicher Elemente wie der AHV oder der SBB</li> <li>- lernen finanzstabilisierende Instrumente wie die Schuldenbremse kennen</li> <li>- wissen in Grundzügen, wie die EU-Finanzierung funktioniert</li> </ul> <p><b>Methodenkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- können zu finanzpolitischen Fragen anhand der öffentlich verfügbaren Unterlagen selbständig recherchieren.</li> </ul> <p><b>Sozialkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- lernen Probleme der öffentlichen Finanzen und deren Lösungen kritisch zu hinterfragen und analysieren Gemeinderechnungen.</li> </ul> <p><b>Selbstkompetenzen: Die Studierenden</b></p> <ul style="list-style-type: none"> <li>- lernen, dass politische Fragen ohne finanzwissenschaftliches Basiswissen nur in den seltensten Fällen erfolgversprechend gelöst werden können.</li> </ul> |
| <b>Inhalt</b>                      | Die Studierenden setzen sich vertieft mit dem Rechnungswesen der öffentlichen Haushalte - insbesondere gestützt auf konkrete Gemeinderechnungen - auseinander. Sie kennen das CH-Steuerwesen auf den verschiedenen Stufen unseres Bundesstaates. Sie sind in der Lage die verschiedenen öffentlichen Abgaben einzuordnen und kennen die Grundlagen für deren Erhebung. Sie erkennen die Interdependenz zwischen den staatlichen Ebenen, im Speziellen den Finanz- und Lastenausgleich. Dazu gehören auch Kenntnisse über die Finanzierung parastaatlicher Elemente oder der EU und wie Haushaltsregeln funktionieren (z.B. Schuldenbremse). Sie sind fähig, finanzpolitische Debatten zu verfolgen und können eine Gemeinderechnung analysieren. Für eine Mitarbeit in einer öffentlich-rechtlichen Körperschaft, als Behördenmitglied oder als Angestellter, haben sie die nötigen Grundlagen.  |
| <b>Lehr- und Lernmethode</b>       | <ul style="list-style-type: none"> <li>• Theorie</li> <li>• Selbststudium</li> <li>• Informationsbeschaffung / Referat</li> </ul>  |



## MPM2 - Finanzierung - BWB3104

### Fachliteratur

#### Für den Kompetenznachweis unerlässliche Literatur:

- Skript Finanzhaushalt, Ueli Seewer, -, 2011, -
- Skript Abgaben, Ueli Friederich, -, 2010, -
- Gemeindegesetz und -verordnung BE, -, -, 1998, -
- Foliensätze zu den einzelnen Modul-Blöcken, Mark Bucher

#### Empfohlene Literatur:

- Medien: Bereich Wirtschaft resp. öffentliche Finanzen

#### Zusätzliche, weiterführende Literatur:

- Charles B. Blankart, öffentliche Finanzen in der Demokratie, ISBN-Nr.: 978-3-8006-3490-3

### Workload

90 Stunden

### Kontaktstudium

7x4 Lektionen

### Präsenzpflicht

-

### Kompetenznachweis

Schriftliche Prüfung, 90 Minuten: 100 %, Ende des Semesters (KW 4 oder 5)

### Hilfsmittel bei schriftlicher Prüfung

- Wörterbuch Muttersprache - Sprache Kompetenznachweis
- BFH-Taschenrechner (TI-30 ECO RS)
- Open Book

(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)

### Weiterführende, vertiefende Module

-

### Bemerkung

-

### Studiengang, Semester

2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern  
2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern

## MPS1 - Business Simulation - BWB3072

|                    |  |
|--------------------|--|
| ECTS               | 3  |
| Unterrichtssprache | Deutsch  |
| Modultyp           | Wahlpflichtmodul                                     |
| Lehrform           | Gruppenunterricht                                    |
| Modulniveau Zusatz | S - Specialised level course                         |
| Dozierende         | Braun Aron, Vanazzi Mario                            |
| Modulverantwortung | Prof. Aron Braun (baa13), Prof. Mario Vanazzi (vzm1) |

