

## EBDS - Basic Digital Skills - BWBh019

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Hofstetter Matthias
<b>Module responsibility</b>	Matthias Hofstetter
<b>Short description of the module</b>	<p>In this module, students individually or in groups create a theory or practice project of their own choice.</p> <p>Possible topics:</p> <ul style="list-style-type: none"><li>- Modeling processes, data, knowledge, infrastructures.</li><li>- Information concepts (companies, schools, associations, ...)</li><li>- Websites, databases, multimedia</li><li>- Familiarization with a programming language</li><li>- Implementations to COBIT, CMMI...</li><li>- Technology research, artificial intelligence, digital transformation</li><li>- Security, ethics, politics, economy</li></ul>
<b>Entry requirements</b>	none
<b>Content</b>	Working on your own topic
<b>Teaching and learning methods</b>	Group and individual work, presentations
<b>Literature</b>	According to individual discussion with the lecturer.
<b>Workload</b>	3 ECTS / 90 hours
<b>Contact lessons</b>	According to individual plan
<b>Attendance requirement</b>	<p>Week 8 or week 9 (depending the start of the module).</p> <p>Depending on your individual presentation dates in week 10 or 11 and in week 22 or 23.</p>

## EBDS - Basic Digital Skills - BWBh019

### Competency assessment

The proof of competence includes the following three partial proofs:

- Presentation project topic: 10 %
- Presentation project result 10 %
- Project 80 % (in case of groups individually assessed)

The presentations will take place in calendar weeks 10 and 11 and 22 and 23.  
Deadline for submission of work/documentation: Friday, June 06, 2025 12:00 hrs on Moodle.

An unsatisfactory work can be reworked at most once within 10 days.

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### Aids for written examination

No written exam

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### Mode of repetition

Repetition possible at the next module implementation

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### Degree programme, semester

BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern

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## EENF - Entrepreneurial Finance - BWBh022

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Imhof Cyril Joël, Thies Ferdinand
<b>Module responsibility</b>	Ferdinand Thies
<b>Short description of the module</b>	The primary objective of this course is to provide students with a general understanding of the concepts and institutions involved in entrepreneurial financing. We address the challenges of fundraising, due diligence, financing strategies and the importance of the analyzing business plans for deal selection. The course will deal with common organizational issues encountered in the formation of an external-backed start-up, including matters relating to initial capitalization and early-stage equity incentives. The course will also address the financing sources and arrangements, the dynamics of negotiation between the entrepreneur and the financier, as well as corporate governance in the context of an external-backed start-up and the typical dynamics that play out in the post-financing phase.
<b>Entry requirements</b>	While it might facilitate the understanding of some issues at hand, a background in finance is not mandatory for participating in this course. All concepts will be explained thoroughly in class, to allow students with all sorts of backgrounds to acquire the skills and knowledge to evaluate business ideas, value proposed transactions and deal with the organizational issues of entrepreneurial financing. The course will be case intensive. Preparation of cases and class interaction is therefore the building block of this course to bring the various topics across.
<b>Competencies upon completion</b>	Students will be able to analyze business plans, understand financing strategies for new ventures, and be able to understand advantages and problems associated with different financing sources.
<b>Content</b>	<ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Business Planning &amp; Ideation</li> <li>3) Pecking Order Theory</li> <li>4) Classic Sources of Capital</li> <li>5) Venture Capital and Private Equity</li> <li>6) ICOs, Crowdfunding and new sources of capital</li> <li>7) Case Analyses/Presentations</li> </ol>
<b>Teaching and learning methods</b>	The course will comprise lectures, case studies, and case presentations
<b>Literature</b>	will be provided if necessary
<b>Workload</b>	90 hours
<b>Contact lessons</b>	<ul style="list-style-type: none"> <li>- 14/28 lessons</li> <li>- plus Coaching and group work</li> </ul>
<b>Attendance requirement</b>	Attendance in the grading sessions is mandatory (in semester weeks 2 / 3 / 4 / 7)

## EENF - Entrepreneurial Finance - BWBh022

### Competency assessment

Individual assignments & group assignments:

- 3 Individual in-class Quizzes (1/3), in semester weeks 2 / 3 / 4
- Individual Assignment: Pitch Deck Preparation (1/3), in semester week 6
- Group project & presentation (1/3), in semester week 7

2/3 assignments will be graded individually (individual quizzes + group project & presentation), 1/3 as a group (case study with written group assignment)

Detailed requirements will be communicated by the teacher in class.

### Mode of repetition

Repetition possible at the next module implementation

### Follow-up modules

Business Valuation and M&A  
Digital Finance & Banking

### Degree programme, semester

BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, VZ, Bern

## EHEB - Heuristics and Biases - BWBh023

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Keim Jan, Noppenev Claus
<b>Module responsibility</b>	Jan Keim
<b>Short description of the module</b>	Consumers as well as managers repeatedly rely on heuristics in their decisions and are consciously or unconsciously influenced by biases. In this module, students learn about the psychological foundations of decision-making processes and study selected heuristics and biases in their own small experiments.
<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• Ability to self-reflect</li> <li>• Ability to work in a team</li> <li>• Basic mathematical/statistical understanding</li> </ul>
<b>Competencies upon completion</b>	<ul style="list-style-type: none"> <li>• Basic psychological knowledge in the context of decision-making and cognitive biases</li> <li>• Increased ability of self-reflection</li> <li>• Understanding of experimental designs</li> <li>• Collaboration</li> </ul>
<b>Content</b>	<p>In the first two course blocks (KWs 8 and 10), students learn about the decision-making process. Based on current decision-making theories, they understand to what extent both intuition and rationality influence our decisions. An introduction to the relevance of heuristics and biases, as well as their occurrence, then forms the transition to the second part of the course.</p> <p>In the course blocks 3-7 (KWs 12, 13, 18, 21, 23), the students get to know up to 10 heuristics and biases in more detail by carrying out corresponding experiments themselves (experimental design is specified by the lecturers) and then presenting the results as well as the corresponding theoretical principles to their fellow students.</p>
<b>Teaching and learning methods</b>	After a lecture and information block in the first two courses (KWs 8 and 10), the module follows a flipped classroom approach in which students acquire knowledge themselves through experiments and literature and then pass this on to their fellow students ( KWs 12, 13, 18, 21, 23) .
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Required reading: Kahneman, D. (2011). Thinking, Fast and Slow (1st ed.). New York City: Macmillan. ISBN: 978-0-374-27563-1.</li> <li>• The course is built on Kahneman's work, and the book is a great resource to dive deeper into the theoretical background, specific topics, heuristics, biases, experiments etc. As such, treat this as a reference book.</li> <li>• Further reading: a selection of articles on the individual heuristics and biases will be provided in the course.</li> </ul>
<b>Workload</b>	90h
<b>Contact lessons</b>	7 in-person blocks à 4 lessons (KWs 8, 10, 12, 13, 18, 21, 23)

## EHEB - Heuristics and Biases - BWBh023

### Attendance requirement

Attendance is expected for all blocks (KWs 8, 10, 12, 13, 18, 21, 23). In case students cannot attend one or more blocks, their absences need to be justified beforehand (if possible).

### Competency assessment

- Two experiments in group work (50% group grade):
- Both experiments need to be designed (designs are proposed by the lecturers), executed, and documented. The documentation of both experiments is worth 30% of the group grade.
- One of the two experiments needs to be presented to the class in a "lecture" (45-60 minutes). The presentation is worth 70% of the group grade.
- The experiments and presentation schedule are determined in block 1 (KW 8). Students should be prepared for a competency assessment (graded lecture) in any of the flipped classroom weeks (KWs 12, 13, 18, 21, 23).
- Online written exam (45 minutes) in the official examination week at the end of the semester (50% individual grade). The exam covers all contents from blocks 1-7 (including student presentations/lectures).
- There will be an opportunity to obtain individual additional credit in all flipped classroom blocks when students are not presenting. Additional credit is given for asking good questions to the student group that is presenting their experiment. The questions can be submitted online while student groups are presenting. This additional credit is worth 30% of the group grade only if the grade for the additional credit is higher than the group grade. Hence, it is only possible to improve the grade for the group work, it is not possible to worsen the grade. Example:
- Group grade: 5.0 | Additional credit: 6.0 | Individual exam: 4.5  
Total grade:  $(5.0 \times 0.7 + 6.0 \times 0.3) \times 0.5 + 4.5 \times 0.5 = 4.9$
- Group grade: 6.0 | Additional credit: 4.5 | Individual exam: 5.0  
Total grade:  $6.0 \times 0.5 + 5.0 \times 0.5 = 5.5$
- Grades will be communicated before the official communication by the university.

### Aids for written examination

- Any model of TI30 calculator
- dictionary (mother tongue - examination language)

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

### Mode of repetition

The two experiments can be repeated the next time the module is carried out. The written exam can be repeated at the next examination date of the module.

### Follow-up modules

SIE3 Decision Making of Consumers and Managers

### Degree programme, semester

BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern

## ESIN - Social Innovation - BWBh025

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Blum Nicola Ursina, Fischer Manuel
<b>Module responsibility</b>	Nicola Blum

**Short description of the module** Social innovations address complex societal problems through innovative solutions. This module will provide you with the tools to design socially innovative solutions. Specifically, you will learn concepts and methods to plan, measure, analyse and improve the impact of social innovations. You do this based on an existing social innovation project with practice partners. In groups, you analyse this project and develop concrete solutions to further increase its impact. The lectures and the proof of competence (report & presentations) of the module will be in English. Coaching and exchange opportunities will happen in groups and are offered in English or German as required. For communication with the practice partners, one German-speaking person per group would be helpful.

**Entry requirements**

- Knowledge of the most important basic terms, concepts and models of sustainable development.
- An understanding of the complex interactions between the business sector, politics, civil society, the natural environment.
- An understanding of the great environmental, social and economic challenges.
- Genuine interest in active exchange and cooperation with social initiatives.
- Ability to collaborate in teams in a self-organized way.

**Competencies upon completion**

- An understanding of the concept, relevance and potential of social innovation for sustainable development.
- An understanding of factors that promote the emergence and success of social innovations, especially in scaling up through partnerships between government, businesses and civil society.
- Ability to analyse, plan and measure the impact of social innovations.
- Optimize the impact of social innovations and communicate effectively to stakeholders.
- Basic entrepreneurial skills to start a social business.
- Increased ability to collaborate in teams.

**Content**

Input lectures: Input on theoretical and practical knowledge on social innovation and impact planning. Input on impact measurement. Development of indicators and generation of data to measure the impact of a social innovation.

Self-study lectures: You will work in teams independently on a project with a practice partner. You apply the concepts that you've learnt in the input lectures. You will be regularly coached by one of the lecturers.

Presentations and reflection: You will regularly present the progress of your group work, and you will reflect on your learning process. At the closing event you will present the results of your team work to the practice partners.

## ESIN - Social Innovation - BWBh025

<b>Teaching and learning methods</b>	<p>This module includes a variety of teaching and learning methods. Overall, it adopts a service learning approach.</p> <p>Input lectures: lectures, guest lectures and smaller preparatory tasks, exercises and group discussions (flipped classroom approach).</p> <p>Self-study lectures: You will work independently in small groups, conduct interviews and collect data (e.g. through field visits or short surveys). This will be accompanied by regular coaching sessions.</p> <p>Presentations and reflection: Presentations will be used for feedback by peers and by the lecturers. In parallel you will individually reflect throughout the seminar. The closing event includes the final presentations of your analysis and proposed solutions. Group presentations are part of the proof of competence.</p>
<b>Literature</b>	<p>Phineo Impact Navigator (available in German, English, Italian, available as free download).</p> <p>Chapter to Social Innovation (approx. 10 pages) in the Sustainable Business Reader (available on Moodle)</p> <p>Supplementary literature is compiled specifically for the lessons and made available on Moodle.</p>
<b>Workload</b>	180 hours
<b>Contact lessons</b>	Lectures, coaching sessions, presentations and closing event in CW23
<b>Attendance requirement</b>	<p>Participation in the first lecture (CW8), the mid-term presentation (CW14), the final event (CW23), as well as active participation in the group work is compulsory.</p> <p>Participation in the other lectures and especially the coaching seminars is highly recommended.</p>
<b>Competency assessment</b>	<p>The proof of competence consists of three parts:</p> <ol style="list-style-type: none"><li>1. Oral mid-term presentation (CW 14) in teams in person on the intermediary results from the team work incl. discussion and peer-feedback. Individual grading based on individual contribution. Weighting: 30%</li><li>2. Oral final, public presentation (CW23) in teams in person including Q&amp;A session on the results from team work. Individual grading based on individual contribution. Weighting: 30%</li><li>3. Written 4-page report including method, results and reflection about cooperation as a team and individual learning process. Deadline for digital submission in CW23. Individual grading. Weighting 40%</li></ol>
<b>Mode of repetition</b>	The module can be repeated the next time it is carried out.
<b>Follow-up modules</b>	Advanced modules: Specialization "Sustainable Business". Prerequisites: The module builds in parts on the module Sustainable Business (BSBU) but can be attended independently from other modules.



## ESIN - Social Innovation - BWBh025

### Comment

Participants limited to a maximum of 25 students

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, TZ, Bern

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## EAWE - Academic Writing in English - BWBh007

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Sichtmann Christina
<b>Module responsibility</b>	Sichtmann Christina
<b>Short description of the module</b>	Students who decide to study or work in international environments require the ability to conduct research in English and write academic papers and reports using standard stylistic and formal conventions. In this course, students will learn how to read and write academic papers. In addition, they will get to know and apply basic writing techniques that help them to better write and structure academic texts in English.
<b>Entry requirements</b>	This optional module is targeted at and designed for students with a minimum C1 level.  There are only a limited number of places available.
<b>Competencies upon completion</b>	<p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- can use their own research to write academic papers in English at a C1 level of competence and above</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- can plan and execute an academic writing project to a fixed deadline</li> <li>- can transform raw data and the research of others into standard academic prose</li> <li>- can apply formal and stylistic conventions to their own written texts</li> <li>- can reflect critically on their own writing and the writing of others</li> <li>- can apply creative writing techniques such as freewriting and clustering</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- can give and receive feedback in an appropriate manner</li> <li>- can participate in the discourse community of English-language study programmes</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- can manage the temporal and intellectual demands of an academic writing project</li> <li>- can apply their own critical reflection and that of others towards improving their English-language competence</li> <li>- can perform confidently and successfully in English-language academic context</li> </ul>
<b>Content</b>	The course has been designed with the aims to provide students with the skills and knowledge to write a paper in the context of university systems
<b>Teaching and learning methods</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 and write a daily diary. Scripts will be provided by the lecturer and uploaded to Moodle.

## EAWE - Academic Writing in English - BWBh007

<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>	24 lessons
<b>Attendance requirement</b>	There is no mandatory attendance for this module except for the presentation in week 15.
<b>Competency assessment</b>	<ul style="list-style-type: none"> <li>• 1-page proposal about project (individual work, due week 14): 25 %</li> <li>• in-class oral presentation (individual work, due week 15): 25 %</li> <li>• writing project (individual work, due week 23): 50 %</li> </ul>
<b>Mode of repetition</b>	<p>If the module is not passed (grade 3.5 or worse), the entire module must be repeated.</p> <p>Proofs of competence cannot be improved once they have been submitted for grading.</p>
<b>Degree programme, semester</b>	<p>BSc Business Information Technology, 2024-2025, 4 FS, VZ, Bern          BSc Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc Business Information Technology, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc Digital Business &amp; AI, 2024-2025, 4 FS, TZ, Bern          BSc Digital Business &amp; AI, 2024-2025, 2 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern          BSc Business Information Technology, 2024-2025, 6 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc Business Information Technology, 2024-2025, 4 FS, TZ, Bern          BSc Business Administration, 2024-2025, 2 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc Digital Business &amp; AI, 2024-2025, 2 FS, TZ, Bern          BSc Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc Business Administration, 2024-2025, 2 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Business Information Technology, 2024-2025, 8 FS, TZ, Bern</p>

## EBBK - Berufsbildungskurs - BWBh037

<b>ECTS</b>	3
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlmodul (anrechenbar)
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Habegger Anja
<b>Modulverantwortung</b>	Anja Habegger  (Leitung: Beatrix und Barbara Flury, lehrWERK GmbH Biel, diverse FachreferentInnen)

<b>Kurzbeschreibung des Moduls</b>	<p>Berufsbildnerinnen und Berufsbildner sind für die Ausbildung der Lernenden in Betrieben verantwortlich. Sie übernehmen die Koordinations- und Organisationsaufgaben sowie meist auch die praktische Ausbildung.</p> <p>In diesem Kurs erwerben die Studierenden das nötige Know-How, um Lernende erfolgreich durch die Lehre zu begleiten.</p>
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<b>Kompetenz</b>	<p><b>Fachkompetenz:</b></p> <ul style="list-style-type: none"> <li>• Kenntnis der relevanten Gesetze und Vorschriften im Bereich der Berufsbildung sowie der Rechte und Pflichten von Berufsbildnerinnen und Berufsbildnern.</li> <li>• Kenntnis der wichtigsten Anlaufstellen für Suchtthemen, Arbeitsrecht und klassische Lernschwierigkeiten</li> <li>• Kenntnisse über Lehr- und Lernmethoden, die in der beruflichen Bildung angewendet werden.</li> <li>• Kenntnis von Grundlagen im Bereich der Psychologie des Jugendalters</li> </ul> <p><b>Methodenkompetenz:</b></p> <ul style="list-style-type: none"> <li>• Fähigkeit, Ausbildungspläne zu erstellen und den Ausbildungsprozess zu strukturieren.</li> <li>• Anwendung von Methoden zur Bewertung und Reflexion des Lernfortschritts der Auszubildenden.</li> <li>• Anwendung einer Methodenvielfalt für die Vermittlung von Fachwissen</li> </ul> <p><b>Selbstkompetenz</b></p> <ul style="list-style-type: none"> <li>• Selbstreflexion: Fähigkeit, das eigene Handeln und die eigene Rolle als Ausbilderin oder Ausbilder kritisch zu hinterfragen und weiterzuentwickeln. Erkennen der eigenen Grenzen</li> <li>• Zeitmanagement: Effektive Organisation der eigenen Arbeitszeit und Priorisierung von Aufgaben.</li> <li>• Stressbewältigung: Strategien zur Bewältigung von Stress und zur Erhaltung der eigenen Gesundheit.</li> </ul> <p><b>Sozialkompetenz</b></p> <ul style="list-style-type: none"> <li>• Kommunikationsfähigkeit: Klarer und respektvoller Austausch mit Lernenden Kolleginnen und Kollegen sowie anderen Stakeholdern.</li> <li>• Konfliktmanagement: Fähigkeit, Konflikte frühzeitig zu erkennen und konstruktiv zu lösen.</li> <li>• Empathie und Wertschätzung: Einfühlungsvermögen und respektvoller Umgang mit den individuellen Bedürfnissen und Hintergründen der Lernenden.</li> </ul>
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<b>Inhalt</b>	<ul style="list-style-type: none"> <li>• Entwicklung Jugendliche</li> <li>• Selektion</li> <li>• Lehren und Lernen</li> <li>• Gesundheit am Arbeitsplatz</li> <li>• Planen der Ausbildung</li> <li>• Beurteilen</li> <li>• Rechtliche Grundlagen</li> <li>• Zusammenarbeit mit der Berufsfachschule und QV</li> <li>• Kommunikation</li> </ul>
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<b>Lehr- und Lernmethode</b>	Gruppenarbeiten / Fachinputs / Selbststudium
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## EBBK - Berufsbildungskurs - BWBh037

<b>Fachliteratur</b>	<p>Remo H. Largo/Monika Czernin (2011), Jugendjahre. Kinder durch die Pubertät begleiten Auflage 2017; ISBN 978-3-492-30192-3,</p> <p>Pflichtliteratur:</p> <p>Wegweiser durch die Berufslehre: <a href="https://www.berufsbildung.ch/de/grundlagen/wegweiser-durch-die-berufslehre">https://www.berufsbildung.ch/de/grundlagen/wegweiser-durch-die-berufslehre</a></p> <p>Handbuch beruflichen Grundbildung <a href="https://www.berufsbildung.ch/de/voraussetzungen/handbuch-betriebliche-grundbildung">https://www.berufsbildung.ch/de/voraussetzungen/handbuch-betriebliche-grundbildung</a></p>
<b>Workload</b>	90 Stunden
<b>Kontaktstudium</b>	<p>Vor Ort: 03.02./10.05./17.05.2025 Online: 04.02./05.02.2025</p>
<b>Präsenzpflicht</b>	100 % Präsenzpflicht. Keine Kompensationsmöglichkeit für Abwesenheiten.
<b>Kompetenznachweis</b>	<p>Schriftliche Arbeit inkl. Reflexionsbericht. Themen werden zu Beginn des Moduls bekannt gegeben.</p> <p>Abgabe am Ende des Semesters; Bewertung erfolgt mittels erfüllt/nicht erfüllt.</p> <p>Verpasste Unterrichtseinheiten können bei der nächsten Moduldurchführung nachgeholt werden. Der Kompetenznachweis kann erst absolviert werden, wenn alle Unterrichtseinheiten abgeschlossen wurden.</p> <p>Wird der Kompetenznachweis mit nicht erfüllt bewertet, kann einmalig nachgebessert werden.</p>
<b>Wiederholungsmodalitäten</b>	Wird der Kompetenznachweis auch nach einer Nachbesserung als nicht erfüllt bewertet, erfolgt die Wiederholung im Rahmen der nächsten Moduldurchführung.
<b>Bemerkung</b>	Die Studierenden erwerben im Rahmen des Moduls den offiziellen, schweizweit gültigen Ausweis für BerufsbildnerInnen des SBFJ.

## EBBK - Berufsbildungskurs - BWBh037

### Studiengang, Semester

BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc Digital Business & AI, 2024-2025, 2 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 8 FS, TZ, Bern  
BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 2 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 2 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern  
BSc Digital Business & AI, 2024-2025, 2 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, VZ, Bern

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## EBMA - Brand Management - BWIh012

ECTS	3
Study language	English
Module type	Elective module
Module level additive	Advanced level
Lecturer(s)	von Däniken Tina
Module responsibility	Tina von Däniken

**Short description of the module** Managing a brand successfully is a key competitive factor for any company. This is why brand management is such an important topic. The goal of successful branding is to anchor the entire company as a brand in the minds of employees, shareholders, customers and the general public and thus to establish a successful brand. A consistent image of the company should be communicated to all these stakeholder groups.

This module offers an overview of all the tasks and contents of brand management with a main focus on the practical use of the gained knowledge and exciting insights from branding professionals.

You will be able to apply the knowledge from the lecture by analyzing a brand of choice in depth and by making specific brand recommendations.

**Entry requirements** Attendance and successful completion of the IMAR / BMAR lectures.

**Competencies upon completion**

**Professional skills:** Students will be able to

- apply the knowledge from the lecture to brands
- analyze a brand in depth
- make concrete recommendations for a brand

**Methodological skills:** Students will

- know the sources for information collection to use them for the brand inventory and draw conclusions for brand recommendations

**Social skills:** Students are able to

- work successfully in a team and to present their results as a group

**Self-competence:**

- Students are aware of the influence of brands on consumers and consumer behavior

## EBMA - Brand Management - BWIh012

<b>Content</b>	<p>Introduction, definition and meaning of brands, brand functions</p> <p>Strategic Brand Management: brand equity, brand architecture, brand identity</p> <p>Core values of brands, brand positioning</p> <p>Brand stretching, brand partnerships</p> <p>Operational brand management: implementation in the marketing mix</p> <p>Situation analysis (Brand Inventory) - market development, trends, brand, competition, etc.</p> <p>Brand recommendations</p>
<b>Teaching and learning methods</b>	<p>Lectures</p> <p>Guest lectures by branding experts</p> <p>practical work in groups</p> <p>group coachings</p>
<b>Literature</b>	<p>Kevin Lane Keller, Vanitha Swaminathan: Strategic Brand Management - fifth edition - 2020, Pearson, Harlow, England.</p> <p>Philip Kotler, Gary Armstrong: Principles of Marketing - eighteenth edition - 2021, Pearson, Harlow, England.</p> <p>Philip Kotler, Kevin Lane Keller, Malcolm Goodman, Mairead Brady, Torben Hansen: Marketing Management - fourth European Edition - 2019, Pearson, Harlow, England.</p> <p>Gorden C. Bruner II, Marketing Scales Handbook, Multi-Item Measures for Consumer Insight Research, Volumes 5-11, Fort Worth, Texas.</p>
<b>Workload</b>	<p>90 hours</p>
<b>Contact lessons</b>	<p>7x4 lessons every 2 weeks - starting CW08</p>
<b>Attendance requirement</b>	<p>Recomended during the lectures, especially during guest lectures</p> <p>Mandatory during the following calendar weeks: CW10; CW12; CW22</p>
<b>Competency assessment</b>	<p>- Group project: written assignment - 60% (group grade) - due in the last week of lectures (CW22)</p> <p>- Presentation of results: oral assignment (graded inividually) - 40% due in the last week of lectures (CW22)</p>



## EBMA - Brand Management - BWIh012

<b>Aids for written examination</b>	For details see the current "Guidelines for compiling written assignments"
<b>Mode of repetition</b>	The module can be repeated one year later, in the next spring semester.
<b>Comment</b>	the detailed curriculum of the module will be communicated at the beginning of the semester
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern

## ECFA - Business Valuation and M&A - BWIh015

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Rascón Alberto
<b>Module responsibility</b>	Rascón Alberto
<b>Short description of the module</b>	The module is project-oriented. Each student will perform a financial valuation of a public firm from "scratch". The students will apply the concepts and theories learned in other modules for the valuation of their firm. Additionally, we will explore the principal issues in M&A and transactions.
<b>Entry requirements</b>	highly recommended to be enrolled or have passed the modules BFMA / IFMA.  Highly recommended to have passed the module Accounting.
<b>Competencies upon completion</b>	<p>Subject: Students</p> <ul style="list-style-type: none"> <li>• will apply the concepts and theories learned in their curriculum.</li> <li>• will transform those concepts and theories into financial numbers, relevant for business.</li> <li>• will be able to perform a valuation of a public firm.</li> <li>• will be confronted with the difficulties to financial analysis.</li> </ul> <p>Method: Students</p> <ul style="list-style-type: none"> <li>• Become familiar with the DCF model.</li> <li>• will foster their Excel skills.</li> <li>• will analyse the impact of the "ESG" initiatives for firms.</li> <li>• will be able to apply a systematic approach to business valuation</li> </ul> <p>Social: Students</p> <ul style="list-style-type: none"> <li>• will work in groups.</li> <li>• will perform peer reviews.</li> <li>• participate actively in classroom discussions on pertinent topics.</li> <li>• work in small groups and succeed in organizing themselves in order to prepare a financial recommendation.</li> </ul> <p>Self: Students</p> <ul style="list-style-type: none"> <li>• prepare for class and improve their ability to express themselves orally and in writing</li> <li>• will be able to synthesise ideas and documents</li> <li>• will foster their formatting skills</li> </ul>

## ECFA - Business Valuation and M&A - BWIh015

### Content

1. Introduction to Valuation
  2. Introduction to M&A
  3. DCF Model / CAPM
  4. Ratio Analysis
  5. EGS Analysis
  6. Forecasting Techniques
- 

### Teaching and learning methods

1. Project-Based Learning
  2. Traditional Lectures
  3. Flip class room
  4. Discussion in class
  5. Presentations by the lecturer
  6. Group work when preparing the valuation
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### Literature

It will be posted on Moodle.

#### Guide Book

Koller T., Goedhart M., Wessels D. Valuation: Measuring and Managing the Value of Companies 7th Edition by McKinsey & Company Inc. Wiley; 7th edition

ISBN-10 1119610885;

ISBN-13 978-1119610885

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### Workload

90hr.

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### Contact lessons

4x7 lessons = 28 (Including final presentation)

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### Attendance requirement

Last Session the whole morning (Week 23)

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## ECFA - Business Valuation and M&A - BWIh015

### Competency assessment

The Competence assessment is a Firm Valuation that includes the following tasks (Missing any of the tasks will result in a failing grade):

1x Macroeconomic Conditions (Group Work / Individual assessment) (15 points) (to be delivered on CW 11)

1x Particular Macroeconomic Conditions of the Industry(ies) in which the company is performing (Group Work / Individual assessment) (10 points) (to be delivered on CW 13)

1x Value Creation in the Industry in which the firm is performing (Group Work / Individual assessment) (15 points) (to be delivered on CW 15)

1x ESG Analysis of the firm (Individual Work) (20 points) (to be delivered on CW 19)

1x Financial Valuation (Individual Work) (20 points) (to be delivered on CW 21)

1x Management Summary + Presentation of the Analysis (20 points) (to be delivered on CW 23)

The final grade will be the addition of all the points divided by 100 multiplied by 5 plus 1.

The details of each document will be provided in the class.

### Aids for written examination

Non-Applicable

### Mode of repetition

The proof of competence can be repeated at the next module implementation.

### Follow-up modules

Specialisation in Banking in Finance

Specialisation in Accounting

Specialisation in International Management

### Degree programme, semester

BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern

## EDAC - Digital Accounting - BWIh011

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Längin Thomas, Longaron Daniel, Röthlisberger André
<b>Module responsibility</b>	Daniel Longaron
<b>Short description of the module</b>	<p>This module is about:</p> <ul style="list-style-type: none"><li>• Getting to know the process chain from procurement to payment;</li><li>• understanding how such a process chain is mapped in an enterprise resource planning (ERP) system;</li><li>• recognizing how accounting is to be integrated into the process chain;</li><li>• gaining insight into the application of ERP systems in practice by means of the standard software SAP; and</li><li>• understanding which areas of accounting are significantly affected by the digitalization of the process chain.</li></ul>
<b>Entry requirements</b>	<p>Students should have completed the BREW or IACC module and be interested in accounting and/or controlling. Besides of that, curiosity is an important requirement.</p>
<b>Competencies upon completion</b>	<p>The students will:</p> <ul style="list-style-type: none"><li>• Be familiar with process thinking;</li><li>• know how processes are mapped in an ERP system,</li><li>• know how the amounts published in a balance sheet and in an income statement are generated;</li><li>• acquire knowledge for practice; and</li><li>• expand their accounting knowledge.</li></ul>
<b>Content</b>	<p>We will <b>first work out the foundations</b>. The study questions are:</p> <ul style="list-style-type: none"><li>• What sub processes does procurement to payment consist of?</li><li>• What dependencies exist between the sub processes?</li><li>• Which information is required?</li><li>• Where in the value chain is which information generated?</li><li>• How are the processes linked with accounting?</li></ul> <p>At the same time, we will address important accounting topics that arise along the value chain, such as ;</p> <ul style="list-style-type: none"><li>• cash-flow statements</li><li>• job costing; and</li><li>• the cash-conversion cycle.</li></ul> <p><b>Secondly</b>, the students will <b>simulate</b> some <b>processes with SAP</b>, an ERP system, that is very popular in business. Thereby, the importance of the data and information flowing into the accounting system will be emphasized. In this way, the students will gain experience with a tool that is very common in the business world.</p> <p><b>Thirdly, practitioners</b> will show:</p> <ul style="list-style-type: none"><li>• how their company uses data from an ERP system for accounting;</li><li>• how the data flow is organized; and</li><li>• how important data integrity is.</li></ul>

## EDAC - Digital Accounting - BWIh011

<b>Teaching and learning methods</b>	Lectures, exercises, simulations and case studies.
<b>Literature</b>	The documents provided by the lecturers on Moodle.
<b>Workload</b>	180 hours (6 ECTS x 30 hours)
<b>Contact lessons</b>	56 lessons (4 lessons x 14 weeks/semester)
<b>Attendance requirement</b>	The SAP partial examination takes place in calendar week 23. Even if this partial examination takes place on the online platform, the presence of all students at Brückenstrasse 73 is mandatory.
<b>Competency assessment</b>	(1) SAP Exam at the end of the SAP part (CW 23), duration 60 minutes, counts 50%.  (2) Written exam on Moodle at the end of the semester (CW26&27), duration 60 minutes, counts 50%.
<b>Aids for written examination</b>	Open books, calculator: any TI-30 model
<b>Mode of repetition</b>	Both the written examination on Moodle and the SAP partial examination on Moodle can be repeated at the next possible examination date for the module.
<b>Follow-up modules</b>	Elective module Management-Information Systems (MIS) (in German); Portfolio module Auditing (in German); and Specialization modules: <ul style="list-style-type: none"><li>• Höhere Rechnungslegung (SAC1) (in German);</li><li>• Life-Cycle Accounting &amp; Tax (SAC2) (in German); and</li><li>• Controlling &amp; Digitalization (SAC3) (in German).</li></ul>
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern

## EFRE - Frontiers of Economics - BWIh014

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Fernandes Ana, Foord Daniel, Rascón Alberto
<b>Module responsibility</b>	Fernandes Ana, Foord Daniel, Rascón Alberto
<b>Short description of the module</b>	<p>Frontiers in Economics is an intermediate economics course that deals with the most recent developments in both macroeconomics and microeconomics. The module is designed for students that have some knowledge of economics already and want to foster their business and economics skills.</p> <p>The course is a combination of applied and theoretical approaches. We will be reviewing among other topics: experimental and behavioural economics, inequality, modern fiscal and monetary policies, market structure in the market of data, value chains and external sector.</p>
<b>Entry requirements</b>	IEFI, Economics.

## EFRE - Frontiers of Economics - BWIh014

### Competencies upon completion

**Subject:** Students will...

... analyse consequences and effects of economic policies for firms, for workers and for the whole society.

... be able to evaluate the economic environment of firms.

... argue about the rationality of economic agents.

... be able to defend a location of a firm.

... conjecture about market structures.

**Method:** Students will...

...be able to understand the different factors that influence the choice of a determinate economic policy.

...be able to create benchmarks of policies across nations.

...be able to support theories and philosophies behind a particular choice of economic policy.

...be able to criticize economic articles and newspapers.

**Social:** Students...

... be able to debate their political and economic opinions among them.

... provide or request support from peers and supplement course input by providing examples from personal experience.

... will be confronted with a different culture and a different teaching style

**Self:** Students...

- will reflect their strengths and weaknesses as well as reasons for success or problems encountered.

- will be able to critically assess the concepts and methods of economics.

- will be able to develop a consistent argument in favour of their particular choice of policy.

### Content

1. Experimental economics
2. Behavioural economics
3. Inequalities: income & wealth, ethnicity & gender
4. Inequality and poverty
5. Data and the new monopolies
6. Immigration
7. New Fiscal and Monetary Policies
8. New value chains
9. Exchange rates

### Teaching and learning methods

Traditional Lectures, Cases, Discussions



## EFRE - Frontiers of Economics - BWIh014

### Literature

#### Indispensable literature:

- Several Papers and cases will be given in class.

#### Recommended literature:

- MANKIW Gregory N. and TAYLOR Mark P. "Economics" 5th Edition CENGAGE Learning (2019), ISBN: 978-147376854-

### Workload

180 hrs.

### Contact lessons

56 lessons (42 hrs.)

### Attendance requirement

Exams will happen on Calendar Week 13, Calendar Week 19 and on Calendar Week 23.

Students that are not present for the test will NOT have the right to repeat it in a different date unless they provide a valid certificate in accordance to the school reglement.

Apart from the three dates above, there is no attendance requirement.

### Competency assessment

The proof of competence of the module will be based in:

a = Average of 3 small tests during the semester and

Test will be held on CW13, on CW 19 and on CW 23.

b = 90 minutes written essay in Moodle under Safe Exam Browser during the regular exam weeks at the end of the semester (CW26/27), on site

Final Grade =  $\max(70\%a + 30\%b, 60\%a + 40\%b)$

### Aids for written examination

For part a: the tests in class are closed book.

For part b: the written essay is closed book, however, students can bring:

- A English - Mother Language dictionary
- 2x A4 pages with annotations in both sides

### Mode of repetition

New component "b" + The points of the small tests will be kept.

If the average of the tests is lower than 2.25 out of 6, the student will be required to take the whole course again as it is impossible to obtain a passing grade.

Before the enrolment in the repetition attempt, the student will be informed of the minimum grade required in the componen "b" to obtain a passing grade.

## EFRE - Frontiers of Economics - BWIh014

### Follow-up modules

Highly recommended for students that want to do a specialization in:

- Banking and Finance,
- Accounting and Controlling,
- Global Management,
- HR,
- Sustainable Business,
- Digital Business Management.