|                             |   |
|-----------------------------|---|
| Kurzbeschreibung des Moduls | <p>Die Simulation ermöglicht den Studierenden, das Unternehmensgeschehen aus der Perspektive der Geschäftsleitung eines virtuellen Grossunternehmens zu erleben. Im Rahmen des Moduls erhalten die Studierenden Gelegenheit, die erworbenen theoretischen und praktischen betriebswirtschaftlichen Kenntnisse, vom Marketing bis zum Berichtswesen, als Mitglied der Geschäftsleitung, einzusetzen. Die Simulation ist ein computergesteuertes Unternehmensplanspiel, welches ein Unternehmen mit all seinen Bereichen simuliert. Der Teilnehmer wird zum Entscheidungsträger über Einkauf, Personalplanung, F&amp;E bis zu Marketing und Vertrieb. Aufgrund verschiedener Planungsmethoden und eines umfangreichen Berichtswesens können die Teilnehmer das simulierte Unternehmen steuern. Die Teilnehmergruppen konkurrieren untereinander und müssen sich mit aktuellen Themen, wie Rating, Corporate Identity, Aktienkursen oder dem Unternehmenswert auseinandersetzen.</p> |
|-----------------------------|---|

|                   |                        |
|-------------------|------------------------|
| Eingangskompetenz | BPL1, BPL2, UENT, MPS2 |
|-------------------|------------------------|

|           |   |
|-----------|---|
| Kompetenz | <p><b>Fachkompetenzen:</b> Die Studierenden erleben die Führung eines mittelständischen Unternehmens mittels Learning by Doing, wenden das gelernte BWL-Wissen gezielt an und erstellen eine Unternehmensstrategie</p> <p><b>Methodenkompetenzen:</b> Die Studierenden arbeiten mittels Problemlösungsmethodik Varianten zur strategischen Ausrichtung des Unternehmens und setzen die relevanten Methoden/Tools zur Führung einer Unternehmung ein, insbesondere auch Methoden aus MPS2 zum Komplexitätsmanagement. Sie erfassen komplexe Situationen rasch.</p> <p><b>Sozialkompetenzen:</b> Die Studierenden entwickeln Ihre Team-/Konflikt-/Kommunikation-/Präsentationsfähigkeiten weiter</p> <p><b>Selbstkompetenzen:</b> Die Studierenden zeichnen sich im Umgang mit den unternehmerischen Problemen/Aufgaben aus, durch Ausdauer/Belastbarkeit/Motivation/Kreativität.</p> |
|-----------|---|

|        |   |
|--------|---|
| Inhalt | <p>Die Studierenden sollen ein Produktionsunternehmen als ein ganzheitliches, vernetztes Gebilde erfassen und erleben, das im Wettbewerbsumfeld mit verschiedenen Handlungsalternativen agieren kann. Sie sollen komplexe und vernetzte Strukturen verstehen und sie in Wettbewerbsvorteile für das eigene Unternehmen umwandeln lernen. Sie sollen den Handel als dynamischen Prozess verstehen und den Wertschöpfungsprozess hinsichtlich der Unternehmensziele verbessern. Durch die verschiedenen Lehrformen und Gruppenprozesse werden Fach-, Methoden-, Sozial- und Selbstkompetenz trainiert und verbessert.</p> |
|--------|---|

|                       |  |
|-----------------------|--|
| Lehr- und Lernmethode | <p>Computergestützte Simulation unter Anleitung des Dozenten als Trainer und Moderator, Lehrgespräche, Teamarbeit, Selbststudium, Erstellung von Berichten und Strategiepapieren, Ergebnispräsentation</p> |
|-----------------------|--|

## MPS1 - Business Simulation - BWB3072

### Fachliteratur

#### Für den Kompetenznachweis unerlässliche Literatur:

- Handbuch zur Simulation
- Unterlagen Modul MPS2

#### Empfohlene Literatur:

- Lombriser/Abplanalp, Strategisches Management, Versus Verlag

### Workload

90 Stunden

### Kontaktstudium

- Kickoff-Veranstaltung Ende 2019
- Durchführung der Simulation in Blockwoche Januar 2020

Termine gemäss Stundenplan bzw. separater Ankündigung

### Präsenzpflicht

Kickoff-Veranstaltung und Blockwoche

### Kompetenznachweis

Zwischenbericht und Schlusspräsentation = 50%

Strategiepapiere und Simulation = 50%

Die Details werden in der Kickoff-Veranstaltung spezifiziert

### Hilfsmittel bei schriftlicher Prüfung

-

(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)