### Degree programme, semester

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BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern

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## EG4B - German for Beginners - BWBh011

<b>ECTS</b>	2
<b>Study language</b>	German
<b>Module type</b>	Optional module (countable)
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Wehrli Andrea
<b>Module responsibility</b>	Andrea Wehrli  In spring semester 2025 this module will be lectured by Claudine Brohy.
<b>Short description of the module</b>	Knowledge of German is not a requirement for this course. The objective is to convey basic abilities that will enable students to feel more comfortable in a new University context and to actively participate in everyday and student life in a German-speaking environment. It addresses topics such as making contact, studies and work, travel and countries, shopping, home living as well as cultural experiences when living in a multilingual environment. The course content focuses on systematically developing the necessary vocabulary and its communicative use for reading, speaking and writing. The development of grammatical structures is integrated into the subject matter and verbal exercises in a manner that fulfils these communicative objectives.
<b>Entry requirements</b>	-
<b>Competencies upon completion</b>	<b>Subject:</b> Students At the end of the course students will be able to - take the first steps in interacting with German speakers and communicating on a basic level in German in everyday situations at university, at work, in the supermarket, in a restaurant, at public authority offices, when looking for accommodation and when travelling - use sentences and expressions to satisfy specific needs of daily life at university and at work - be able to describe themselves, their preferences and the area in which they work - ask others about themselves and answer questions on where they live, their hobbies, tastes and interests  <b>Method:</b> Students - Develop personal learning methods  <b>Social:</b> Students - Command active oral communication in everyday situations - Ask and answer open and closed questions - Actively initiate and engage in small-talk  <b>Self:</b> Students - Learn grammar, pronunciation and conversation situations on their own - Implement and expand on what they have learned outside the classroom

## EG4B - German for Beginners - BWBh011

<b>Content</b>	<p>Pronunciation Basic grammar Greeting and small-talk Hobbies and sport Studies and work Eating, drinking and shopping Visiting a restaurant Telling the time The weather Home living and household Dealing with public authorities Looking for accommodation Travel as well as aspects of languages and cultures in the lives of incoming students in a multilingual environment</p>
<b>Teaching and learning methods</b>	<p>Input explanations, conversations in groups and pairs, role play, exercises also with online tools</p> <p>In classroom or/and online (virtual classroom)</p>
<b>Literature</b>	<p><b>Indispensable literature:</b> - will be discussed in the first session</p> <p><b>Recommended literature:</b> - Dictionary (online)</p>
<b>Workload</b>	60 hours
<b>Contact lessons</b>	20 lessons
<b>Attendance requirement</b>	-
<b>Competency assessment</b>	Test at the end of term (CW47), in reading, listening, speaking (pair discussion), writing, vocabulary and grammar.
<b>Comment</b>	<p>This course is exclusively for exchange students (Incoming-Students) and students of the BSc International Business Administration whose native language is not German. If language competences are too high, participants may be excluded from the course.</p>
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern</p>

## EMPG - Managing People Globally - BWiH013

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Gaibrois Claudine, Sonderegger Andreas
<b>Module responsibility</b>	Gaibrois Claudine, Andreas Sonderegger
<b>Short description of the module</b>	<p>In this course, students get introduced to Global People Management with a focus on current economic and technological developments and challenges. Students will understand how factors such as automation, digitization and AI, migration, ageing societies, general workforce diversity and workload- as well as job insecurity-related stress affect work in international contexts. By familiarizing themselves with management strategies such as team building processes, inclusive meeting behaviors, or occupational health management, students will learn how to navigate these challenges and act as responsible leaders. Through a short COIL (Collaborative Online International Learning) with students from the University of Economics and Human Sciences in Warsaw (Poland), course participants will train their ability to work online on a task in mixed teams. With these goals, the course contributes to Sustainable Development Goal # 8 (Decent Work and Economic Growth).</p>
<b>Entry requirements</b>	<p>Problem-solving competences: Students</p> <ul style="list-style-type: none"> <li>• have basic problem-solving skills</li> <li>• can carry out a literature analysis</li> </ul> <p>Social skills: Students</p> <ul style="list-style-type: none"> <li>• possess basic teamwork skills</li> </ul> <p>Self-management: Students</p> <ul style="list-style-type: none"> <li>• have basic time management skills</li> </ul> <p>Dealing with complexity: Students</p> <ul style="list-style-type: none"> <li>• possess basic skills to work on interdisciplinary topics</li> </ul>

## EMPG - Managing People Globally - BWiH013

### Competencies upon completion      Technical competences: Students

- understand human resource management in an international context with respect to policies and practices or multinational organisations
- know how to analyse cultural dimensions of international business from different perspectives, acknowledging the relevance of others factors than culture
- understand the different forms of global work and apply this knowledge to strategic international human resource management and personal career development
- apply effective communication techniques and strategies for managing a global workforce
- are able to conduct a case study on international human resource management

### Methodical competences: Students

- possess a set of skills in critical thinking and analysis through elaboration of a case study
- master various digital tools (e.g. remote collaboration)

### Social competences : Students

- are able to work on questions and exercises in teams and integrate various perspectives to come to a solution
- use individual and group resources in a productive way
- are able to adopt perspectives of members of other social or cultural groups, and reflect on how this could influence their behavior

### Self competences: Students

- are able to critically reflect on their own behavior and attitudes
- know how to discuss constructive solutions in the group
- successfully work in a cross-cultural team

### Self-management competences: Students

- are able to plan their knowledge development independently
- possess personal judgment, analysis and decision-making skills

### Content

Automation, digitalisation and AI, migration, ageing societies, general workforce diversity or workload- as well as job insecurity-related stress massively affect work on a global scale. This poses various challenges to human resource management, with implications for many stakeholders in today's global businesses, including employees, managers, human resource professionals, trade unions, policy makers and academic researchers. This course introduces students to the complexity of international human resource management in today's changing world of work through theories and practical examples. By familiarizing themselves with management strategies such as team building processes, inclusive meeting behaviors, or occupational health management, students learn how to navigate these challenges and act as responsible leaders. Through a short COIL (Collaborative Online International Learning) with students from the University of Economics and Human Sciences in Warsaw (Poland), course participants will train their ability to work online on a task in mixed teams. With these goals, the course contributes to Sustainable Development Goal # 8 (Decent Work and Economic Growth).

Specific topics that will be addressed in this course include:

- Various perspectives on culture
- International migration and global work
- Intersectionality of diversity dimensions
- Diversity and inclusion in intercultural teams
- Language diversity and power
- Teams and group processes (team building, in-group out-group)
- Organisational development internationally, from vision to organisational form
- Dark side of organisational behaviour (stress, burnout and mobbing) and global occupational health management
- Socio-technical systems approach and human factors

## EMPG - Managing People Globally - BWiH013

<b>Teaching and learning methods</b>	<ul style="list-style-type: none"> <li>• Contact lectures: Input from lecturers and practitioners, mini cases, videos, group work, discussion</li> <li>• Self-study &amp; reflexion (extensive reading and reflection on content)</li> <li>• Group project conducted in a COIL with students from the University of Economics and Human Sciences in Warsaw (Poland)</li> </ul>
<b>Literature</b>	Required readings will be communicated on Moodle for each session.
<b>Workload</b>	6 ECTS correspond to about 180 working hours.
<b>Contact lessons</b>	Majority contact lectures + self-organised COIL
<b>Attendance requirement</b>	<ul style="list-style-type: none"> <li>• Presence at the kick-off session of the course is mandatory (CW8)</li> <li>• Participation in all course activities that are related to the COIL (COIL kick-off, group project, coachings etc.) is mandatory (CW 9-14)</li> </ul>
<b>Competency assessment</b>	<ul style="list-style-type: none"> <li>• Group work (case study), which has to be accomplished within the international team cooperation in the context of the COIL with students from the University of Economics and Human Sciences in Warsaw (Poland) (50% of the grade, all group members given the same grade)</li> <li>• Individual reflexive essay (60 min.) on key insights of the course (50% of the grade) during official exam period (CW26/27) taking place online (in presence)</li> </ul>
<b>Aids for written examination</b>	N/A
<b>Mode of repetition</b>	An average of the two grades of the proofs of performance is calculated. If this average is below a 4, the failing grades (grades < 4) must be repeated. A failed individual reflective essay can be repeated at the 2nd examination date (or by repeating the module one year later). A failed group work can be repeated by repeating the module one year later (reworking is not possible). Students may carry over the assessments they passed if the module description and assessment formats remain unchanged. Only failed components are repeated where the format remains unchanged.
<b>Follow-up modules</b>	<ul style="list-style-type: none"> <li>• International Leadership</li> <li>• Major: HR 4.0 / innovations</li> <li>• Major: Diversity</li> </ul>
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern</p>

## EPR3 - Supervised Professional Experience - BWIh994

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Module responsibility</b>	Deborah Minning
<b>Short description of the module</b>	<p>The "Supervised Professional Experience" module serves the goal of promoting application-oriented thinking and action as well as the development of professional competencies. This is achieved by linking professional knowledge with thematically related study content.</p> <p>"Practice activity" is a professional activity that is thematically related to the course of study. This is usually carried out within the framework of a formal employment relationship, self-employed professional work or non-profit voluntary work.</p>
<b>Entry requirements</b>	<p>The practical activity is performed while the student is enrolled in the corresponding degree program. The practical activity is thematically directly related to the contents of the corresponding study program. The practical activity has not already been credited to the study program in another context or qualified twice with "unfulfilled".</p> <p>A third party (employer, project partner, customer, etc.) confirms the performance of the practical activity. The practical activity is accompanied by (auto-)didactic transfer achievements.</p>
<b>Competencies upon completion</b>	In the transfer performance, the knowledge acquired in the context of the practical activity is linked to thematically related study content.
<b>Content</b>	individually
<b>Teaching and learning methods</b>	1 - 3 coachings
<b>Literature</b>	individually
<b>Workload</b>	<p>The practical activity and the transfer performance together form the basis of the credit for practical activity. The transfer performance can be provided, for example, by a learning report, a presentation, a workshop, a case study, a publication, etc.</p> <p>The extent of the transfer performance is measured by the ECTS credits. The transfer performance effort is about 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.</p>
<b>Contact lessons</b>	1 - 3 coaching sessions with supervisor.
<b>Attendance requirement</b>	none
<b>Competency assessment</b>	The extent of the transfer work is measured by the ECTS credits that are credited for the practical activity. These are approximately 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.



## EPR3 - Supervised Professional Experience - BWIh994

**Aids for written examination** no written exam

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**Mode of repetition**

Transfer performance that is rejected for rework must be reworked and resubmitted within 30 days of receipt of the notice.

If the transfer performance for a practice activity is assessed as "not fulfilled", the credit for the work performance can be applied for once again.  
In case of repetition, a new thematic focus for the transfer performance must be agreed.

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**Follow-up modules**

none

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**Degree programme, semester**

, 2024-2025, 2 FS, ,

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## EPR6 - Supervised Professional Experience - BWIh999

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Module responsibility</b>	Deborah Minnig
<b>Short description of the module</b>	<p>The "Supervised Professional Experience" module serves the goal of promoting application-oriented thinking and action as well as the development of professional competencies. This is achieved by linking professional knowledge with thematically related study content.</p> <p>"Practice activity" is a professional activity that is thematically related to the course of study. This is usually carried out within the framework of a formal employment relationship, self-employed professional work or non-profit voluntary work.</p>
<b>Entry requirements</b>	<p>The practical activity is performed while the student is enrolled in the corresponding degree program. The practical activity is thematically directly related to the contents of the corresponding study program. The practical activity has not already been credited to the study program in another context or qualified twice with "unfulfilled".</p> <p>A third party (employer, project partner, customer, etc.) confirms the performance of the practical activity. The practical activity is accompanied by (auto-)didactic transfer achievements.</p>
<b>Competencies upon completion</b>	In the transfer performance, the knowledge acquired in the context of the practical activity is linked to thematically related study content.
<b>Content</b>	individually
<b>Teaching and learning methods</b>	1 - 3 coachings
<b>Literature</b>	individually
<b>Workload</b>	<p>The practical activity and the transfer performance together form the basis of the credit for practical activity. The transfer performance can be provided, for example, by a learning report, a presentation, a workshop, a case study, a publication, etc.</p> <p>The extent of the transfer performance is measured by the ECTS credits. The transfer performance effort is about 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.</p>
<b>Contact lessons</b>	1 - 3 coaching sessions with supervisor.
<b>Attendance requirement</b>	none
<b>Competency assessment</b>	The extent of the transfer work is measured by the ECTS credits that are credited for the practical activity. These are approximately 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.

## EPR6 - Supervised Professional Experience - BWIh999

**Aids for written examination** no written exam

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**Mode of repetition**

Transfer performance that is rejected for rework must be reworked and resubmitted within 30 days of receipt of the notice.

If the transfer performance for a practice activity is assessed as "not fulfilled", the credit for the work performance can be applied for once again.  
In case of repetition, a new thematic focus for the transfer performance must be agreed.

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**Follow-up modules**

none

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**Degree programme, semester**

, 2024-2025, 2 FS, ,

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## IACC - Accounting - BWIlg001

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Zihlmann Christian
<b>Module responsibility</b>	Christian Zihlmann
<b>Short description of the module</b>	<p>On one hand IACC establishes the basic knowledge regarding accounting. Its aim is to present the basic rules of accounting. The course will focus on the main current economic transactions and on the understanding of the balance sheet, income statement and cash flow statement.</p> <p>On the other hand, students learn how costs behave, can create cost-volume-profit analyses and apply data analysis tools to analyze cost behavior.</p>
<b>Entry requirements</b>	Basic knowledge of financial mathematics and English
<b>Competencies upon completion</b>	<p><b>Subject: Students</b></p> <ul style="list-style-type: none"> <li>- understand accounting rules</li> <li>- understand the financial statements structure and goals</li> <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></p> <ul style="list-style-type: none"> <li>- are able to apply accounting rules for specific problems/cases</li> <li>- are able to establish financial statements</li> <li>- are able to select, compute and interpret the relevant key data needed for specific management decisions based on the content of this module</li> </ul> <p><b>Social: Students</b></p> <p>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>

## IACC - Accounting - BWIg001

<b>Content</b>	<p>Financial Accounting:</p> <ul style="list-style-type: none"> <li>- Introduction conceptual framework IFRS</li> <li>- Basis of accounting (Inventories, PPE, Intangibles)</li> <li>- Income accounting, COGS, amortization, end of the year closing procedure</li> <li>- Net income calculation</li> </ul> <p>Managerial Accounting:</p> <ul style="list-style-type: none"> <li>- Cost terms and purposes</li> <li>- Cost-volume-profit analysis</li> <li>- Determining how costs behave</li> <li>- Data Analytic thinking</li> <li>- Decision-making</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Students receive an access code to the Accounting Lab with all necessary documents</li> <li>- The additional material provided by the lecturer on the moodle platform</li> </ul>
<b>Workload</b>	180 hours
<b>Contact lessons</b>	56 lessons (14 weeks x 4 lessons per week)
<b>Attendance requirement</b>	None.
<b>Competency assessment</b>	Electronic exam on moodle, 90 minutes, 100%, end of semester during official exam weeks (CW26&27)
<b>Aids for written examination</b>	<ul style="list-style-type: none"> <li>- Pocket calculator (only TI-30 models are permitted)</li> <li>- Summary: Number of A4 pages = 2 (4 pages single-sided or 2 pages double-sided)</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 BFH Campus App.</p>
<b>Mode of repetition</b>	Electronic exam on moodle, 90 minutes, 100%
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern          BFH diagonal, 2024-2025, spring, -, Bern</p>

## IACS - Academic Skills - BWI008

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Imhof Cyril Joël, Pruschak Gernot, Ramon Meike
<b>Module responsibility</b>	Cyril Imhof, Pruschak Gernot, Ramon Meike
<b>Short description of the module</b>	<p>The module Academic Skills teaches scientific research and analytical skills needed for studying at the BFH W. This includes dealing with literature, writing papers and reports, conducting studies, handling data, and presenting results. The aim is to apply and practice the acquired knowledge directly to build and present the scientific working skills throughout the course.</p>
<b>Entry requirements</b>	Vocational baccalaureate diploma or equivalent knowledge
<b>Competencies upon completion</b>	<p>Professional competencies:</p> <ul style="list-style-type: none"><li>- How to deal with scientific literature and sources (online and offline).</li><li>- Plan and carry-out a scientific study (face to face, online, etc. as surveys, interviews, experiments).</li><li>- Create scientific work collaboratively.</li><li>- Use adequate digital tools for communication.</li><li>- Plan and carry-out professional presentations (face to face, online).</li></ul> <p>Problem Solving/Design Thinking:</p> <ul style="list-style-type: none"><li>- Develop research questions, research designs, operationalize variables, etc.</li><li>- Use an iterative approach to adapt the solution to the needs and problem solving.</li><li>- Apply different methodological approaches and procedures.</li></ul> <p>Collaboration:</p> <ul style="list-style-type: none"><li>- Implement and conduct a group project.</li><li>- Coordination within your group and your individual tasks.</li><li>- Deal with "test subjects" in different contexts.</li></ul> <p>Self-management:</p> <ul style="list-style-type: none"><li>- Independent research and work as part of group work.</li><li>- Independent testing of own competences as part of group work.</li><li>- Critical questioning and critical thinking.</li></ul> <p>Dealing with complexity:</p> <ul style="list-style-type: none"><li>- Iterative problem solving as a strategy.</li><li>- Usage and application of (some) digital tools to deal with complexity.</li></ul>

## IACS - Academic Skills - BWI008

### Content

The module Academic Skills teaches the basics for scientific work at the BFH W. This includes:

#### Literature:

- Search and find sources, document the searches, evaluate quality of sources.
- Use sources to argue with ideas and concepts of other scientists.
- Read papers with different focus, apply criteria-based evaluation, classify sources, etc.

#### Writing:

- Build and use the structure of a scientific paper.
- Discuss ideas of other scientists and argue pro and cons of different positions. This includes the correct referencing of sources (APA), the correct use of graphical artifacts in the text, and adding of indexes, and tables of contents, etc.

#### Research:

- Develop, prepare, conduct, and evaluate a scientific study.
- Describe, visualize, and discuss the results, with adequate scientific terminology and vocabulary.

#### Organize:

- Apply effective strategies for planning, execution and evaluation of your study and literature work.

#### Present:

- Prepare and execute scientific presentations to showcase scientific work.
- Defend artifacts and arguments of scientific work.

#### Created artifacts:

- Methodological Research Proposal, students prepare the basis for the study which they produce as a group (3-5 students).
- Students prepare, present and lead through Coaching Sessions on a regular basis.
- Presentations and Defence, students present the scientific work, conclude and defend results (Q&A's).

### Teaching and learning methods

Content in two parallel but interdependent strings:

Individual work: Written presentation of the artifacts of literature and method work (search strategy, search criteria, hit list, summary of sources, method, procedures, etc.).

Group work: Presentation and defence of artifacts

Throughout the semester: from theory to application, via video-recorded content for self-study to group-coaching sessions in class, including Q&A's

### Literature

The materials are made available on Moodle (slides, presentations, video, etc.)

#### Mandatory books are:

- Bell, J., & Waters, S. (2018). Doing your research project: A guide for first-time researchers (7th). Maidenhead: Open University Press. ISBN: 978-0-335-24338-9.
- Yin, R. K. (2014). Case Study Research: Design and Methods (5th). London: SAGE Publications. ISBN: 978-1452242569.
- Publication Manual of the American Psychological Association (Seventh edition). (2019). American Psychological Association. ISBN: 978-1-433-83217-8.

Mandatory literature can be used for all your future courses at BFH and in many other academic settings as well.