### Weiterführende, vertiefende Module

MPS3, MPS4

### Bemerkung

-

### Studiengang, Semester

2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern  
2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern

## MPS2 - Businessplan Challenge - BWB3135

|                    |                                    |
|--------------------|------------------------------------|
| ECTS               | 3                                  |
| Unterrichtssprache | Deutsch                            |
| Modultyp           | Wahlpflichtmodul                   |
| Lehrform           | Gruppenunterricht                  |
| Modulniveau Zusatz | S - Specialised level course       |
| Dozierende         | Noppenev Claus, Wyttenbach Martin  |
| Modulverantwortung | Claus Noppenev / Martin Wyttenbach |

**Kurzbeschreibung des Moduls**

Die Idee ist nur der Anfang! Damit eine Idee zu einem erfolgreichen Unternehmen reifen kann, müssen viele Aspekte zusammengeführt werden. Das ist in der ersten Phase die Aufgabe des Geschäftsmodelles, danach die eines Businessplans. Ziel des Seminars ist die Erarbeitung von realen Business Modellen und/oder Businessplänen anhand konkreter Produkt- und Dienstleistungsideen aus dem Forschungsumfeld der Berner Fachhochschule und deren Partner in der Wirtschaft. Die Arbeit an den Business Modellen und Businessplänen erfolgt in Teams aus vier bis fünf Wirtschaftswissenschaftlern, die durch einen Vertreter des jeweiligen Ideengebers fachlich unterstützt werden. Zum Seminar gehören Veranstaltungen zur Wissensvermittlung, individuelle Teamtreffen (Protokolle und Ergebnisse sind zu dokumentieren und einzureichen) und ein 24-stündiger Intensiv-Workshop ausserhalb der Hochschule, der von jedem Teilnehmer verpflichtend zu besuchen ist. Für den Intensiv-Workshop wird ein symbolischer Kostenbeitrag für Unterkunft und Verpflegung erhoben. Im Rahmen der Abschlusspräsentation wird das Business Modell bzw. der Businessplan von einer mit Experten besetzten Jury bewertet.

**Eingangskompetenz**

BPL1, BPL2, UENT

**Kompetenz**

**Fachkompetenzen:** Die Studierenden

- kennen die Erfolgsfaktoren und Anforderungen einer erfolgreichen Unternehmensgründung
- sind in der Lage, mit adäquaten Methoden in einer Startup-Situation das relevanten Unternehmensumfeld zu definieren und analysieren
- leiten stringent eine Empfehlung für das betrachtete Startup ab
- kennen gesamtheitlich die Situation eines Jungunternehmens und die Rolle der Jungunternehmer /-innen

**Methodenkompetenzen:** Die Studierenden

- wenden die Methodik und Vorgehensweisen für Business Modellierung / Business Planning anhand einer realen Fallstudie aus der Praxis an.
- kombinieren weitere Managementmodelle und -methoden der Betriebswirtschaftslehre
- können die Unternehmensgründung in den Kontext einer Unternehmensin- und -umwelt einordnen

**Sozialkompetenzen:** Die Studierenden

- arbeiten mit Auftraggebern zusammen und überzeugen sie von ihren Vorschlägen
- üben Arbeit im Team und Kooperation mit Studierenden.
- erkennen und akzeptieren die unterschiedlichen Sichtweisen, Vorgehensweisen und Analyse- bzw. Beurteilungsschemata.

**Selbstkompetenzen:** Die Studierenden

- Stärken den eigenen Auftritt im Kontakt mit Vertretern der Praxisunternehmen
- erarbeiten entscheidende Schritte der Unternehmensgründung engagiert und selbständig. Sie werden dabei von zugewiesenen Coaches unterstützt
- erkennen und stärken die eigenen Fähigkeiten zur Teamarbeit.
- reflektieren ihre Eignung und ihren Wunsch nach selbständigem Unternehmertum

## MPS2 - Businessplan Challenge - BWB3135

### Inhalt

Die Studierenden sind für die Erfolgsfaktoren, die Anforderungen und notwendigen Fähigkeiten für eine erfolgreiche Unternehmensgründung sensibilisiert:

- Sie verstehen die Besonderheiten und Schnittstellen in einer Unternehmensgründung mit dem operativen Alltag.
- Die Studierenden verstehen die Rolle von Startup Entrepreneurs
- Bei der Gründung ist eine modulübergreifende Integration von verschiedenem Wissen und verschiedenster Managementmethoden und -modelle gefordert.