## IACS - Academic Skills - BWlg008

<b>Workload</b>	6 ECTS require 180h effort:  <ul style="list-style-type: none"><li>- 20-30h self-study video lessons</li><li>- 30-40h coaching with mandatory attendance</li><li>- 100-120h group work and preparation</li><li>- online tasks/tests for self-evaluation and units for self-paced learning will be provided</li></ul>
<b>Contact lessons</b>	30-40h face-to-face Q&A lessons and coaching (face-to-face or online)
<b>Attendance requirement</b>	Mandatory attendance for all in-presence sessions (CW8, CW10, CW12, CW14, CW18, CW23)
<b>Competency assessment</b>	During the term:  Five individual online exams during class, which in total count 25% of the final grade (CW10, CW12, CW14, CW18, CW23).  Mid-term: An individual preregistration, which counts for 25% of the final grade.  End of term: A group Research Presentation and Defence (CW23), which counts for 50% of the final grade. The grade has two parts: (1) presentation and (2) Q&A / defence and will be graded individually for each student.
<b>Aids for written examination</b>	None. For the individual online exams the safe exam browser will be used.
<b>Mode of repetition</b>	Generally, the course must be retaken the next time it is offered. However, if students achieve a 3.5, they can agree upon individual grade improvement assignments with the module coordinators. In that case, no grade better than a 4.0 can be achieved.
<b>Follow-up modules</b>	All courses @BFH & thesis
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern



## IBAN - Business Analytics - BWIh003

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Krebs Michel, Kwuida Léonard, Matter Ulrich
<b>Module responsibility</b>	Michel Krebs
<b>Short description of the module</b>	The module Business Analytics provides an introduction to statistics, data exploration & visualization and machine learning.
<b>Entry requirements</b>	Mathematics (IMAT)
<b>Competencies upon completion</b>	The students can analyse a data set with at least one appropriate tool. They can interpret the statistical keyvalues that come with such an analysis. They can further build simple model from given data in order to make predictions about unknow values. They understand the notion of probability and can use it to interpret the uncertainty of model predictions.
<b>Content</b>	<ul style="list-style-type: none"><li>• Descriptive statistics</li><li>• Probabilites</li><li>• Inductive statistcs</li><li>• Data exploration</li><li>• Data visualization</li><li>• Supervised and unsupervised machine learning</li><li>• Simple and multiple regression</li></ul>
<b>Teaching and learning methods</b>	<p>Four lessons weekly with built in exercise classes. We follow an interpretation of the flipped classroom method.</p> <p>Every week, a new concept is introduced with a hands-on case study. Real economic data is used to illustrate the topic. Students prepare in advance to the weekly case. Short tests check the reading assignments.</p> <p>In class, we find the solutions together by manipulating the data with their statistical software tool.</p> <p>Regular chapter review test and homework throughout the semester.</p>
<b>Literature</b>	<p>Business Analysis 3th Edition, James R. Evans, Pearson</p> <p>The ebook is part of the MyMathLab-learning software and is available to the students for free.</p>
<b>Workload</b>	6 ECTS correspond to about 180 working hours.
<b>Contact lessons</b>	4 contact lessons per week

## IBAN - Business Analytics - BWIh003

<b>Attendance requirement</b>	Attendance is required for the short tests at the beginning of each weekly lesson (CW9 to CW15 and CW18 to 23).
<b>Competency assessment</b>	Computer based exam of 90 min at the end of the semester (CW26-27) (weighting 70%).  Mean of Homework/chapter review test during the semester (weighting 25%)  Weekly short test (CW9 to CW15 and CW18 to 23) on reading assignments. The average of these tests is included in the overall grade with a weighting of 5%. (weighting 5%)
<b>Aids for written examination</b>	Open book, Excel, R-Studio  Pocket calculator (only TI-30 models are permitted)  Printed dictionary (mother tongue - examination language)  For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.
<b>Mode of repetition</b>	The mean of weekly homework series and the weekly short tests can be repeated at the next module implementation. The examination can be repeated at the next possible examination date of the module.
<b>Follow-up modules</b>	Any quantitative and data driven modules
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern

## IBLW - International Business Law - BWiH004

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Suppa Giovanni
<b>Module responsibility</b>	Giovanni Suppa
<b>Short description of the module</b>	<p>The Module gives an overview of the organization of the federal state / confederation; the module will focus within the first part on fundamental rights and the organization of federal state, cantons and communes. Further, in the second part, 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. The course is based on Swiss law and these principles are best demonstrated by the teaching of Swiss law and are recognizable outside of Switzerland with very little effort. In the third part, a particular focus is placed on contracts used in the business world such as e.g. the purchase contract. Using practical materials, it will focus on a range of legal topics and associated business risks arising in the national/international context, such as typical risks within a contract, international sales transactions, the protection and licensing of intellectual property, international dispute resolution and typical clauses for specific risks.</p>
<b>Entry requirements</b>	none
<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>
<b>Content</b>	-
<b>Teaching and learning methods</b>	<ul style="list-style-type: none"> <li>- Presentations by the lecturer</li> <li>- Discussion of cases in class</li> <li>- Self-study (weekly preparatory reading expected from the students) 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 students themselves on the first day of class)</li> <li>- Cases, model contracts, excerpts from books and articles posted on Moodle</li> </ul>
<b>Workload</b>	180 hours

## IBLW - International Business Law - BWIh004

<b>Contact lessons</b>	56 lessons
<b>Attendance requirement</b>	Students have to attend 12 out of 14 classes Free choice of the skipped classes (without any excuse) See on moodle, where at 3-4 dates there is self-study
<b>Competency assessment</b>	6 Short tests (weekly, starting after an introduction phase), written in class (100%). Poor scores in individual short tests can be compensated for with better scores in the other short tests  The date of each short test is displayed in Moodle at the beginning of the semester.
<b>Aids for written examination</b>	none
<b>Mode of repetition</b>	If a student fails the modul, he/she may retake four short tests at once. The two-best results of the initial 6 tests will be kept in favor of the student.
<b>Follow-up modules</b>	-
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern

## IBTH - Bachelor-Thesis - BWIh993

<b>ECTS</b>	15
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Anderegg Urs
<b>Module responsibility</b>	Urs Anderegg
<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>Entry requirements</b>	Academic Skills, Attendance in an area of specialization, attendance at the kickoff event
<b>Competencies upon completion</b>	<p>Subject: 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>Problemsolving/Complexity: 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>Collaboration: 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>Selfmanagement: 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> <p>They must formulate the problem and situation in a comprehensible manner, conduct an in-depth analysis of the case and derive recommendations from this.</p> <p>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.</p> <p>The Bachelor thesis must be correct in terms of comprehensibility, style, form and orthography.</p>

## IBTH - Bachelor-Thesis - BWIh993

<b>Teaching and learning methods</b>	1 Lecture (Kickoff), 1 Presentation / Defens, 5 Workshops, 2 Colloquia, Selfstudy, Coachings  Students must be able to restrict a topic from the field of business administration or public sector to its relevant aspects and contribute new theoretical, empirical or practice-relevant input.  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 one semesters.
<b>Literature</b>	on moodle  Balzert H., Schröder, C., 2017. Wissenschaftliches Arbeiten, Quellen, Artefakte, Organisation, Präsentation 2. Edition., W3L GmbH
<b>Workload</b>	450 hours
<b>Contact lessons</b>	19 hours (1 Kickoff, 2h / Coachings 2h/ 5 Workshops 2h each / 2 Colloquia 2h each / 1 final Presentation/Defense 1h)
<b>Attendance requirement</b>	<ul style="list-style-type: none"><li>• 1 Kickoff (CW; 42, 16.10.24, 06:05-7.40, hybrid)</li><li>• 4 Workshops: online or hybrid: (Workshop 1: CW 45, 06.11.online / WS 2: CW 8 / WS 3: CW 9 or WS 4: CW 11 and WS 5: CW 13</li><li>• 2 Colloquia (online) CW 10 and 15</li><li>• oral part (presentation and defense): CW 24/25 (12.6/3.6 and 16.6./17.6.25</li><li>• Coachings</li></ul> Non-participation in workshops and colloquia requires a substitute assignment in each case in order to achieve the intended learning objectives. Non insufficient completion of any work assignments will be taken into account in the module assessment.
<b>Competency assessment</b>	Written work: 70 % (submission via moodle by 21 May 2025  Oral part (presentation and defense) : 30% (max. 35 min, shared thesis max. 45 min) Details can be found on Moodle in the module Bachelor Thesis, Documents: Study Guide  Even if the Bachelor Thesis is written as a group work the assessment will be individual.  To pass the module both parts (written part and the oral part) of the Bachelor Thesis have to receive a passing grade.  Both parts (written work & oral part) have to be in English.
<b>Aids for written examination</b>	none

## IBTH - Bachelor-Thesis - BWIh993

### Mode of repetition

If the written work is graded 3.5, the assessors may allow the possibility of rectification within 20 working days. After that, a maximum grade of 4 can be achieved. In case of successful rectification, the date of the oral part will be rescheduled.

If the oral part (presentation and defence) does not receive a passing grade, it is possible to repeat the oral part one more time.

To pass the module, both the written part and the oral part must be sufficient.

If the BT is insufficient, the module can be repeated once. A new topic entry is made according to the "2nd attempt" schedule. This will be communicated to the students by the Stud. Admin on 22.01.25 by e-mail.

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### Follow-up modules

none

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### Comment

none

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern

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## IECO - Economics - BWIh005

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Fernandes Ana, Foord Daniel, Gimeno Raúl Diego
<b>Module responsibility</b>	Prof. Dr. Ana Fernandes
<b>Short description of the module</b>	<p>This course builds on The Environment of the International Firm and provides an overview of basic and intermediate economic concepts, market instruments for regulatory intervention, problems as well as solutions, both at the micro and macroeconomic levels.</p> <p>At the microeconomic level, we will first study the foundations of the familiar "laws" of demand and supply and learn about firm costs and profit-maximizing behaviour in a competitive environment. We will then learn how firms modify their strategic positioning in response to the competitiveness of the market in which they operate. Through the economics of labor markets, we will gain an understanding of reasons why wages vary across individuals. We will get an introduction to the economics of gender and, more generally, to the topic of diversity &amp; inclusion in the international firm. We will wrap up the microeconomics part of the course by opening a window into the areas of information and behavioural economics, topics which the interested student may pursue in the future.</p> <p>At the macroeconomic level, some core concepts are discussed: How to measure the GDP and what are the shortcomings of GDP. How to measure the inflation rate and what is the resulting inflation bias. How to measure the unemployment rate and what are the possible causes? What is the purpose of monetary policy? What is the aggregate supply and demand and why they play an important role in macroeconomics.</p>
<b>Entry requirements</b>	Having taken IEFI preferred but not compulsory



## IECO - Economics - BWIh005

### Competencies upon completion

#### Students:

- Are exposed to and understand important concepts anchored around real-world problems and trends relevant to the international firm
- Are able to frame current economic issues -- such as global warming and market collusion -- using an appropriate economic framework and vocabulary
- Understand the main trade-offs in sustaining collusive behaviour in a cartel using the tools of game theory
- Can identify problems and propose methods and solutions to address real-life challenges faced by the international firm in relation to the topics covered in the course
- Understand core concepts in macroeconomics and can make associations to real world problems
- Understand the usefulness and limitations of some macroeconomic indicators like GDP, inflation and, unemployment

#### Method: Students

- Learn to systematize events into their main components along the subject lines corresponding to course content
- Acquire problem-solving skills

#### Social: Students

- Gain social competences through peer interaction and discussion of course related topics and study cases with colleagues

#### Self: Students

- Advance in their critical understanding of socio-economic phenomena shaping the environment of the international firm
- Further their understanding of topics affecting the global economy
- Become better able to assess the challenges faced by leaders of international organizations and their social responsibilities
- Learn about their future preferred positioning and career type in the context of the international firm

### Content

- Consumer Choices
- Firms in Competitive Markets
- Market Structures:
  - Monopoly
  - Monopolistic Competition
  - Oligopoly
  - Contestable Markets
  - Labor Markets
- Information and Behavioral Economics
- Gross Domestic Product
- Inflation
- Unemployment
- Finance, Saving and Investment
- Monetary Policy
- Aggregate Supply and Demand
- Money Growth and Inflation

### Teaching and learning methods

Individual, independent study using conventional or digital learning materials  
Lectures  
Seminars  
Guest lectures  
Case studies  
Regular assignments for self-study and in-class discussion

### Literature

Gregory N. Mankiw and Mark P. Taylor Economics (6th edition), Cengage Learning EMEA, ISBN-13: 978-1473786981

#### Other tools used:

- Learning materials (case studies, videos, websites)
- Digital platforms such as Moodle, MS Teams

## IECO - Economics - BWIh005

<b>Workload</b>	180 hours
<b>Contact lessons</b>	Weekly, 180 minutes
<b>Attendance requirement</b>	Attendance is generally optional,
<b>Competency assessment</b>	Final exam on Moodle at the end of the semester (CW26/27), 90 minutes, weighted 100%
<b>Aids for written examination</b>	Any non-programmable pocket calculator (only TI-30 models are permitted) Printed dictionary (mother tongue - English) Summary - number of A4 pages: 1 (2 sheets/pages single-sided or 1 sheet/page double-sided)  For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.
<b>Mode of repetition</b>	Written examination on Moodle, 90 minutes. The written examination can be repeated at the next possible examination date of the module.
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern

## IEN2 - Business English 2 - BWlg003

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Bennie Ross, Faminoff Mangold Valerie
<b>Module responsibility</b>	Valerie Faminoff, Ross Bennie
<b>Short description of the module</b>	<p>The IEN2 module:</p> <ul style="list-style-type: none"><li>- develops CEFR C1 level English communication skills in advanced business vocabulary, listening, and business writing</li><li>- follows and complements IEN1</li></ul>
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>- Vocational baccalaureate diploma</li><li>- CEFR B2+ level of English</li><li>- Previous completion of, or exemption from, IEN1 expected for internal BFH-W students.</li></ul>
<b>Competencies upon completion</b>	<p>The goal of IEN2 (in combination with iEN1 the previous semester) is to bring students proficiency in business English communication to an advanced level. This underpins their studies in the rest of the degree programme and allows them to act more effectively in the business world on completion of their studies.</p> <p>Specialised skills</p> <ul style="list-style-type: none"><li>- produce accurate and appropriate business English vocabulary</li><li>- demonstrate ability to write in clear and concise business English</li></ul> <p>Problem solving/design thinking (related: methodological competence)</p> <ul style="list-style-type: none"><li>- develop and practise listening skills suited to different situations</li><li>- solve classroom discussion problems</li></ul> <p>Collaboration (related: social skills)</p> <ul style="list-style-type: none"><li>- group discussion (physical and digital)</li><li>- comparing notes</li></ul> <p>Self-management (related: personal skills)</p> <ul style="list-style-type: none"><li>- independent self study</li><li>- manage time and stress effectively</li></ul> <p>Dealing with complexity</p> <ul style="list-style-type: none"><li>- recognise, understand, choose, and apply appropriate business English vocabulary</li><li>- assimilate background information and respond in writing, in a timely and accurate manner in an appropriate register</li></ul>

## IE N2 - Business English 2 - BWI g003

### Content

14 x 90-minute weekly classes; attendance optional, apart from:

- two Moodle vocabulary tests
- one 90-minute class allocated to a midterm writing test during class time

see **Teaching and learning method** below for **typical learning cycle** in class:

- lecturer input and/or student self-study on listening strategies and writing techniques
- vocabulary themes: logistics, company finance, global economy, competitive strategy, marketing, business writing

### Teaching and learning methods

The course exercises all six levels of Bloom's taxonomy; for example:

- identify and recall business English vocabulary
- rewrite and paraphrase vocabulary in required course literature exercises
- activate and apply learned vocabulary in discussion and use it to solve problems
- compare and contrast different business approaches
- set up talking points for informal presentations
- evaluate and critique peer writing-practice classwork

A typical learning cycle would be:

- individual self-study: learn the vocabulary of international trade tariffs in the required literature
- guided self study: prepare arguments either for or against free trade
- in class the following week: activate the prepared vocabulary in group discussion and problem solving
- additional lecturer input or practice of writing tips, listening skills, etc.
- identify vocabulary to be prepared and topic to research for the next class

Time proportions (3 ECTS, 90 hours):

- 30% contact lessons
- 30% individual self study: vocabulary
- 15% writing practice & feedback
- 15% guided self study: online research of informal group presentation/discussion themes
- 10% pre-exam review

### Literature

Required ( same as for iEN1 )

- [print and ebook version](#) for Android & iOS tablet users: **Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition** (with answers & enhanced ebook, including audio) Cambridge University Press, ISBN-10: 1316628221 / ISBN-13: 978-1316628225

OR

- **Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition** (with answers) Cambridge University Press, ISBN-10: 131662823X / ISBN-13: 978-1316628232

### Workload

90 hours

### Contact lessons

2 x 45 minutes, weekly during semester  
half classes, mixed groups of full- and part-time students

## IEN2 - Business English 2 - BWIg003

### Attendance requirement

There is no obligatory attendance requirement for IEN2, but students are recommended to attend at least 50% of classes to familiarise themselves with the techniques required if they wish to complete the course successfully.

It is strongly recommended to take the two vocabulary tests and midterm writing test which take place during class time (see **Competency assessment** below for dates) as together these are worth 40% of the total grade for IEN2.

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.

### Competency assessment

listening (20%, final exam)

- two-part multiple-choice test in written exam in evaluation period at end of semester (CW26/27), combined with reading comprehension exam (see below). Bring your own device (BYOD).

vocabulary (20%, class time)

- two 15-minute Moodle vocabulary tests (multiple-choice cloze) in class time (CW12 & 22) during the semester (BYOD).

writing (20%, class time)

- 45-minute midterm writing test during the semester (CW13) (BYOD).

reading comprehension (40%, final exam)

- multi-part comprehension tasks, testing various aspects of reading included in written exam in evaluation period at end of semester (CW26/27), 90 minutes. Hybrid exam with texts printed on paper, but questions and answers on Moodle (BYOD).

final exam (60%)

midterm email writing test (20%)

two vocabulary tests (20%)

All assessment is individual. No group assessment.

### Aids for written examination

None permitted.

### Mode of repetition

1. Repeat students must repeat the final exam.
2. Repeat students may **not** repeat class-time assessments (vocabulary & writing) for which they already received a grade of 4 or more.
3. Repeat students who scored <4 for the two vocabulary tests may: a) transfer **both** previous vocabulary test grades, or b) retake **both** vocabulary tests. Partial transfer of a single score or retaking a single test is not possible.
4. Repeat students who scored <4 for the mid-semester writing test may: a) transfer the previous mid-semester writing grade, or b) retake the writing test.

### Follow-up modules

None.

### Degree programme, semester

BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern

## IFMA - Financial Management - BWIh001

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Bächli Sandro, Kwuida Léonard, Rascón Alberto
<b>Module responsibility</b>	Bächli Sandro
<b>Short description of the module</b>	The module Financial Management (Finanzmanagement) provides an introduction to the theory, the methods, and the concerns of corporate finance. The focus of this course is how to make optimal corporate financial decisions.
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Basic knowledge of accounting and math.</li><li>• Other required skills: Analytical skills, dealing with complexity and self-management.</li></ul>

## IFMA - Financial Management - BWIh001

### Competencies upon completion **Specialist skills:**

- Students learn the basic concepts of corporate finance and are able to apply them.
- They understand the concepts of time value of money and the trade-off between risk and return.
- Students are able to apply the various methods learned in the area of capital budgeting.
- They are able to value bonds, stocks and projects and entire firms.

### **Methodological skills:**

- Students are able to apply and evaluate the various concepts of capital budgeting in the context of business cases.
- They are able to select the appropriate methods, make the calculations and present the findings and solutions in an adequate way.
- They are able to come to the correct conclusion and therefore should be able to make the correct investment decision.

### **Social skills:**

- Students are able to analyze and discuss problems in working groups, taking into account, evaluating, justifying and refuting different arguments.
- They can constructively lead argumentative discussions and clearly separate them from subjective attitudes.

### **Self-competence:**

- Students can critically reflect on themselves within the framework of various topics and possibly derive individual consequences.
- They can deal with autonomy and self-organization and can critically examine and sharpen their personal judgement.
- They analyze their ability to cope with stress and know their strengths and weaknesses.

### **Digital skills:**

- Students can ensure access and use of a task processing tool and use it efficiently for homework and the tests.
- The skills in online learning and digital communication with teachers are strengthened.

### **Content**

The students are able to master the fundamental concepts of capital budgeting. They know and understand the various methods used to evaluate investment projects. The following content is covered:

- Financial Decision Making and the Law of One Price
- The Time Value of Money
- Interest Rates
- Valuing Bonds
- Investment Decision Rules
- Fundamentals of Capital Budgeting
- Valuing Stocks
- Capital Markets and the Pricing of Risk
- Optimal Portfolio Choice and the Capital Asset Pricing Model
- Estimating the Cost of Capital

## IFMA - Financial Management - BWIh001

<b>Teaching and learning methods</b>	<p>Input by the lecturers, practice on examples/cases. Guided and autonomous self-study via pearsons MyFinanceLab. Thus, it will be a combination between lectures and flipped classroom:</p> <ul style="list-style-type: none"> <li>Weekly meetings with lectures, exercise briefings, coaching, assignments and discussions.</li> <li>The students prepare short content on their own using the provided resources.</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>Jonathan Berk, Peter DeMarzo: "Corporate Finance, The Core" E5 (own book or e-book accessible via pearsons MyFinanceLab)</li> <li>The materials (presentations, texts, exercises, etc.) provided by the lecturers on Moodle and Pearsons MyLab Finance</li> </ul>
<b>Workload</b>	180 hours
<b>Contact lessons</b>	56 lessons
<b>Attendance requirement</b>	None
<b>Competency assessment</b>	<ul style="list-style-type: none"> <li>Partial proof of competence 1 (weight: 34 %): <b>Two graded homework assignments</b> during the semester, midterm (CW14) and towards the end (CW23). =&gt; Individual Assessment</li> <li>Partial proof of competence 2 (weight: 66 %): <b>60-minute exam</b> during the official exam period (CW26/27). =&gt; Individual Assessment</li> <li>The <b>two homework assignments</b> and the <b>exam</b> will be done <b>digital via Pearsons MyLab Finance</b> with your own laptop.</li> </ul>
<b>Aids for written examination</b>	<ul style="list-style-type: none"> <li>Laptop (you have to bring your own laptop to the exam)</li> <li>Excel (empty i.e. <b>no content</b>)</li> <li>Pocket calculator (only <b>TI-30 models</b> are permitted)</li> <li>Print dictionary (mother tongue - examination language) or the translation tool DeepL</li> <li>Two A4-sheet double-sided or four A4-sheet single-sided (formula collection and notes) =&gt; must be in printed form</li> <li>ChatGPT is <b>not</b> allowed!</li> </ul> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p>
<b>Mode of repetition</b>	<ul style="list-style-type: none"> <li>The two graded homework assignments can be repeated during the next module implementation in the specified time slots.</li> <li>The 60-minute written exam can be repeated at the next examination.</li> <li>Sufficient "partial proofs of competence" are taken into account when repeating the module, provided that the type and composition of the partial proofs of competence have not changed.</li> </ul>
<b>Follow-up modules</b>	<ul style="list-style-type: none"> <li>Modules of the elective group "Finance, Accounting, Tax"</li> <li>Modules of the specializations "Banking &amp; Finance" and "Accounting &amp; Controlling"</li> </ul>
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern</p>



## IHRM - Human Resource Management - BWlg011

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Sonderegger Andreas, Straub Caroline
<b>Module responsibility</b>	Caroline Straub

**Short description of the module** The module IHRM explains how successful companies manage human resources in order to compete effectively in a dynamic, global environment. It combines the relevant aspects from work and organizational psychology, human resource management and international labor law.

**Entry requirements**

**Problem-solving competences:** Students  
- bring initial problem-solving skills and can carry out a situation analysis.

**Social skills:** Students  
- bring basics of teamwork skills

**Self-management:** Students  
- bring basics of time management skills

**Dealing with complexity:** Students  
- bring the basics to work on cross-topics.

**Competencies upon completion**

**Technical competencies:** Students  
- know the main topics within the areas of work and organizational psychology, HRM and labor law;  
- can explain the interplay of concepts and instruments from work and organizational psychology, HRM and labor law;  
- precisely reproduce technical terms from the three subject areas and can apply them to analyse work-related situations.

**Problem solving competencies:** Students  
- recognize employees in the company as a competitive resource and the strategic importance of personnel-related activities as a consequence;  
- can use their theoretical knowledge to solve concrete practical situations;  
- know how to research additional information to expand their knowledge.

**Collaboration:** Students  
- get to the bottom of things by asking lecturers and / or colleagues;  
- can discuss constructive solutions in the group.  
- learn to work in a cross-cultural team

**Self-management:** Students  
- plan their knowledge development independently;  
- develop personal judgment, analysis and decision-making skills.

**Dealing with complexity:** Students  
- know methods in the context of agility

## IHRM - Human Resource Management - BWIg011

<b>Teaching and learning methods</b>	<ul style="list-style-type: none"><li>- 1h video podcast (asynchron) plus 3h contact lectures (synchron) onsite per week.</li><li>- Self-study and case study to prepare for exam over the term</li><li>- Coaching during lectures on topics related to personality / motivation, interviewing etc.</li></ul>
<b>Literature</b>	<p>Required readings will be posted on Moodle for each session.</p> <p>Suggested text book for review in BFH library:</p> <p><u>Work and organizational psychology</u> - Robbins &amp; Judge (2018) Essentials of Organizational Behavior, 14th Edition, global edition. Pearson (can be found in BFH library)</p> <p><u>Human resource management</u> - Jackson &amp; Schuler (2018) Managing human resources, 12 th Edition, New York : Oxford University Press (can be found in BFH library including older versions)</p>
<b>Workload</b>	6 ECTS credits (180 hours)
<b>Contact lessons</b>	Weekly - 14 times, regular semester time (Each week students receive a 45min podcast lecture (asynchron at home) followed by 3h of lessons at school)
<b>Attendance requirement</b>	First lecture.
<b>Competency assessment</b>	<ul style="list-style-type: none"><li>- An online multiple-choice exam of 60 minutes during regular exam period (CW26&amp;27).</li><li>- weighth 100%, individual grade as the module delivers HR, OB and Labor Law knowledge and needs to assess whether students understand the basic concepts at hand.</li></ul>
<b>Aids for written examination</b>	<ul style="list-style-type: none"><li>- the English texts "The Employment Contract, Code of Obligations Art. 319 - 362" and "Federal Act on Gender Equality"; highlightings and post-its are allowed; but notes of any kind are not permitted</li><li>- Printed dictionary mother tongue - English</li><li>- A summary of 5 (five) single pages (or 2.5 pages double sided printing) - hand written or printed</li></ul> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p>
<b>Mode of repetition</b>	Retake of the exam.

## IHRM - Human Resource Management - BWlg011

### Follow-up modules

Leadership  
Mindfulness & Positive Psychology  
Managing people globally  
Sustainable Business

### Degree programme, semester

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BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern

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## IMAR - Marketing - BWlg005

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Feurer Sven, Stöckli Sabrina
<b>Module responsibility</b>	Sven Feuerer  (lecturers of this module: Sven Feuerer, Sabrina Stöckli, Anika Honold)
<b>Short description of the module</b>	<p>This module will provide you with a fundamental understanding of how firms develop marketing strategies for their products and services and how they implement these strategies through specific marketing instruments. In addition, you will be enabled to consider the client as the centre of all marketing activities and to provide value and benefits in a way that customer acquisition and retention can be built within the digital age. You will learn to manage marketing challenges within fast changing trends and topics. Moreover, the course will also cover the principles of B2B-Marketing, marketing of services, and international marketing. Complementary to the transfer of theoretical knowledge, you will benefit from guest lecturers who will enrich the module with vivid insights into their daily professional practice.</p>
<b>Entry requirements</b>	Basic business know-how, solid command of English language
<b>Competencies upon completion</b>	<p><u>After successful completion of the module you will:</u></p> <ul style="list-style-type: none"><li>- understand the importance of marketing within the micro-economic business context</li><li>- hold the knowledge required to make substantiated marketing decisions in different contexts</li><li>- be familiar with the participants of a market and how to serve them</li><li>- have acquired the fundamentals relevant to study further marketing modules</li></ul> <p><u>You will acquire the following methodological competencies :</u></p> <ul style="list-style-type: none"><li>- knowing and applying the specific tools needed to carry out a marketing analysis</li><li>- application of decision related marketing-tools</li><li>- application of these methods in diverse marketing contexts.</li></ul> <p><u>Social and personal competencies:</u></p> <ul style="list-style-type: none"><li>- reflecting on marketing related activities and their implications for your business and the consumers</li><li>- Identify and contribute with your individual strengths to develop solutions as an active member of a team</li></ul>

## IMAR - Marketing - BWlg005

### Content

#### Shaping Marketing Strategies:

- Key aspects of a successful marketing strategy
- Analysis of the initial strategic situation
- Formulation, evaluation, and selection of marketing strategies
- Managing marketing information to gain customer insights

#### The Marketing Mix:

- Product decisions & innovation management
- Brand management
- Pricing decisions
- Sales decisions
- Communication decisions & engaging costumers

#### Marketing in Specific Contexts:

- Business-to-Business marketing
- Marketing of services
- International marketing

#### Marketing Implementation:

- Marketing and sales management

### Teaching and learning methods

Video-Lectures  
Exercices  
Discussions  
Self-study  
Group work  
Guest lectures

### Literature

The module is based on:

Homburg, C., Kuester, S., Krohmer, H., (2013): Marketing Management: A Contemporary Perspective, 2nd edition. UK, McGraw-Hill

### Workload

180 hours

### Contact lessons

12-13 Video-lectures discussing the relevant principles and concepts of marketing  
12-13 Live sessions to elaborate on the content of the lectures through exercises, discussions and case studies

### Attendance requirement

Mandatory attendance for kick-off session (CW8).

### Competency assessment

written exam, online, multiple choice, 90 minutes, 100% (end of semester)

## IMAR - Marketing - BWlg005

<b>Aids for written examination</b>	Pocket calculator (only TI-30 models are permitted) Dictionary in mother tongue - examination language  For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.
<b>Mode of repetition</b>	Retake of the exam
<b>Follow-up modules</b>	Digital Marketing Strategy Brand Management International Marketing Consumer Behavior Service Marketing
<b>Degree programme, semester</b>	BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern

## IMAT - Mathematics - BWlg006

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Krebs Michel, Kurpisz Adam Andrzej, Kwuida Léonard
<b>Module responsibility</b>	Michel Krebs
<b>Short description of the module</b>	The most important economic functions are discussed. The derivation of a real-valued function in a variable is introduced and used to optimise economic processes. The concepts of vectors and matrices are learnt and used to describe economic processes.
<b>Entry requirements</b>	Mathematics level Vocational Baccalaureate
<b>Competencies upon completion</b>	<p><b>Subject:</b> Students - will have knowledge of and application of such mathematical concepts as differential calculus in one variable.</p> <p><b>Method:</b> Students - will be able to recognise situations where the appropriate mathematical theory can be employed.</p> <p><b>Social:</b> Students - will solve problems through use of varied techniques and methods.</p> <p><b>Self:</b> Students - 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>	<ul style="list-style-type: none"><li>• Linear equations</li><li>• Non-linear equations</li><li>• Mathematics of Finance</li><li>• Differentiation</li><li>• Matrices</li></ul>
<b>Teaching and learning methods</b>	The lectures present the theory and are provided as short video tutorials. Weekly short tests make sure that students watch these tutorials before the exercise classes.
<b>Literature</b>	<p>MATHEMATICS FOR ECONOMICS AND BUSINESS Ian Jacques Pearson Academic ISBN: 978-1-292-19166-9</p> <p>e-book is available for free (for enrolled students only)</p>
<b>Workload</b>	90 hours

## IMAT - Mathematics - BWlg006

### Contact lessons

56 lessons

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### Attendance requirement

attendance is mandatory for all short exams

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### Competency assessment

written exam, 90 Minutes, at the end of the semester (CW26 or 27), weighting 70%

periodic short tests during the semester (CW9 to CW15 and CW18 to 23); the average of these tests is included in the overall grade with a weighting of 5%;

weekly homework series during the semester; weighting 25%

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### Aids for written examination

- Any model of TI30
  - dictionary (mother tongue - examination language)
  - Open Book
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### Mode of repetition

The short tests and the homework series can be repeated at the next module implementation. The examination can be repeated at the next possible examination date of the module.

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### Follow-up modules

Business Analysis

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern

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## IMBE - International Management and Business Ethics - BWIh002

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Risi David, Serrano Omar Ramon
<b>Module responsibility</b>	David Risi
<b>Short description of the module</b>	This module provides students an understanding of the global context of business and management issues. Students learn important approaches to ethics and apply them to various problems, dilemmas, and risks that arise in a globalized economy. It is designed to help students learn the fundamentals of international management and business ethics.
<b>Competencies upon completion</b>	<p><b>Specialized skills:</b></p> <ul style="list-style-type: none"> <li>- Global business context.</li> <li>- International management</li> <li>- Ethical and business ethics theories</li> <li>- Cross cultural mamangement</li> </ul> <p><b>Problem Solving /Design Thinking:</b> Students</p> <ul style="list-style-type: none"> <li>- learn to apply theoretical frameworks when analyzing case studies.</li> <li>- develop their digital skills through online activities and self-study</li> <li>- improve problem-solving by working in groups</li> <li>- improve their competence in dealing with abstract content</li> <li>- improve their competence to interpret texts and to lead argumentative discussions.</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- develop collaboration skills in an international /multi-cultural setting.</li> <li>- understand others needs and expectations.</li> <li>- are able to articulate one's own ideas</li> <li>- can solve problems, cooperate and negotiate with others</li> <li>- can read social situations accurately</li> </ul> <p><b>Self-management:</b> Students</p> <ul style="list-style-type: none"> <li>- develop a better understanding of why working in an international environment can lead to conflict and dilemmas.</li> <li>- develop a higher degree of self-awareness during guided self-study task</li> <li>- Express themselves in front of their group and can improve self-confidence</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Acculturation strategies</li> <li>• The political, social, economic environments /Cultural environment</li> <li>• Reasons to go international</li> <li>• Managing across cultures</li> <li>• Corporate Social Responsibility (CSR) in a global context</li> <li>• Applied business ethics</li> <li>• Virtue ethics, Duty ethics , Utility ethics</li> </ul>
<b>Teaching and learning methods</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group discussions</li> <li>• Case-studies</li> <li>• Online discussion forum</li> <li>• Coaching</li> </ul>

## IMBE - International Management and Business Ethics - BWIh002

<b>Literature</b>	Literature is provided by lecturers in electronic form via Moodle
<b>Workload</b>	6 ECTS
<b>Contact lessons</b>	The module is composed of 28 lessons
<b>Attendance requirement</b>	<p>Attendance is mandatory in the case of the presentation of the Final Group Project and the Online Midterm test, which both take place on Campus.</p> <p>Attendance at the first meeting of the semester is also mandatory when the group allocation is carried out on-site. It is not possible to register for the group work at a later date.</p> <p>The above-mentioned dates on site fall in the following calendar weeks: CW8; CW15; CW20; CW21.</p> <p>Please note, however, that changes cannot be ruled out. Please check the program on Moodle to be up to date.</p>
<b>Competency assessment</b>	<p>Individual grading:</p> <ul style="list-style-type: none"><li>• Online Midterm test (electronic format) as per schedule on Moodle: 30%</li><li>• Online activities participation during the course: 10%</li></ul> <p>Collective grading:</p> <ul style="list-style-type: none"><li>• Final Group Project as per schedule on Moodle: 60% (s. also under "Attendance requirement" regarding the timely registration for the group work)</li></ul>
<b>Aids for written examination</b>	<p>Print dictionary (English - Student's mother tongue)</p> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p>
<b>Mode of repetition</b>	<p>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):</p> <p>Repeat students have to repeat those assessment component which they failed. The grades they got for the assessment component they passed will be carried over.</p>
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern</p>

## ISTO - Strategy & Organization - BWlg010

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Module level additive</b>	Foundation level
<b>Lecturer(s)</b>	Braun Aron, Dey Pascal, Noppeney Claus
<b>Module responsibility</b>	Aron Braun

**Short description of the module** In this module students become familiar with the basic concepts and methods of Strategic Management and Organizational Design. They learn how companies try to understand and adapt to a continuously changing environment and take the right decisions and implement appropriate measures in order to stay successful in the long run.

The course provides insights into different theories and methods for analysing the external environment and the internal properties of a company, for understanding the various ways in which culture influences the company's strategy, for developing and implementing a new strategy, for accordingly adapting the organizational structure and for leading the company through critical phases of change.

The students get the opportunity to practise the application of the presented theory on selected case studies about different industries.

**Entry requirements** No special requirements; open for incoming students and students from BWI

**Competencies upon completion** This module aims at imparting the following set of competencies. The students

- know the main topics and terms within the areas of Strategic Management, Culture and Organizational Design
- are able to explain both the difference and the relationship between the different terms and concepts introduced in this module
- understand why and how a company must support the implementation of a specific strategy with an appropriate organizational design
- understand what geographical, field-level and organizational culture is, and how they are related to the corporations strategy
- can apply selected methods and concepts of Strategic Management, Culture and Organizational Design for analyzing practical business cases and discussing strategic issues
- start recognizing the relevant strategic themes and patterns when reading a newspaper article about a company
- know about the limitations and weaknesses of the imparted concepts
- learn to ask the right strategic questions when analyzing a given company
- develop a sense for the complexity and ambiguity inherent to strategic questions in practice
- are able to think about strategic topics in an accurate, coherent and concise way

**Content** Basic topics of strategic management in the areas of strategy analysis, strategy development and strategy implementation.

## ISTO - Strategy & Organization - BWlg010

<b>Teaching and learning methods</b>	The module uses a variety of teaching methods. Some sessions are based on intensive case discussion class. The cases are prepared beforehand by the students. Other classes might involve a practitioner's input or the discussion of a film or excises or exploratory research adventures. Videocasts capturing key elements of the corresponding chapters are provided online. The module requires thorough preparation and depends on student interaction in class.
<b>Literature</b>	Course reading:  Johnson, Whittington, Scholes, Angwin, Regnér: Exploring Strategy, 12th edition, 2020, Pearson.
<b>Workload</b>	6 ECTS
<b>Contact lessons</b>	Weekly contact lessons.  The content required for the individual lessons will be announced in advance and must be worked through individually using the book before the corresponding lesson. In addition, a corresponding videocast will be made available on Moodle approximately one week before the lesson.  The lessons are then used to consolidate the content from the book, practise its application using practical examples and also address further questions.  The first week of the semester is used to explain the structure, content, learning objectives and examination modalities of the module. In the last week, students receive further information regarding the final examination.
<b>Attendance requirement</b>	Mandatory attendance during the first session of the course. The remainder of the course is conducted based on voluntary student participation.
<b>Competency assessment</b>	Written exam: the graded final exam at the end of the semester (CW26/27) determines the final grade. The exam will take place as an individual online exam (bring your own device). It is a multiple choice exam. The lecturers will inform you about the details during the last week (semester week 14).  Duration of the exam: 90 minutes
<b>Aids for written examination</b>	<i>For details to the aids allowed during written exams see "written examination regulations".</i>

## ISTO - Strategy & Organization - BWlg010

### Mode of repetition

Retake of the exam.