Mit dem Modul sollen die folgenden Lernziele erreicht werden:

- Die Studierenden sind in der Lage, Managementmodelle und -methoden für ein Praxisbeispiel zu selektieren, anzuwenden und wenn nötig an die Situation eines Startups anzupassen.
- Sie erkennen die Erfolgsfaktoren und Anforderungen in der Phase der Unternehmensgründung
- Die Studierenden werden befähigt, die reale Situation des Unternehmens zu analysieren und interpretieren.
- Sie sind in der Lage, anhand der durchgeführten Analysen Schlussfolgerungen zu ziehen und sinnvolle und realistische Vorgehens- und Handlungsempfehlungen abzuleiten.
- Sie sind in der Lage, mit den Anforderungen von Auftraggebern umzugehen.

### Lehr- und Lernmethode

- Projektseminar mit Impulsreferaten/workshops zu fachlichen Grundlagen
- Begleitete Entwicklung von Lösungen
- Präsentation und Diskussion

### Fachliteratur

- Value Proposition Design, A. Osterwalder, Y. Pigneur, G. Bernarda, A. Smith, Campus, ISBN 978-593-50331-8

- Business Model Generation A.Osterwalder & Y. Pigneur, ISBN 978-2-8399-0580-0, Herausgeber: [www.BusinessModelGeneration.com](http://www.BusinessModelGeneration.com)

- Methodik Geschäftsmodellierung: Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer 1. Auflage, Campus Verlag, ISBN 978-3593394749

- Planen, gründen, wachsen: Mit dem professionellen Businessplan zum Erfolg, McKinsey & Company, ISBN 3-636-01507-9

- Entrepreneurship. David Stokes, Nick Wilson, Martha Mador. Herausgegeben: Cengage Learning. ISBN 978-1-4080-0745-7. USD 55 (Amazon.com) oder CHF 94 (Orell Füssli / [www.books.ch](http://www.books.ch))

- The Lean Startup, Eric Ries, ISBN 978-1-5247-6240-7

- Entrepreneurship: Modelle, Umsetzung, Perspektiven, Füglistaller/Müller/ Volery, 3. Auflage, Gabler Verlag, ISBN 978-3-8349-3030-9, (ca. CHF 66.00 bei Orell Füssli)

Ferner sind folgende Links zu empfehlen:

- Startzentrum ([www.startzentrum.ch](http://www.startzentrum.ch))
- Gründen ([www.gruenden.ch](http://www.gruenden.ch))
- Innosuisse ([www.innosuisse.ch](http://www.innosuisse.ch))
- Venture ([www.venture.ch](http://www.venture.ch))

### Workload

90 Stunden

### Kontaktstudium

36 Stunden; davon ein obligatorischer 24-h-Intensiv-Workshop

### Präsenzpflicht

- an 24-h-Intensiv-Workshop (18./19. Oktober 2019)
- an Abschlussveranstaltung/Team-Präsentationen (17.01.2020)

## MPS2 - Businessplan Challenge - BWB3135

### Kompetenznachweis

Teams:

- Abschlussreport / Abschlussdokument (60%)
- Abschluss-Präsentation (40%)

(Bewertung und Prämierung der Abschluss-Präsentationen durch externe Experten)

Beobachter:

- Report / Feedback an Team (60%)
- Präsentation Report (40%)

---

### Hilfsmittel bei schriftlicher Prüfung

-

(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)

---

### Weiterführende, vertiefende Module

-

---

### Bemerkung

-

---

### Studiengang, Semester

2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern  
2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern

---

## NGTS - Negotiations - BWB2082

|  |   |
|--|---|
| <b>ECTS</b>                            | 3   |
| <b>Study language</b>                  | English   |
| <b>Module type</b>                     | Optional module (countable)   |
| <b>Study form</b>                      | Group lesson  |
| <b>Module level additive</b>           | Intermediate  |
| <b>Lecturer(s)</b>                     | Rascón Alberto  |
| <b>Module responsibility</b>           | Prof. Alberto Rascon (rca2)   |
| <b>Short description of the module</b> | Negotiations are as important in everyday life as in business life. Nevertheless, only few people have had a chance to formally learn how to negotiate. This module introduces students to the art of negotiations. The module is based on the famous book "Getting to Yes" by Fisher and Ury (Harvard Negotiation Project) and other sources such as the e-learning modules given by George Siedel and Barry Nalebuff on Coursera.   |
| <b>Requirements</b>                    | -   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students will get acquainted with and learn how to apply the principles leading to successful negotiation results.</p> <p><b>Method:</b> Students follow the lecture and read literature on the subject, they discuss negotiation situations in class and train their negotiation skills based on real life situations.</p> <p><b>Social:</b> Students participate actively in classroom discussions and apply their knowledge in group work in class. They learn how to cope with difficult interpersonal situations which may arise in negotiation situations.</p> <p><b>Self:</b> Students prepare independently for class and improve their faculty to express themselves orally and in writing.</p> |
| <b>Content</b>                         | The module will introduce students to negotiations. We will discuss the topics mentioned above and negotiation situations arising in real life, partly based on experiences made by the lecturer in deal making negotiations and in dispute resolution cases. We will read pertinent literature (see below) and use videos from MOOCs (Massive Open Online Courses) offered by Coursera and other sources. Students get an opportunity to negotiate in class and when preparing for and taking the second part of the exam.   |
| <b>Teaching and Learning method</b>    | <ul style="list-style-type: none"> <li>• Presentations by the lecturer</li> <li>• Discussions of cases and individual work on examples in class</li> <li>• Negotiation workshops in class</li> <li>• Self study</li> <li>• Short tests</li> </ul>   |
| <b>Literature</b>                      | <p><b>Indispensable literature:</b></p> <ul style="list-style-type: none"> <li>- Getting to Yes: Negotiating an Agreement Without Giving In, by Roger Fisher and William Ury, Random House Business, New Edition 2012</li> <li>- Videos, articles and cases posted on Moodle</li> </ul>   |

## NGTS - Negotiations - BWB2082

|                                       |  |
|---------------------------------------|--|
| <b>Workload</b>                       | 90 hours   |
| <b>Contact lessons</b>                | 14 x 2 lessons   |
| <b>Attendance requirement</b>         | 85% of attendance is compulsory (12 out of 14 double lessons). Additional absences will only be excused in case of important reasons (such as illness etc.; unavoidable work obligations are excused once during the semester at most).  |
| <b>Proof of competence</b>            | 50%: Short tests in class.<br>50%: Negotiation in groups of two in class.  |
| <b>Aids for written examination</b>   | In general closed book, open book if so instructed by the lecturer. Dictionary permitted, BFH-Calculator (according to study and examination regulations) only upon specific instruction by the lecturer.<br><br>(For details to the aids allowed during written exams see "written examination regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | Class is limited to 18 participants.   |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 3 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 3 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 7 HS, BSc Business Information Technology, Extra-occupational, Bern |



## NUSU - Nudging for Sustainability - BWB2099

|                              |                             |
|------------------------------|-----------------------------|
| <b>ECTS</b>                  | 3                           |
| <b>Study language</b>        | English                     |
| <b>Module type</b>           | Optional module (countable) |
| <b>Study form</b>            | Group lesson                |
| <b>Module level additive</b> | Intermediate                |
| <b>Lecturer(s)</b>           | Duminy Lize, Harder Deane   |
| <b>Module responsibility</b> | Deane Harder                |

**Short description of the module** Sustainability is a mega-trend. Rationally, it makes sense and a lot of people support the idea. Unfortunately, a sustainable development requires that many people change routine behaviours. This kind of change is notorious for being difficult. From an economic point of view, the question is how to facilitate change with smarter interventions rather than stronger ones. Nudging is a concept in behavioural economics which proposes positive reinforcement and indirect suggestions to achieve non-forced compliance to influence the motives, incentives and decision making of groups and individuals. The claim is that nudges are at least as effective, if not more effective, than direct instruction, legislation, or enforcement. This concept is so influential and convincing that Richard Thaler, one of the proponents of nudging, was awarded the Noble Prize in Economics in 2017. This elective addresses the theory and practice of nudging for sustainability.