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### Follow-up modules

Specialization "Innovation & Entrepreneurship" and "Global Management"

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 2 FS, TZ, Bern

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## SAC1 - Höhere Rechnungslegung - BWBh221

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Längin Thomas, Longaron Daniel
<b>Modulverantwortung</b>	Längin Thomas
<b>Kurzbeschreibung des Moduls</b>	<p>Die Studierenden erhalten einen Überblick über das aktuelle Regelwerk der Swiss GAAP FER (SGF) und der International Financial Reporting Standards (IFRS). Ausgewählte Vorgaben (Standards) der beiden Regelwerke werden anhand von Fallbeispielen veranschaulicht. Die praktische Anwendung der Fachempfehlungen auf konkrete Sachverhalte wird mit Übungen vermittelt.</p> <p>Die Studierenden sind in der Lage, ausgewählte Standards in konkreten Fallbeispielen anzuwenden und verstehen die Informationen einer nach den SGF oder den IFRS erstellten Jahresrechnung.</p>
<b>Eingangskompetenz</b>	Fachkenntnisse des Rechnungswesen, welche in den Modulen BREW und IACC vermittelt wurden.
<b>Kompetenz</b>	<p><b>Fachkompetenzen:</b> Die Studierenden sind in der Lage, ausgewählte Standards in konkreten Fällen anzuwenden, und verstehen die Informationen einer nach den SGF oder den IFRS erstellten Jahresrechnung.</p> <p><b>Methodenkompetenzen:</b> Die Studierenden können unter Anleitung bei der Erstellung einer Jahresrechnung nach den SGF oder nach den IFRS mitarbeiten. Sie sind in der Lage, die Vorschriften auf eine konkrete Situation anzuwenden (Transferleistung).</p> <p><b>Sozialkompetenzen:</b> Die Studierenden sind in der Lage, konstruktiv an einer Partner- oder Gruppenarbeit teilzunehmen.</p> <p><b>Selbstkompetenzen:</b> Die Studierenden können durch Selbstreflexion beurteilen, ob sie den behandelten Stoff verstanden haben, und allenfalls notwendige Fragen präzise formulieren.</p>
<b>Inhalt</b>	Ausgewählte Fachempfehlungen der SGF und ausgewählte Standards der IFRS.
<b>Lehr- und Lernmethode</b>	<ul style="list-style-type: none"><li>• Präsenzunterricht im Klassenverband</li><li>• Fachvorträge von SGF/IFRS-Experten und -Anwendern</li><li>• Einzelarbeiten</li><li>• Selbststudium</li></ul>
<b>Fachliteratur</b>	<p>Für den Kompetenznachweis unerlässliche Literatur (Pfichtliteratur):</p> <ol style="list-style-type: none"><li>1) Swiss GAAP FER Stand 1.1.2023, Fachempfehlungen zur Rechnungslegung, Stiftung FER, ISBN 978-3-286-30284-6, Deutsch.</li><li>2) Finanzbuchhaltung nach Swiss GAAP FER, Theorie, Aufgaben und Lösungen, Franz Carlen, Anton Riniker, 4. Auflage 2023, ISBN 978-3-286-32828-0, Deutsch.</li><li>3) KPMG AG Wirtschaftsprüfungsgesellschaft: IFRS visuell, Die IFRS in strukturierten Übersichten, 9. Auflage; ISBN 978-3-7910-5188-8</li><li>4) IDW Verlag: International Financial Reporting Standards; 17., aktualisierte Auflage; Stand 1. Februar 2024; ISBN 978-3-8021-2928-5.</li><li>5) Die von den Dozenten auf Moodle zur Verfügung gestellten Unterlagen.</li></ol>

## SAC1 - Höhere Rechnungslegung - BWBh221

<b>Workload</b>	180 Stunden
<b>Kontaktstudium</b>	14 Semesterwochen zu 4 Lektionen
<b>Präsenzpflicht</b>	Keine
<b>Kompetenznachweis</b>	Schriftliche Prüfung mit Moodle, Dauer 90 Minuten, zählt 100 %, am Ende des Semesters (KW 26 - 27).
<b>Hilfsmittel bei schriftlicher Prüfung</b>	<ul style="list-style-type: none"><li>• Open Book;</li><li>• Taschenrechner: beliebiges TI-30-Modell; und</li><li>• Gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)</li></ul> Für Details zu den Hilfsmitteln siehe aktuelle "Weisung zu den Kompetenznachweisen" auf Moodle.
<b>Wiederholungsmodalitäten</b>	Wiederholung beim nächsten Prüfungstermin des Moduls möglich
<b>Weiterführende, vertiefende Module</b>	<ul style="list-style-type: none"><li>• SAC 2 Life-Cycle Accounting.</li><li>• SAC3 Controlling &amp; digitalisierung,</li><li>• SP01 Auditing.</li></ul>
<b>Studiengang, Semester</b>	BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern

## SAC2 - Life Cycle Accounting & Tax - BWBh222

ECTS	6
Unterrichtssprache	Deutsch
Modultyp	Wahlpflichtmodul
Modulniveau Zusatz	Hauptstudium
Dozierende	Fankhauser Daniel, Longaron Daniel
Modulverantwortung	Fankhauser Daniel, dipl. Steuerexperte

### Kurzbeschreibung des Moduls

- Life Cycle Accounting: Gründung, Kapitalerhöhung, Beteiligungserwerb, Fusion, Sanierung und Liquidation
- Mehrwertsteuer (inkl. Digitalisierung der MWST) und die Unternehmenssteuern bei der Gründung, Kapitalerhöhung, Beteiligungserwerb, Fusion, Sanierung und Liquidation von Unternehmen

### Eingangskompetenz

Basiswissen bezüglich Buchführung und Rechnungslegung.

### Kompetenz

Selbständiges Erarbeiten des Lernstoffes (Vorbereitung der Seminare) - Theorievorträge (theoretischer Überblick über die verschiedenen Themengebiete) - Selbständiges Lösen und Analysieren von Aufgaben, Fallbeispielen und Praxisfällen (Vor- und Nachbearbeitung der Seminare) - Bearbeiten von Fallbeispielen in der Gruppe

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

- lernen die wichtigsten Aspekte des Life Cycle Accounting und Taxation kennen. Sie wissen über die Funktionen der Buchführung und der Besteuerung von Unternehmen während dessen Bestehen Bescheid. Sie wenden das gewonnene Wissen in Gruppenarbeiten und Einzelaufgaben selbständig an.

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

- können selbständig buchhalterische sowie steuerliche Sachverhalte bearbeiten. Sie sind fähig, das gewonnene Wissen in Praxisaufgaben anzuwenden. Sie sind in der Lage, ihre Kenntnisse in ein Gesamtkonzept einzuordnen und dieses Lernkonzept laufend zu erweitern. Sie können zu buchhalterischen sowie steuerrechtlichen Fragen Stellung nehmen und entsprechend argumentieren.

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

- fördern ihre Kommunikations-, Verhandlungs-, Argumentations- und Konfliktfähigkeit, in dem sie in Gruppen Aufgaben und Fallbeispiele lösen. Dabei lernen sie ihren persönlichen Standpunkt zu vertreten, andere Meinungen zu akzeptieren und einen Gruppenkonsens zu finden.

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

- entwickeln eine hohe Lernbereitschaft und Lernfähigkeit. Sie können die Literatur im Fachbereich und die rechtlichen Grundlagen selbständig bearbeiten und sind in der Lage, weitere Informationen zum entsprechenden Thema zu beschaffen.

- Den Arbeitsaufwand können sie selbständig einschätzen und bewältigen. Sie zeigen dabei eine hohe Flexibilität. Sie sind in der Lage, diese zusätzliche Arbeitsbelastung in ihren Alltag zu integrieren.

### Inhalt

vgl. Kursprogramm



## SAC2 - Life Cycle Accounting & Tax - BWBh222

<b>Lehr- und Lernmethode</b>	<ul style="list-style-type: none"> <li>- Selbständiges Erarbeiten des Lernstoffes (Vorbereitung der Seminare)</li> <li>- Theorievorträge (theoretischer Überblick über die verschiedenen Themengebiete)</li> <li>- Selbständiges Lösen und Analysieren von Aufgaben, Fallbeispielen und Praxisfällen (Vor- und Nachbearbeitung der Seminare)</li> <li>- Bearbeiten von Fallbeispielen in der Gruppe</li> </ul>
<b>Fachliteratur</b>	<p><b>Pflichtliteratur:</b></p> <ul style="list-style-type: none"> <li>- Finanzbuchhaltung 3, Höhere Finanzbuchhaltung, Franz Carlen, Franz Gianini, Anton Riniker: Bundle: 2 Bände, Theorie und Aufgaben(284 Seiten) Lösungen (136 Seiten) inkl. PDFs, 18. Auflage 2024, ISBN 978-3-286-34468-6</li> </ul> <p><b>weiterführende Literatur:</b></p> <ul style="list-style-type: none"> <li>- Das schweizerische Steuerrecht "Ein Grundriss mit Beispielen"; Peter Mäusli-Allenspach, Mathias Oertli, Rolf Benz; Cosmos Verlag AG, Muri BE; 11. Auflage 2023; ISBN-Nr. 978-3-85621-260-5;</li> <li>- Das schweizerische Steuerrecht "Aufgaben und Lösungshinweise"; Oertli Mathias, Benz Rolf; Cosmos Verlag AG, Muri BE; 8. Auflage 2023; ISBN-Nr. 978-3-85621-261-2;</li> </ul> <p>Für die beiden Bücher Das schweizerische Steuerrecht "Ein Grundriss mit Beispielen" und Das schweizerische Steuerrecht "Aufgaben und Lösungshinweise" konnte mit dem Cosmos Verlag (Muri bei Bern) eine 20 %Vergünstigung vereinbart werden.[Bei der Bestellung reicht ein Vermerk - "BFH" - Bestellungsmail direkt an Frau Nicole Stucki --&gt; info@cosmosverlag.ch]</p>
<b>Workload</b>	180 Stunden
<b>Kontaktstudium</b>	64 Lektionen
<b>Präsenzpflicht</b>	nein
<b>Kompetenznachweis</b>	<p>Schriftliche Moodle-Prüfung während den offiziellen Prüfungswochen (KW 26/27), Dauer 90 Min. / elektronische Prüfungen [Moodle] / Einzelbewertung:</p> <ul style="list-style-type: none"> <li>- Life Cycle Accounting (50 %)</li> <li>- Steuern (50 %)</li> </ul>
<b>Hilfsmittel bei schriftlicher Prüfung</b>	<ul style="list-style-type: none"> <li>- BFH-Taschenrechner (Taschenrechner der TI-30-Modelle)</li> <li>- gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)</li> <li>- open book (im Sinne von alles, was gedruckt ist)</li> </ul>
<b>Wiederholungsmodalitäten</b>	Wiederholung beim nächsten Prüfungstermin des Moduls möglich
<b>Studiengang, Semester</b>	<p>BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern</p>

## SAC2 - Life Cycle Accounting & Tax - BWBh222

## SBF3 - Portfolio- & Risk Management - BWBh243

ECTS	6
Study language	English
Module type	Elective module
Module level additive	Advanced level
Lecturer(s)	Gimeno Raúl Diego
Module responsibility	Gimeno Raúl Diego

Short description of the module	<p>The course comprises two parts: Portfolio Management and risk Management</p> <p>We'll cover the most important methods/concepts as applied in practice (standards of "best practice") with a focus on financial risks (market risks, credit risk, operational risk, ALM). Holistic treatment of practical issues along the risk management process: risk identification, risk quantification, risk reporting, risk management, from strategic aspects (strategic risk management, ERM) all the way down to tactical and technical dimensions (risk quantification on a stand-alone basis, portfolio risk).</p> <p>You'll receive a sound introduction in portfolio management with emphasis given on the use of Excel as a calculation tool. Students learn how to use Excel in order to perform performance calculations.</p>
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Entry requirements	It is recommended to attend the previous courses in finance like IFMA / BFMA
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Competencies upon completion	<p><b>Subject:</b> Students...</p> <ul style="list-style-type: none"> <li>• know the aims and basics of risk management</li> <li>• can calculate the market risk</li> <li>• can calculate the credit risk</li> <li>• are familiar with the most important methods and concepts for quantifying, controlling and managing risk</li> <li>• understand and apply the basic models of portfolio management.</li> <li>• understand the different performance measures and their respective drawbacks</li> <li>• perform portfolio optimizations</li> <li>• perform a performance attribution analysis</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- analyze and discuss problems, in study groups, 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 their studies</li> </ul>
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## SBF3 - Portfolio- & Risk Management - BWBh243

<b>Content</b>	<ul style="list-style-type: none"><li>- Introduction to Risk Management (risk, risk management process, risk categories)</li><li>- Strategic Risk Management: economic capital, CAR, capital allocation</li><li>- Credit Risk: credit risk framework, EL, UL</li><li>- Market Risk: market risk framework, market risks on a stand-alone basis, portfolio risk measures</li><li>- Liquidity Risk</li><li>- Sovereign Risk</li><li>- Capital adequacy (Basel III, Solvency Risk)</li></ul> <p>Portfolio models: an introduction</p> <ul style="list-style-type: none"><li>- efficient portfolios calculation</li><li>- Estimating betas and the Security Market Line</li><li>- Efficient portfolios</li><li>- Performance attribution</li></ul>
<b>Teaching and learning methods</b>	<ul style="list-style-type: none"><li>- Blending learning with a mix of contact lessons and self-study.</li><li>- Guided self-study with exercises and solutions</li><li>- Use of videos as a teaching aid</li></ul>
<b>Literature</b>	<p>Suggested books:</p> <p>Risk Management:</p> <p>Financial Institutions Management: a risk management approach, Anthony Saunders and Marcia Millon Cornett McGraw-Hill, 10th edition, softcover, ISBN 1260571475</p> <p>Portfolio Management:</p> <p>Investments, Bodie, Kane and Marcus, 12th edition, Paperback, McGraw-Hill 2021 ISBN 1260571157</p>
<b>Workload</b>	180 hours
<b>Contact lessons</b>	14x4 lessons
<b>Attendance requirement</b>	no attendance requirement
<b>Competency assessment</b>	<p>Written examination, 90 minutes, end of semester (CW 26 or 27)</p> <p>Excel-based exam on Moodle</p> <p>Online exam: Bring your own device</p>

## SBF3 - Portfolio- & Risk Management - BWBh243

<b>Aids for written examination</b>	<ul style="list-style-type: none"><li>- any pocket calculator</li> <li>- Excel for Excel-based exam</li> <li>- Formulary sheet (will be given on the examination day)</li></ul>
<b>Mode of repetition</b>	Repetition of the exam at the 2nd examination date (same format as at the 1st examination date) or repetition of the whole module a year later.
<b>Degree programme, semester</b>	BSc Business Administration, 2024-2025, 4 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern BSc Business Administration, 2024-2025, 6 FS, TZ, Bern BSc Business Administration, 2024-2025, 8 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern

## SDB2 - Digital Business Transformation - BWBh262

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Limaj Everist
<b>Module responsibility</b>	Everist Limaj

**Short description of the module** Digital transformation is a top priority for businesses today, requiring effective change management to remain competitive. To thrive in this rapidly evolving landscape, organizations must develop a deep understanding of how to adapt to the ever-changing demands of digital transformation. The module "Digital Business Transformation" will equip participants with key aspects of managing this change, including the critical roles of strategy, leadership, culture, and organizational structure. These components are essential for both established and emerging businesses to evolve into modern organizations and fulfill their purpose of remaining relevant and competitive in the digital age.

**Entry requirements** None

**Competencies upon completion** Students will:

- Understand the fundamentals of digital business transformation and key frameworks.
- Learn strategies for competing in the digital world.
- Recognize the role of agile structures in creating modern organizations.
- Comprehend the impact of organizational culture on change initiatives.
- Develop transferable skills in analysis, research, content creation, teamwork, presentation, and communication.

**Content**

The course will cover key aspects of digital business transformation, including:

- Competitive Strategies for a digital-first world
- The role of Leaders in Change Initiatives
- Assessing Culture and Managing Change for successful transformation
- Agile Practices and building Enterprise Agility
- Digital Resilience and Innovation for sustained growth and adaptability

## SDB2 - Digital Business Transformation - BWBh262

<b>Teaching and learning methods</b>	<p>A blended approach combining:</p> <ul style="list-style-type: none"><li>-On-campus lectures and interactive activities to deliver core concepts</li><li>-Team-based case project work with coaching sessions for practical application</li><li>-Asynchronous online learning for guided self-study and reflection</li></ul>
<b>Literature</b>	<p>Selected readings will be provided at the end of each lecture</p>
<b>Workload</b>	<p>180h</p>
<b>Contact lessons</b>	<p>Hybrid approach with:</p> <ul style="list-style-type: none"><li>-On-campus contact sessions</li><li>-Online sessions (group work and coaching)</li><li>-Personalized, guided learning paths</li></ul>
<b>Attendance requirement</b>	<p>Introduction (Calendar week 8)</p> <p>Group presentations (Calendar week 22 and 23)</p>
<b>Competency assessment</b>	<p>PoC 1 (30%): Group project with final presentations taking place in calendar weeks 22 and 23. <u>Group grade</u>.</p> <p>PoC 2 (70%): Online written exam during regular exam weeks (i.e., in calendar weeks 26/27). Exam duration 75 minutes. <u>Individual grade</u>.</p>
<b>Aids for written examination</b>	<p>None.</p> <p>Examinations with Safe Exam Browser: Examination with a secure examination environment with personal notebook without access to electronic documents</p>
<b>Mode of repetition</b>	<p>The group project and presentation can be repeated during the next module implementation. The examination can be repeated at the next possible examination date for the module.</p>
<b>Degree programme, semester</b>	<p>BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern BSc Business Administration, 2024-2025, 6 FS, TZ, Bern BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern BSc Business Administration, 2024-2025, 4 FS, TZ, Bern BSc Business Administration, 2024-2025, 4 FS, VZ, Bern BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern BSc Business Administration, 2024-2025, 8 FS, TZ, Bern BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern BSc Business Administration, 2024-2025, 6 FS, VZ, Bern BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern</p>

## SDB3 - Digital Markets and Platform Ecosystems - BWBh263

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Thies Ferdinand
<b>Module responsibility</b>	Ferdinand Thies
<b>Short description of the module</b>	<p>Digital markets and platform ecosystems have emerged as powerful new organizational forms and disrupted the business landscape across various industries. In this module, students will</p> <ul style="list-style-type: none"> <li>• Learn how platform ecosystems function and how they differ from other market forms</li> <li>• Analyze and evaluate platform based business models</li> <li>• Critically assess the role of IT in the development of platform based ecosystems</li> <li>• Engage with concrete cases to reflect on potential future developments of digital markets &amp; platform ecosystems</li> </ul>
<b>Entry requirements</b>	none
<b>Competencies upon completion</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and evaluate digital business models</li> <li>• Assess the viability of different platform based business models</li> <li>• Understand and analyze new forms of value creation in a digital environment</li> <li>• Describe the dynamics of of digital platforms and transfer this knowledge to different upcoming business ideas</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Electronic Markets</li> <li>• From Pipeline to Platforms</li> <li>• Introduction to Platform Economics: Network Effects</li> <li>• Introduction to Platform Economics: Scaling</li> <li>• Principles of Platform Ecosystems: Interaction</li> <li>• Strategies in a Platform Economy: Competition, Pricing &amp; Monetization</li> <li>• Platform Governance: Control Mechanisms</li> <li>• Metaverses</li> <li>• How Platforms die</li> </ul>
<b>Teaching and learning methods</b>	<ul style="list-style-type: none"> <li>• Weekly classes with interactive sessions, group tasks and theoretical input</li> <li>• Weekly Flipped Classroom sequences</li> </ul>
<b>Literature</b>	<p>Choudary, Sangeet Paul (2015): Platform Scale. How an emerging business model helps startups build large empires with minimum investment, Platform Thinking Labs.</p> <p>Parker, Geoffrey; van Alstyne, Marshall W.; Choudary, Sangeet Paul (2016): Platform Revolution. How Networked Markets are Transforming the Economy-and How to Make Them Work for You, Norton &amp; Company</p>
<b>Workload</b>	180h



## SDB3 - Digital Markets and Platform Ecosystems - BWBh263

**Contact lessons** 14/28h

**Attendance requirement**

- Attendance requirement for the presentations. Students chose the week of their presentation themselves.

**Competency assessment**

- 60% group work and short presentations during the semester (individual grading for both)
- 40% individual assignment on various topics related to the lectures (written paper which has to be handed in at the end of the semester)
- Both Competency Assessments have to be passed

**Mode of repetition**

Failed competency assessments can be repeated at the next module implementation.

Both competency assessments (group work and individual work) can be individually repeated.

When repeating the module, sufficient partial proofs of competence will be taken into account provided that the type and composition of the partial proofs of competence have not changed.

**Degree programme, semester**

BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern

## SDG3 - Innovation & Organisation Verwaltung - BWBh283

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Gees Thomas
<b>Modulverantwortung</b>	Gees Thomas

**Kurzbeschreibung des Moduls**

Damit Transformation des öffentlichen Sektors im Zuge der Digitalisierung gelingt, ist nur bedingt eine Frage der Technologie. Im Modul SDG3 beschäftigen sich die Teilnehmenden in einer praxisorientierten Lehrveranstaltung mit innovativen Ansätzen im Verwaltungsmanagement und deren organisatorischer Umsetzung. Der Fokus liegt auf der Analyse aktueller Herausforderungen und der Entwicklung kreativer Lösungen unter Berücksichtigung der fortschreitenden Verwaltungsdigitalisierung. Gemeinsam erarbeiten die Studierenden Antworten auf praxisrelevante Fragestellungen und stützen ihre Ansätze auf einschlägige Literatur und wissenschaftliche Erkenntnisse zur Digitalisierung im Verwaltungsbereich. Der Kurs bietet eine Mischung aus theoretischen Inputs und interaktiven Gruppenarbeiten, die einen engen Bezug zur realen Verwaltungspraxis gewährleisten.