Upon successful completion of this module, students should be able to:

1. Describe the key challenges associated with the development and roll-out of choice architectures when it comes to making decisions regarding sustainability.
2. Explain the relevant biases and heuristics that can be used to design choice architectures.
3. Evaluate the risks and benefits associated with different choice architectures and their ethical implications.

**Requirements** -

## NUSU - Nudging for Sustainability - BWB2099

### Competencies upon completion

**Subject:** Students

- apply their knowledge of nudging to recognise and assess choice architectures and other forms of low-end innovations.
- make use of case studies to link existing knowledge with new insights regarding choice architectures and sustainability.
- develop the ability to design choice architectures and consider their ethical implications.

**Method:** Students

- focus on student applied learning. The emphasis will be on student responsibility for learning through active application of course content in various forms of learning.
- prepare and test nudging methods in various contexts.
- integrate knowledge they have gained from other business core modules and apply their accumulated knowledge.

**Social:** Students

- understand the influences and effects of mental models, habits and preferences on decision-making.
- get to know the unpredictability of outcomes when applying behavioural theory to real-world situations, emphasising the need for testing in social contexts.
- are able to switch between different perspectives to make use of individual traits to influence the outcome of decision-making processes.
- recognise difficult situations, develop an understanding for viable solutions and the interests of stakeholders, and drive them in a business context.

**Self:** Students

- further develop their awareness of their own mental models of management and teamwork to better equip themselves to function in global business situations flexibly.
- learn practical information and tools for their future business careers.
- develop critical thinking ability, problem-solving skills and ethical reflection through experiential learning activities, simulations, and case studies.

---

### Content

- Definition and examples of sustainable development
- Theory and examples of nudging
- System 1 and system 2
- Humans and Econs
- Biases and heuristics
- Choice architectures and ethics
- Nudging and sustainability

Classroom discussion will focus on the topics above, expanded by aspects from other modules with links to sustainability, low-end innovations or behavioural economics.

---

### Teaching and Learning method

- case studies
- simulations
- group work
- quasi-experiments
- plenary discussions
- self-study

---

### Literature

- Thaler & Sunstein. Nudge.
- Ariely. Predictably irrational.

Additional literature will be supplied by lecturers.

---

### Workload

90 h

---

### Contact lessons

7 sessions at 4 h each.

---

## NUSU - Nudging for Sustainability - BWB2099

|                                       |  |
|---------------------------------------|--|
| <b>Attendance requirement</b>         | Last session are group presentations with obligatory attendance.   |
| <b>Proof of competence</b>            | Group presentation at the end of the module, including a case study or quasi-experiment on selected topics: 100%.  |
| <b>Aids for written examination</b>   | -<br><br>(For details to the aids allowed during written exams see "written regulations" on Moodle.)   |
| <b>Continuative, in depth modules</b> | -  |
| <b>Comment</b>                        | -  |
| <b>Degree programme, semester</b>     | 2019-2020, 1 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 3 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 3 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 3 HS, MSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Administration, Full-time studies, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Extra-occupational, Bern<br>2019-2020, 5 HS, BSc Business Information Technology, Full-time studies, Bern<br>2019-2020, 7 HS, BSc Business Administration, Extra-occupational, Bern<br>2019-2020, 7 HS, BSc Business Information Technology, Extra-occupational, Bern |

## PUNT - Praxis der Unternehmensgründung - BWB2071

|                           |                           |
|---------------------------|---------------------------|
| <b>ECTS</b>               | 3                         |
| <b>Unterrichtssprache</b> | Deutsch                   |
| <b>Modultyp</b>           | Wahlmodul (anrechenbar)   |
| <b>Lehrform</b>           | Gruppenunterricht         |
| <b>Modulniveau Zusatz</b> | A - Advanced level course |
| <b>Dozierende</b>         | Braun Aron                |
| <b>Modulverantwortung</b> | Prof. Aron Braun (baa13)  |