**Eingangskompetenz**

Die Studierenden verfügen über Basiskenntnisse aus den Pflichtmodulen BPGS und Academic Skills

## SDG3 - Innovation & Organisation Verwaltung - BWBh283

### Kompetenz

#### Fachkompetenzen

Die Studierenden

- kennen Konzepte der Organisation und Innovation des öffentlichen Sektors.
- können den Nutzen organisationaler Voraussetzungen im öffentlichen Sektor erkennen.
- verfügen über Basiskenntnisse auf den Gebieten Innovation und Organisation im besonderen Kontext des öffentlichen Sektors.
- sind interessiert, theoretisches Wissen in beobachtender oder analytischer Forschung mit realen Praxispartnern anzuwenden.

#### Problem Solving

Die Studierenden

- beschaffen sich selbständig Lösungsansätze, um Hindernisse von Innovationsprojekten zu überwinden.
- bekommen Einblick, wie Problemstellungen und Lösungsansätze methodisch aufbereitet werden.

#### Kollaboration

Die Studierenden

- lernen in kleinen Gruppen den Austausch.
- arbeiten mit den jeweiligen Spezialisten zusammen und entwickeln gemeinsam eine Fragestellung.

#### Selbstmanagement

Die Studierenden

- bringen sich selber in den Lernprozess ein, indem sie die vorgegebene Thematik selbständig unter Anleitung vertiefen.
- entwickeln Neugier und lernen, sich in eine offene Thematik zu vertiefen aus eigenem Antrieb.

#### Umgang mit Komplexität

Die Studierenden

- lernen organisatorische Einheiten des öffentlichen Sektors als komplexe Systeme in der digitalen Transformation zu begreifen.
- werden mit ungelösten und offenen Herausforderungen konfrontiert.
- sehen in den einzelnen Innovationsprojekten Grundlegende Herausforderungen der administrativen Praxis.
- werden angeleitet, die Komplexität im Hinblick auf Lösungsvorschläge für die Praxispartner zu reduzieren.

### Inhalt

Digitalisierung im öffentlichen Sektor: Zielbild einer resilienten Verwaltung

- Die Tallin Prinzipien: normative Konzepte und reale Umsetzungsmöglichkeiten
- Auswirkungen auf die Beschäftigten: Fehlerkultur und Experimentieren
- Verändertes Führungsverständnis im digitalen Zeitalter: Besonderheiten der Verwaltung
- Führung und Zusammenarbeit in der digitalisierten Verwaltung
- Internationale Perspektive: Digital Service Teams
- Erfolgsfaktoren und Stolpersteine in den einzelnen Innovationsphasen
- Umsetzungsmöglichkeiten: Holocracy, Datahackdays, Workhacks, Open Government

Parallel: Analyse von einzelnen Fällen in städtischen Verwaltungen (abhängig von den Partnerorganisationen)

## SDG3 - Innovation & Organisation Verwaltung - BWBh283

<b>Lehr- und Lernmethode</b>	<p>Vorlesungsinputs Selbst erarbeitete Kurzvorträge basierend auf Literaturrecherche Gruppenorientiertes Lernen Fallorientiertes Lernen und Transferieren anhand realer Herausforderungen bei Partnerorganisationen</p>
<b>Fachliteratur</b>	<ul style="list-style-type: none"> <li>digitalswitzerland (2024) <i>Res Publica Digitalis</i>, eine Studie von digitalswitzerland digitalswitzerland.com/wp-content/uploads/2024/11/digitalswitzerland-res-publica-digitalis-2024.pdf (publiziert am 6.11.2024)</li> <li>Schnitzhofer, F., Pils, P., Seper-Ambros, P. (2024). <i>Der Mensch im selbstfahrenden Staat</i>. In: <i>Der selbstfahrende Staat</i>. Springer Gabler, Wiesbaden. <a href="https://doi.org/10.1007/978-3-658-45660-3_7">https://doi.org/10.1007/978-3-658-45660-3_7</a></li> <li>Streicher, H. W. (2020). <i>Digitale Transformation in der öffentlichen Verwaltung: Praxishandbuch für Projektleiter und Führungskräfte</i>. Springer-Verlag</li> </ul>
<b>Workload</b>	180 h
<b>Kontaktstudium</b>	Am Ende des Semesters findet ein Anlass in Anwesenheit des Praxispartners statt. Das Kontaktstudium besteht aus Vorlesungsinputs sowie aus Lektionen, welche die Studierenden selber gestalten unter Einzug der Kommiliton*innen
<b>Präsenzpflicht</b>	Donnerstagvormittag 05.06.2025 (Abschlusspräsentationen)
<b>Kompetenznachweis</b>	<p>Teilkompetenznachweis 1: Kurzreferat einzeln (mündlich) während des Semesters (KW 10-15) Teilkompetenznachweis 2: Präsentation der Organisationsanalyse (Gruppenreferat mündlich, KW 23) sowie Abgabe eines Kurzreports (KW 24, schriftlich)</p> <p>Bewertung: Teilkompetenznachweis 1: Einzelbewertung, Gewichtung 1/3 Teilkompetenznachweis 2: Gruppenbewertung, Gewichtung 2/3</p>
<b>Wiederholungsmodalitäten</b>	Im darauffolgenden Jahr
<b>Weiterführende, vertiefende Module</b>	SDG1 und SDG2
<b>Studiengang, Semester</b>	<p>BSc Digital Business &amp; AI, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern          BSc Wirtschaftsinformatik, 2024-2025, 4 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern          BSc Wirtschaftsinformatik, 2024-2025, 6 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc Wirtschaftsinformatik, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc Wirtschaftsinformatik, 2024-2025, 6 FS, TZ, Bern          BSc Wirtschaftsinformatik, 2024-2025, 8 FS, TZ, Bern</p>

## SGM1 - Going Global - BWBh341

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Bürki Jacqueline, Serrano Omar Ramon
<b>Module responsibility</b>	Jacqueline Bürki
<b>Short description of the module</b>	<p>Students will work on a live case of a company wanting to expand or evaluate its operations internationally, thus applying their knowledge and skills of international expansion strategy, international operations and working in an international environment in multicultural teams.</p> <p>It commences with developing an understanding of the international enterprise and its opportunities and challenges in a globalized world, covering the following three areas:</p> <ul style="list-style-type: none"><li>• Reinforcing foundations of international business such as globalization, global economics and the internationalization paths of an enterprise.</li><li>• Strategies of an enterprise expanding into foreign markets.</li><li>• 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.)</li></ul>
<b>Entry requirements</b>	foundation in business, international business, strategy and academic skills

## SGM1 - Going Global - BWBh341

### Competencies upon completion

#### Subject: Students

- understand the phenomena of internationalization of firms; the reasons and drivers of companies to go international/global
- understand the specifics of the international operations of an enterprise
- understand and are able to apply the strategic process of going international/global
- understand and are able to develop a strategy for international expansion: headquarter- and subsidiary level strategy
- are able to develop solutions for challenges the company is facing within its international operations
- are able to apply their intercultural competences and sensitivity to working in multicultural teams in a virtual and hybrid environment with multiple stakeholders

#### 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)
- are aware of the differing academic and individual cultures and learn how to deal with opportunities and challenges working in a multicultural project team
- learn how to manage working in a virtual team, applying different perspectives which could lead to innovative solutions

#### Social: Students

- learn how to prepare for and ask relevant questions, engaging with the live case partner, in order to benefit from their practical experience and enlarge their own knowledge of international business
- learn to work in multicultural mixed teams of students virtually and during the study trips
- learn to plan and organize themselves during the study trips, where a balance between study, sightseeing and social life will need to be achieved

### Content

Besides relevant concepts and frameworks of global economy, international strategy and operations this module builds on real cases of companies entering and operating in foreign markets. Thus, 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. Students work in mixed teams from the participating partner university(s) and apply their knowledge acquired in preceding modules to complete assignments arising out of the live case. Student teams will meet each other during a kickoff event and work virtually as teams during the semester to present final results during a study trip. BFH students, please note that the study trip is from 9 - 11 June and is mandatory.

### Teaching and learning methods

Problem-based learning with input, coaching and self-directed work. Students will be assigned tasks and readings which will support them in completing the live case assignments. This is an applied course, students will be expected to apply their prior acquired knowledge and experience in analysing and providing solutions to the live case.

All coaching sessions are mandatory, students are expected to be prepared for these coaching sessions, that is the coach is only able to support in so far as the team being prepared with questions they require support with.

### Literature

Input from the Live Case partner, videos, slides, articles and selected chapters from various sources provided by lecturers via Moodle.

### Workload

6 ECTS, 180 hours

## SGM1 - Going Global - BWBh341

### Contact lessons

Contact lessons will be a mixture of onsite hybrid, online input sessions as well as online coaching. Please follow the course schedule which will be published on Moodle at the beginning of the semester. Take note of the relevant dates and deadlines, as well as the mandatory attendance for the following sessions:

- CW12 (21 March) ONLINE Course kick off, team building and Live Case introduction
- CW13 (28 March) ONLINE Supervised Live Case jigsaw
- CW 15 (11 April) ONLINE Mandatory coaching all teams (each team 30 mins slot only)
- CW18 (02 May) ONLINE Status update presentation and Fishbowl coaching session
- CW19 (09 May) ONLINE Mandatory coaching all teams (each team 30 mins slot only)
- CW20 (16 May) Q&A session with Live Case Partner ONLINE/Hybrid
- CW23 (06 June) ONLINE Status update presentation and Fishbowl coaching session
- CW24 (09 - 11 June) Study trip BFH Business School/HM Munich

### Attendance requirement

Mandatory attendance for the following sessions:

- CW12 (21 March) ONLINE Course kick off, team building and Live Case introduction
- CW13 (28 March) ONLINE Supervised Live Case jigsaw
- CW 15 (11 April) ONLINE Mandatory coaching all teams (each team 30 mins slot only)
- CW18 (02 May) ONLINE Status update presentation and Fishbowl coaching session
- CW19 (09 May) ONLINE Mandatory coaching all teams (each team 30 mins slot only)
- CW20 (16 May) Q&A session with Live Case Partner ONLINE/Hybrid
- CW23 (06 June) ONLINE Status update presentation and Fishbowl coaching session
- CW24 (09 - 11 June) Study trip BFH Business School/HM Munich

### Competency assessment

There are two assessment components in this course. Both assessments are completed in groups with a group grade based on the fact that a key learning outcome is being able to deal with the complexity of multicultural cooperation (BFH with HM Munich) in a virtual exchange modality, where students are expected to apply the skills they have developed during their studies. That is cultural sensitivity and perspective taking.

Assignment 1 (50% of final grade) is a written assignment (group work, all members of the group receive the same grade). The report length is max. 15 pages (excluding title pages, bibliography and the appendix). All relevant and important conclusions are in the 15 pages, the appendix includes supporting information. This assignment must be passed to successfully pass SGM1

Assignment 2 (50% of final grade) is a final presentation, a defense of the written report (group work, all members of the group receive the same grade). The presentation is max. 20minutes with a 10min Q&A session and will take place during the mandatory study trip 9 to 11 June. The audience will be lecturers, representatives of the Live Case company as well as your classmates. This assignment must be passed to successfully pass SGM1. Students who do not take part in the study trip will not be able to successfully complete the module.

The deadline for both assignments is (CW24) Monday 9 June 23h59 to be submitted on Moodle

### Aids for written examination

none

### Mode of repetition

Student teams who do not achieve the minimum pass grade for each assignment will have the opportunity to resubmit within a 10-day period, based on directives from the lecturing team. The max. grade for resubmission is a pass grade 4.

### Degree programme, semester

BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern

## SGM4 - Geopolitics and the Green Economy Transition - BWBh344

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Al-Azm Ivan, Serrano Omar Ramon
<b>Module responsibility</b>	Omar Serrano

**Short description of the module** Developing competences in international, intercultural, and interdisciplinary management in the current business environment requires learning and adopting a geopolitical stance, i.e., understanding "the interaction between power relations and geography" or that between politics, geography, and geographical entities, including the concepts of "place, space, scale, region, territory and network" (Flint, 2022), while fully taking into account the responsibility managers and leaders have at the global level to respect and protect people and the planet. Understanding geopolitics is also essential to anticipate harm to immaterial and material "resources" impacted by business activities at the global level. This module seeks to develop such competences by bringing together insights from international management and international relations. Students will work - in groups - on a real case anchored in the field of the electric mobility and the challenges arising from the growing demand for lithium and other minerals.

**Entry requirements** Foundation in business, international business, intercultural communication and management, natural resource management, interdisciplinarity, strategy, and academic skills.

**Competencies upon completion** Participants will experience, reflect, and thus learn how to

- identify and assess critical challenges/risks arising from geopolitical competition and international resource dependence (e.g., how do such competition and dependence impact the procurement and management of material and immaterial resources, relationships, negotiation, strategy elaboration, and decision taking),
- propose responsible and sustainable solutions to reduce such dependences and geopolitical challenges, while critically analyzing the bigger picture (geographic, historical, environmental, social, cultural, political, and economic factors) and anticipating risks of harm at all levels (local, regional, national, global).

They will further develop their skills in an international, multilayered (geographic, political, economic and social impact) analysis as well as in international, -cultural, and -disciplinary communication and collaboration by engaging with colleagues in Kenya.

**Content** This module addresses current geopolitical challenges by looking at the impact of the green economy transition in business, with a specific focus on the African continent, a major arena for renewed economic power competition. The module is taught in collaboration with lecturers from different departments of BFH (School of Business; School of Agriculture, Forest, and Food Sciences) and from Kenyatta University, Nairobi (UNESCO Chair on Higher Education Development for a Green Economy and Sustainability, HEDGES).

The module consists of:

- lecture series by experts from different institutions and from practitioners working for private and public sectors in Europe and in Africa,
- assignment and analysis - in groups - of a real case of green economy transition in the field of electric mobility where the geopolitical stance and the responsible global management competences are at stake for success.



## SGM4 - Geopolitics and the Green Economy Transition - BWBh344

<b>Teaching and learning methods</b>	<p>Problem-based learning with input, coaching and self-directed work. Students will be assigned tasks and readings which will support them in completing the assignments.</p> <p>This is an applied course, students will be expected to apply their prior acquired knowledge and experience in analyzing and providing solutions to the assignment.</p> <p>All coaching sessions are mandatory, students are expected to be prepared for these coaching sessions, that is the coach is only able to support in so far as the team being prepared with questions they require support with.</p>
<b>Literature</b>	Videos, slides, articles and selected chapters from various sources provided by lecturers via Moodle.
<b>Workload</b>	180 hours
<b>Contact lessons</b>	<p>The course schedule will be uploaded on Moodle at the beginning of the semester with relevant dates and deadlines. However, there is mandatory attendance for the following sessions:</p> <ul style="list-style-type: none"><li>• CW08 (23 February) Course kick off</li><li>• CW11 (15 March) Real Case introduction &amp; team building</li><li>• CW12 (22 March) Guest lecturer</li><li>• CW15 (12 April) Mandatory coaching</li><li>• CW16 (19 April) Q&amp;A session with Real Case Partner</li><li>• CW18 (03 May) Guest lecturer</li><li>• CW21 (24 May) Mandatory coaching and video pitch</li><li>• CW22 (31 May) Mandatory coaching</li></ul>
<b>Attendance requirement</b>	<p>There is mandatory attendance for the following:</p> <ul style="list-style-type: none"><li>• CW08 (23 February) Course kick off</li><li>• CW11 (15 March) Real Case introduction &amp; team building</li><li>• CW12 (22 March) Guest lecturer</li><li>• CW15 (12 April) Mandatory coaching</li><li>• CW16 (19 April) Q&amp;A session with Real Case Partner</li><li>• CW18 (03 May) Guest lecturer</li><li>• CW21 (24 May) Mandatory coaching and video pitch</li><li>• CW22 (31 May) Mandatory coaching</li></ul>
<b>Competency assessment</b>	<p>There are two group assessment (collective grading) components in this course.</p> <ul style="list-style-type: none"><li>• One written assignment (60% of final grade). The report length is max. 10 pages (excluding title pages, bibliography and the appendix). All relevant and important conclusions are in the 10 pages, the appendix includes supporting information.</li><li>• One video (40% of final grade) pitch of the strategic solution developed in the written assignment. The video is max. 5 minutes. Coaching will be provided.</li></ul> <p>Both assessment components have to be passed in order to pass the module.</p>
<b>Aids for written examination</b>	none
<b>Mode of repetition</b>	<p>Student teams who do not achieve the minimum pass grade for each assignment will have the opportunity to resubmit based on directives from the lecturing team within a 10-day period. The max. grade for resubmission is a "4".</p> <p>If the overall grade is still unsatisfactory, the module (including all partial proofs of competence) can be repeated at the next module implementation.</p>

## SGM4 - Geopolitics and the Green Economy Transition - BWBh344

### Degree programme, semester

BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, TZ, Bern

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## SHR3 - Neue Organisationsformen & HRM - BWBh203

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Habegger Anja, Lanfranconi Lucia, Zinn Isabelle
<b>Modulverantwortung</b>	Anja Habegger

**Kurzbeschreibung des Moduls**

Die Formen und Strukturen von Arbeitsorganisationen haben sich in den letzten Jahrzehnten tiefgreifend verändert. Mit ihnen wandeln sich auch die Aufgaben und die Rolle des Human Resources Management (HRM). Im Modul SHR3 werden neue Formen von Arbeitsgestaltung und flexiblen Arbeitsverhältnissen sowie neue Organisationsformen vorgestellt. Wir nehmen dabei Thematiken auf wie z.B. von Bürokratie zur selbstorganisierten Organisation oder Hola- und Soziokratie. Die Rollen, welche HRM in solchen neuen Organisationsformen einnehmen soll und kann, werden kritisch betrachtet: Wie wirken sich einerseits neue Organisationsformen und andererseits die neuen Arbeitsformen auf die Arbeitskräfte aus, wie funktionieren Flexibilisierung der Arbeit und der Organisation? Kurz: Wie transformiert sich HRM in Zeiten der Digitalisierung.

Praxisbezogen werden Herausforderungen der neuen Arbeitsorganisationen thematisiert. Durch Exkursionen in Unternehmen und Gastreferate werden die neuen Arbeitswelten und ihre Chancen und Risiken praktisch erfahrbar. Daneben werden auch theoretische Inputs zu gesellschaftlichen und sozio-technologischen Veränderungen der Arbeitswelt vorgestellt und diskutiert.

**Eingangskompetenz**

BHRM

**Kompetenz**

**Fachkompetenz: Die Studierenden**

- Haben einen Überblick über unterschiedliche Organisationsformen und Trends in der Organisationsgestaltung.
- Begreifen Herausforderungen neuer Organisationsformen für das HRM.
- Können zukünftige Entwicklungen fundiert thematisieren und Thesen zu organisationalen Herausforderungen formulieren.

**Methodenkompetenzen: Die Studierenden**

- können Thesen entwickeln, ausformulieren und in der Diskussion vertreten.
- können die Relevanz von aktuellen Entwicklungen einschätzen.
- können eine fokussierte Literaturrecherche zu von ihnen formulierten Thesen durchführen.

**Sozialkompetenz: Die Studierenden**

- gehen durch (Nach)fragen den Dingen auf den Grund,
- bearbeiten in der Diskussion Fragestellungen lösungsorientiert, dabei integrieren sie verschiedene Perspektiven, berücksichtigen eigene und fremde Ansichten, nutzen persönliche Ressourcen und Ressourcen der Gruppe.