|                                    |  |
|------------------------------------|--|
| <b>Kurzbeschreibung des Moduls</b> | <p>Dieses Wahlmodul ermöglicht die Teilnahme an einem von der Innosuisse initiierten, praxisnahen Unternehmer-Training, das sich nicht ausschliesslich an Studierende der BFH richtet, sondern allen interessierten Angehörigen von Hochschulen (Studierenden, Mitarbeitern, Alumni, etc.) offen steht. Es eignet sich besonders für Studierende, die sich allgemein für Unternehmertum interessieren, oder sogar bereits eine konkrete Geschäftsidee haben, die sie vielleicht in Zukunft umsetzen möchten.</p> <p>Das Training wird in Zusammenarbeit mit dem Department Technik und Informatik (TI) der BFH durchgeführt und findet in Biel statt. Es bietet Studierenden des Departements Wirtschaft die Möglichkeit der interdisziplinären Projektarbeit zusammen mit Personen ausserhalb ihres Studienganges und Fachbereichs, wie z.B. angehenden Ingenieuren oder Informatikern.</p> <p>In diesem praxisnahen Unternehmer-Training erhalten Sie einen Überblick über die wichtigsten Fähigkeiten und Erfolgsfaktoren, welche für die Verwirklichung einer eigenen Geschäftsidee entscheidend sind. Erfahrene Experten, erfolgreiche Unternehmer und Insider aus der Startup-Szene vermitteln Ihnen einen spannenden Einblick in die Welt der Unternehmer und Firmengründer. In interaktiven Veranstaltungen und Workshops erhalten Sie wichtige Wissensgrundlagen sowie wertvolle Anregungen und Tipps, wie Sie den anspruchsvollen und oft steinigigen Weg einer Unternehmensgründung zielgerichtet gestalten und erfolgreich meistern können. Die erworbenen Kenntnisse üben Sie direkt in einem kleinen Gruppenprojekt. Sie erarbeiten einen «Business Case», den Sie am Ende des Kurses den anderen Teilnehmenden präsentieren.</p> <p>Diese Schulung entwickelt Ihre Fähigkeit, viel versprechende Geschäftsideen zu identifizieren, die kritischen Punkte und Risiken eines Geschäftsvorhabens zu erkennen und gezielt zu adressieren. Weiter werden Sie ermutigt, in Zukunft vielleicht einmal selber eine unternehmerische Herausforderung anzupacken!</p> <p>Durchführungsort: Switzerland Innovation Park, Biel/Bienne<br/>Durchführungsdaten: ab 16.10.2019 zehn Veranstaltungen, wöchentlich jeweils am Mittwoch Abend<br/>Uhrzeit: Jeweils 17:30 bis ca. 21:30</p> <p>Weitere Informationen und Flyer unter:<br/><a href="http://www.bfh.ch/startyourbusiness">www.bfh.ch/startyourbusiness</a></p> |
|------------------------------------|--|

|                          |   |
|--------------------------|---|
| <b>Eingangskompetenz</b> | EMOR, EBWL  |
| <b>Kompetenz</b>         | <p><b>Fachkompetenzen:</b> Die Studierenden lernen die wichtigsten Aspekte und Erfolgsfaktoren bei einer Unternehmensgründung kennen</p> <p><b>Methodenkompetenzen:</b> Die Studierenden wenden die vermittelten Kenntnisse in einem Gruppenprojekt an</p> <p><b>Sozialkompetenzen:</b> Die Studierenden entwickeln ihre Team-/Konflikt-/Kommunikation-/Präsentationsfähigkeiten weiter</p> <p><b>Selbstkompetenzen:</b> Die Studierenden lernen ihr unternehmerisches Potential kennen und einschätzen</p> |

## PUNT - Praxis der Unternehmensgründung - BWB2071

|  |  |
|--|--|
| <b>Inhalt</b>                                | <p>Das Wahlmodul richtet sich an Studierende, auf die mindestens eine der folgenden Beschreibungen zutrifft:</p> <ul style="list-style-type: none"> <li>- Sie spielen mit dem Gedanken, in Zukunft vielleicht ein Unternehmen zu gründen bzw. sich an einer Unternehmensgründung zu beteiligen</li> <li>- Sie haben eine konkrete Geschäftsidee, die Sie gerne umsetzen möchten</li> <li>- Sie haben Lust, später in einem Startup-Unternehmen zu arbeiten</li> <li>- Sie möchten herausfinden, ob eine Unternehmensgründung etwas für Sie sein könnte</li> <li>- Sie möchten mit unternehmerisch interessierten Personen aus anderen Departementen in Kontakt kommen und zusammenarbeiten, wie z.B. mit angehenden Ingenieuren oder Informatikern.</li> </ul> <p>Behandelte Themen:</p> <ul style="list-style-type: none"> <li>- Unternehmerisches Denken</li> <li>- Kernelemente und Merkmale einer guten Geschäftsidee</li> <li>- Marktleistungen / Produktentwicklungsprozess</li> <li>- Geschäftsbeziehungen mit Kunden</li> <li>- Ein starkes Team zusammenstellen</li> <li>- Finanzplanung</li> <li>- Finanzierung</li> <li>- Schutz der Innovation</li> <li>- Die Kunst des Pitching</li> <li>- Das Startup-Ökosystem Bern Mittelland</li> </ul> |
| <b>Lehr- und Lernmethode</b>                 | <ul style="list-style-type: none"> <li>- Referate und Lehrgespräche</li> <li>- Gruppenarbeit</li> </ul>  |
| <b>Fachliteratur</b>                         | <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b><br/>In den Kursen abgegebene Materialien und Unterlagen</p> <p><b>Empfohlene Literatur:</b></p> <ul style="list-style-type: none"> <li>- "The Art of the Start", Guy Kawasaki, Portfolio Verlag, 2004. ISBN-13: 978-1591840565</li> <li>- "Running Lean", Ash Maurya, O'Reilly Verlag, 2013. ISBN-13: 978-3955611279</li> </ul> <p><b>Zusätzliche, weiterführende Literatur:</b></p> <ul style="list-style-type: none"> <li>- "Planen, gründen, wachsen", McKinsey &amp; Company, Redline Verlag, 2013. ISBN-13: 978-3868812794</li> </ul>  |
| <b>Workload</b>                              | 90 Stunden   |
| <b>Kontaktstudium</b>                        | 40 Lektionen   |
| <b>Präsenzpflicht</b>                        | Obligatorische Teilnahme an 7 der 10 Abendveranstaltungen, darunter die ersten beiden Abende sowie der letzte Abend  |
| <b>Kompetenznachweis</b>                     | <ul style="list-style-type: none"> <li>- Strategiepapier (Beschreibung und Analyse der Geschäftsidee): 30%</li> <li>- Finanzplan: 30%</li> <li>- Schlusspräsentation: 40%</li> </ul> <p>Während des Semesters</p>  |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | <p>-</p> <p>(Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.)</p>  |
| <b>Weiterführende, vertiefende Module</b>    | ENTR, BPL2   |

## PUNT - Praxis der Unternehmensgründung - BWB2071

### Bemerkung

Das Modul bietet die Chance, interdisziplinäre Projektteams zu bilden, insbesondere mit Studierenden aus technischen Fachbereichen. Dies hängt jedoch schlussendlich von der Zusammensetzung, den Präferenzen und der Initiative der Teilnehmer ab, und kann nicht von vorne herein für alle Studierenden garantiert werden.

Das Modul wird nicht in den Gebäuden des Departements Wirtschaft in Bern durchgeführt, sondern am Switzerland Innovation Park in Biel, das sich direkt beim Bahnhof Biel/Bienne befindet.

Achtung: das Unternehmer-Training kann bei ungenügender Anmeldungsanzahl bis kurz vor Durchführungsbeginn Anfang Oktober abgesagt werden! Dies würde den ersatzlosen Wegfall dieses Wahlmoduls zur Folge haben.

Die maximale Teilnehmerzahl des Unternehmer-Trainings ist beschränkt. Das kann dazu führen, dass einzelne Studierende, die sich angemeldet haben, nicht teilnehmen können. Falls dies der Fall ist, werden die entsprechenden Studierenden vor Semesterbeginn informiert.

### Studiengang, Semester

---

2019-2020, 1 HS, MSc Business Administration, Berufsbegleitend, Bern  
2019-2020, 3 HS, BSc Betriebsökonomie, Vollzeit, Bern  
2019-2020, 3 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern  
2019-2020, 3 HS, MSc Business Administration, Berufsbegleitend, Bern  
2019-2020, 5 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern  
2019-2020, 5 HS, BSc Betriebsökonomie, Vollzeit, Bern  
2019-2020, 5 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern  
2019-2020, 5 HS, BSc Wirtschaftsinformatik, Vollzeit, Bern  
2019-2020, 7 HS, BSc Betriebsökonomie, Berufsbegleitend, Bern  
2019-2020, 7 HS, BSc Wirtschaftsinformatik, Berufsbegleitend, Bern

---