**Selbstkompetenz: Die Studierenden**

- Reflektieren auf verschiedenen Ebenen,
- entwickeln das persönliche Analyse-, Urteils- und Entscheidungsvermögen,
- decken eigenständig und selbstverantwortlich Wissensdefizite auf und gleichen diese durch Selbststudium aus.

## SHR3 - Neue Organisationsformen & HRM - BWBh203

<b>Inhalt</b>	<p>Die Studierenden lernen praktische, räumliche und sinnliche Grundannahmen von 'neuen Arbeitswelten' kennen. Geplant sind Exkursionen zu Praxispartnern, bei denen die Studierenden neue Arbeitswelten erfahren können. Sie überlegen sich anhand ihrer Wahrnehmung mögliche Problemstellungen und Lösungsansätze, zu denen HR beitragen könnte.</p> <p>An weiteren Terminen werden aus Forschung und Praxis relevante Themen aus dem Bereich New Work präsentieren und mit den Studierenden diskutieren. Neue Organisations- und Arbeitsformen, aber auch die Veränderungen der HRM Organisation selbst werden thematisiert. Wir laden jeweils fundierte Praktiker*innen zu einem Gastvortrag ein.</p> <p>Die Studierenden erarbeiten mit Coaching einer Dozierenden ein kritisches Thesenpapier zu einem selbst gewählten Thema aus dem Bereich New Work, das in einer mündlichen Prüfung verteidigt und verargumentiert wird.</p>
<b>Lehr- und Lernmethode</b>	<p>Das Modul ist ein Mix aus verschiedenen Lehr- und Lernformen. Reflexionsfähigkeit und kritische Wahrnehmung, aber auch die Erarbeitung von Lösungsvorschlägen werden mit Exkursionen, Vorträgen aus Forschung und Praxis, Diskussionsrunden etc. geschult und angereichert mit theoretischen Inputs.</p>
<b>Fachliteratur</b>	<p>Fachliteratur wird für die einzelnen Termine per Moodle zur Verfügung gestellt.</p> <p><b>Für den Kompetenznachweis unerlässliche Literatur:</b></p> <ul style="list-style-type: none"><li>- Unterrichtsmaterialien, Handouts</li></ul> <p><b>Empfohlene Literatur:</b></p> <ul style="list-style-type: none"><li>- Baker T (Hrsg.), 2017. Performance Management for Agile Organizations. Overthrowing The Eight Management Myths That Hold Businesses Back. Springer International Publishing, Cham.</li><li>- Edelkraut, Frank (2019): Schnelleinstieg Agiles Personalmanagement - inklusive Arbeitshilfen online. HR-Business-Agility, Führung und Transformation. Unter Mitarbeit von Heiko Mosig. EMP. Freiburg: Haufe-Lexware GmbH &amp; Co. KG. Online verfügbar unter <a href="https://www.wiso-net.de/document/HAUF,AHAU,VHAU__9783648132562267">https://www.wiso-net.de/document/HAUF,AHAU,VHAU__9783648132562267</a>.</li><li>- Hofert, S. (2020): Führen in die postagile Zukunft. Die Arbeitswelt sinnvoll gestalten und mutig vorangehen, 1. Auflage 2020, Wiesbaden.</li><li>- Laloux, F. (2015): Reinventing organizations. Ein Leitfaden zur Gestaltung sinnstiftender Formen der Zusammenarbeit, München.</li><li>- Sattelberger T, Welpel IM, Boes A, 2015. Das demokratische Unternehmen. Neue Arbeits- und Führungskulturen im Zeitalter digitaler Wirtschaft (1. Auflage). Haufe Gruppe, Freiburg.</li><li>- Zölch M, Oertig M, Calabrò V (Hrsg.), 2017. Flexible Workforce - Fit für die Herausforderungen der modernen Arbeitswelt? Strategien, Modelle, Best Practice (1. Auflage 2017). Haupt Verlag, Bern.</li></ul> <p><b>Zusätzliche, weiterführende Literatur:</b></p> <ul style="list-style-type: none"><li>- Böhle F, Voß GG, Wachtler G (Hrsg.), 2010. Handbuch Arbeitssoziologie. VS Verlag für Sozialwissenschaften.(Als E-Book verfügbar, Springerlink)</li><li>- Preisendörfer P, 2011. Organisationssoziologie. Grundlagen, Theorien und Problemstellungen (3. Aufl.). VS Verlag für Sozialwissenschaften, Wiesbaden.(Als E-Book verfügbar, Springerlink)</li><li>- Willman P, 2014. Understanding management. Social science foundations. Oxford University Press, Oxford.</li></ul>
<b>Workload</b>	<p>6 ECTS (180 Arbeitsstunden)</p>
<b>Kontaktstudium</b>	<p>KW 8-24 Donnerstag jeweils 4 Lektionen Spezialtermine (Exkursionen) innerhalb des Modules (gleiches Zeitfenster)</p>

## SHR3 - Neue Organisationsformen & HRM - BWBh203

**Präsenzpflicht** Präsenzpflicht bei Exkursionen und Vorträgen für die verantwortlichen Gruppen (siehe Kompetenznachweis)  
voraussichtlich KW 9, 10, 11, 12, 13, 14, 18

**Kompetenznachweis** Der Kompetenznachweis besteht aus zwei Teilen:

KN 1: Gruppenarbeit (Kollektivnote 40 %)  
Inhaltliche Begleitung der einzelnen Veranstaltungen (Exkursionen/Gastreferate/Themenblöcke).  
Daten variieren pro Gruppe und sind über das Semester verteilt. Details werden in der ersten Semesterwoche festgelegt.

KN 2: Mündliche Prüfung (Individualnote 60 %)  
Auf Basis eines selbst erarbeiteten Thesenpapiers findet am Ende des Semesters eine mündliche Prüfung in Form einer Diskussion/Verteidigung statt.

**Wiederholungsmodalitäten** Beide Teilkompetenznachweise müssen bestanden werden, um das Modul als Ganzes zu bestehen.  
Ungenügende Teilkompetenznachweise können nachgearbeitet werden (KN 1) bzw. beim nächstmöglichen Termin wiederholt werden (KN 2).

**Weiterführende, vertiefende Module** SHR2 / SHR1 / SHR4

**Studiengang, Semester**  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern

## SHR4 - Die Rolle des HRM im Wandel hin zu nachhaltigen Organisationen - BWBh205

ECTS	6
Unterrichtssprache	Deutsch
Modultyp	Wahlpflichtmodul
Modulniveau Zusatz	Hauptstudium
Dozierende	Lanfranconi Lucia, Zinn Isabelle
Modulverantwortung	Isabelle Zinn

**Kurzbeschreibung des Moduls**

Die Wichtigkeit von Nachhaltigkeit und insbesondere einer nachhaltigen Wirtschaft hat in den letzten Jahren zugenommen. HRM kann dabei ein zentraler Treiber sein. Mithilfe des Berner HRM-Modell, ein integratives und auf Nachhaltigkeit ausgerichtetes HRM-Modell, analysieren wir die Rolle und Handlungsmöglichkeiten vom HRM in der sozial-nachhaltigen Wende. Wir nutzen Konzepte der Organisationsanalyse und -entwicklung, um zu verstehen, wo Organisationen im Wandel hinzu mehr Nachhaltigkeit stehen.

Im Verlauf des Moduls untersuchen wir wie HRM zu den sustainable development goals (SDGs) beitragen kann. Zudem werden wir die verschiedenen Dimensionen der Nachhaltigkeit vertiefen, die wirtschaftliche, soziale und ökologische Aspekte berücksichtigen. Die gegenseitige Abhängigkeit dieser Aspekte wird dabei zentral sein. Als Leistungsnachweis schaut ihr zudem in die Praxis von Nachhaltigkeit im HRM.

### Eingangskompetenz

BHRM, IHRM

- Grundlegende Personalprozesse, arbeitspsychologische und arbeitsrechtliche Grundlagen sind bekannt (Modul BHRM oder IHRM im Grundstudium), bzw. entsprechende Grundlagen des HRM (zentrale Personalprozesse, Basis A&O Psychologie, Arbeitsrecht).
- Praktische Einblicke in aktuelle Herausforderungen im HR und im Führungsalltag wurden bereits gewonnen (bspw. WPM "Herausforderungen des HRM in der Praxis" / "Managing People Globally" und "Leadership")
- Evtl. wurden auch entsprechende eigene berufliche Erfahrungen (aktiv, passiv) gemacht.

### Kompetenz

**Fachkompetenzen:** Die Studierenden

- verfügen über Grundkenntnisse zum Thema sozialer, wirtschaftlicher und ökologischer Nachhaltigkeit.
- kennen die Rolle der Organisationen/Unternehmen im Wandel hin zu mehr Nachhaltigkeit.
- reflektieren die Rolle vom HRM im Wandel hin zu mehr Nachhaltigkeit («Green, Sustainable, Inclusive HRM»).
- lernen Organisationsentwicklungsmodelle anwenden auf das Feld der Nachhaltigkeit.
- kennen und entwickeln Tools & Lösungsansätze.

**Methodenkompetenzen:** Die Studierenden

- können in den HRM Prozessen Nachhaltigkeitsfragestellungen und Lösungsansätze erkennen, entwickeln und anwenden.
- erarbeiten Wissen, Kompetenzen & Methoden in einem zukunftsorientierten Themenfeld.
- erstellen einen Podcast oder Videoclip zur Wichtigkeit von Nachhaltigkeit in Organisationen.

**Sozialkompetenzen:** Die Studierenden

- verstehen Nachhaltigkeit als Gewinn und Notwendigkeit und können entsprechende Argumente vorbringen.
- reflektieren eigene Resultate und die ihrer Mitstudierenden kritisch.

**Selbstkompetenzen:** Die Studierenden

- sind fähig zur Selbstreflexion, insbesondere in Bezug auf Nachhaltigkeit.
- können Verantwortung für den eigenen und den gemeinsamen Lernprozess übernehmen.

## SHR4 - Die Rolle des HRM im Wandel hin zu nachhaltigen Organisationen - BWBh205

### Inhalt

Die Wichtigkeit von Nachhaltigkeit und insbesondere einer nachhaltigen Wirtschaft hat in den letzten Jahren zugenommen. Dem HRM kommt dabei eine Verantwortung beim Wandel hin zu mehr Nachhaltigkeit zu: sowohl innerhalb der Organisationen (zwischen Führungskräften und Mitarbeitenden), wie auch ausserhalb der Organisationen und ihrer Wechselwirkung auf die Gesellschaft. Die 17 "Sustainable Development Goals" der UNO-Agenda 2030 spielen hier eine bedeutende Rolle, da immer mehr Unternehmen diesen Rahmen nutzen, um ihre Nachhaltigkeitsziele zu definieren und die Nachhaltigkeit ihrer Aktivitäten nachzuweisen.

In diesem Modul nutzen wir Konzepte der Organisationsanalyse und -entwicklung, um zu verstehen, wo Organisationen im Wandel hin zu mehr Nachhaltigkeit stehen. Zentrale Fragen, denen wir dabei nachgehen, sind: Wie nähern sich Organisationen den Nachhaltigkeitszielen und welche Rolle spielt dabei das HRM? Was ist nachhaltiges Personalmanagement, respektive «Green, Sustainable & Inclusive HRM»? Wie können Unternehmen gerade auch die soziale Dimension der Nachhaltigkeit stärken? Und: Wie geschieht organisatorischer Wandel hin zu mehr Nachhaltigkeit, resp. wie lässt sich dieser gezielt steuern?

Im Verlauf des Moduls werden wir die verschiedenen Dimensionen der Nachhaltigkeit vertiefen, die wirtschaftliche, soziale und ökologische Aspekte berücksichtigen. Die gegenseitige Abhängigkeit dieser Aspekte wird dabei zentral sein.

Thematisch werden verschiedene Schwerpunkte gesetzt: sozial-ökologischer Wandel; SDGs & Agenda 2030; Nachhaltige Unternehmenstransformation und Leadership; Decent Work & Lieferketten; Diversity, Equity und Inclusion; Antidiskriminierung & Prävention Sexueller Belästigung; Gesundheits- & Stressmanagement und mentale Gesundheit; Work-live-balance; Green, Sustainable & Inclusive HRM; Kreislaufwirtschaft.

### Lehr- und Lernmethode

Lehrgespräche, Filmsequenzen, Fachinputs, Praxisbeispiele, praktische Tipps, Rollenspiele, Tools & Übungen und Einzel- und Gruppenarbeiten. Die Studierenden setzen sich aktiv mit Chancen und Herausforderungen der Nachhaltigkeit auseinander und lernen welche Rolle HRM-Prozesse dabei spielen (kann).

### Fachliteratur

Zu Beginn des Semesters wird auf Moodle zusätzliche Literatur zur Verfügung gestellt.

Pflichtlektüre:

NACHHALTIGKEIT IM PERSONALMANAGEMENT:  
<https://www.hrtoday.ch/sites/default/files/2022-10/Nachhaltigkeit.pdf>

Human Resource Management (HRM) als Treiber nachhaltiger Transformation: ein integrativer Blick auf sustainable, green & inclusive HRM

Soziale Nachhaltigkeit.## Die vernachlässigte Dimension? Fokus auf Diversity, Equity & Inclusion## und ##Gesundheit & Resilienz## in Organisationen

### Workload

6 ECTS

### Kontaktstudium

KW 8 - 23 Donnerstag jeweils 4 Lektionen (einzelne Teile davon werden als asynchrone Lerneinheiten konzipiert)

### Präsenzpflicht

Die Präsenzpflicht gilt für die erste Veranstaltung, sowie die verschiedenen Kompetenznachweise.

Allgemein wird eine kontinuierliche Präsenz geschätzt.

Daten an denen Präsenzpflicht gilt: 20.2. (Semesterwoche 1), 6.3. (Semesterwoche 3), 10.4. (Semesterwoche 8), 15.5. (Semesterwoche 11), 5.6. (Semesterwoche 13)

## SHR4 - Die Rolle des HRM im Wandel hin zu nachhaltigen Organisationen - BWBh205

### Kompetenznachweis

Der Kompetenznachweis besteht aus mehreren Teilen:

KN1: Rollenspiel Toolbox (erfüllt/nicht erfüllt)

KN2: Konzept für podcast (erfüllt/nicht erfüllt)

KN3: Multiple Choice Wissensprüfung (individuell, 60%)

KN4: Erstellung und Präsentation während des Semesters eines Podcast oder Videoclip zum Thema Nachhaltigkeit in Organisationen (Aufnahmen der verschiedenen Perspektiven, Chancen und Herausforderungen) (Gruppenarbeit, 40%)

KN1 und KN2 müssen erfüllt sein um zu KN3 und KN4 zugelassen zu werden.

KN3 (Wissensprüfung) und KN4 (podcast oder video) müssen zusammen im Schnitt mindestens genügend sein um das Modul zu validieren.

Die Notengebung erfolgt konsensuell durch Expertise der Dozentinnen.

### Hilfsmittel bei schriftlicher Prüfung

Bei den Wissensüberprüfungen ist ein handgeschriebener "Spickzettel" erlaubt (Details werden während des Semester kommuniziert)

### Wiederholungsmodalitäten

**Wiederholung bei der nächsten Durchführung des Moduls möglich.**

### Weiterführende, vertiefende Module

SHR2 / SHR1 / SHR3

### Studiengang, Semester

BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern



## SIE1 - Customer Side of Innovation - BWBh301

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Pahwa Deepti
<b>Module responsibility</b>	Deepti Pahwa, Nadine Gurtner
<b>Short description of the module</b>	In this module, the role of the customer in the creation and diffusion of innovation is studied through a series of six interactive sessions and the participation in a co-creation challenge.
<b>Entry requirements</b>	Basic knowledge about the areas of innovation and entrepreneurship, as taught in the elective module "innovation and entrepreneurship".
<b>Competencies upon completion</b>	<p><b>Expertise:</b> innovation management, esp. open innovation, customer insight, market research</p> <p><b>Methodological competencies:</b> qualitative and quantitative methods of empirical social research, digital skills, project management</p> <p><b>Social skills:</b> teamwork, presentation techniques, motivational skills</p> <p><b>Self-competencies:</b> personal initiative, decisiveness, self-discipline</p>
<b>Content</b>	The customer is king. This old saying describes in a beautiful way the power the customer has when it comes to the success of innovations. For companies, customers are often equally the source of innovations as well as their judge. The customer will only buy a product that has a perceived benefit and only those products will succeed in the market. In this module, we will interactively explore why some innovations go viral while others fail miserably, what roles customers play in the development of innovations, and how to create value for customers.
<b>Teaching and learning methods</b>	The didactic concept of the course is interactive and divers. Students prepare one of six teaching units by studying the appropriate literature, carrying out a small empirical project as well as designing and conducting a workshop with the other students to transfer the knowledge of the teaching unit to practical application.
<b>Literature</b>	For each topic a basic set of literature is provided to the students.
<b>Workload</b>	180h
<b>Contact lessons</b>	<p>On campus sessions will be on the following dates:</p> <p>19.02., 05.03., 19.03., 26.03., 02.04., 09.04., 30.04.</p>
<b>Attendance requirement</b>	Students need to be present in all on-campus sessions (see dates above).

## SIE1 - Customer Side of Innovation - BWBh301

### Competency assessment

### Types of assessments (percentage of overall individual grade)

Group work with individual assessment:

- Conducting and documenting a small explorative reasearch project (35%)
- Developing and presenting a teaching session as well as a workshop on a dedicated topic (35%)

Individual work with individual assessment:

- Individual lessons learned video (30%)

### Mode of repetition

The module has to be repeated in the next spring semester.

### Degree programme, semester

BSc Business Information Technology, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 4 FS, TZ, Bern  
 BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern

## SMM1 - Digital Marketing Strategy - BWBh361

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Hüsser Frederik, Trachsel Micha
<b>Modulverantwortung</b>	Micha Trachsel

<b>Kurzbeschreibung des Moduls</b>	<p>In diesem Modul lernen Sie die Grundlagen einer digitalen Marketingstrategie kennen.</p> <p>Anhand einer selbst gewählten Unternehmung werden Sie in einer Gruppe Ihr Wissen fallorientiert anwenden und auf der Basis einer Marketingsituationsanalyse eine digitale Marketingstrategie erstellen.</p> <p>Input-Lektionen, Gastvorträge und Coachings helfen Ihnen, das Modulziel «Aufbau und Anwendung einer digitalen Marketingstrategie» zu erreichen. Sie werden in der Lage sein, später in Ihrem Berufsalltag ein digitales Marketingkonzept zu erarbeiten und umzusetzen. Sie lernen, je nach Branche, Grösse und «digitaler Reife» eines Unternehmens, Ziele zu definieren und aus einem Baukasten verschiedener (digitaler) Marketinginstrumente diejenigen herausfiltern, die zur Zielerreichung am besten geeignet sind.</p> <p>Das Modul verbindet theoretisches Know-how mit der praktischen Anwendung im digitalen Umfeld eines Unternehmens.</p>
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<b>Eingangskompetenz</b>	<ul style="list-style-type: none"> <li>• Erfolgreicher Abschluss des Moduls BMAR, IMAR oder eines vergleichbaren Marketingmoduls.</li> </ul>
<b>Kompetenz</b>	<ul style="list-style-type: none"> <li>• Kennen, praxisbezogen Anwenden und Reflektieren verschiedener Marketinganalysen und -instrumente, um eine digitale Marketingstrategie zu erstellen</li> <li>• Konzipieren, Evaluieren und Priorisieren verschiedener strategischer Optionen in der Unternehmenspraxis im digitalen Kontext</li> <li>• Kennen und Reflektieren einer kundenzentrierten Marketingausrichtung im digitalen Kontext</li> <li>• Kennen und Reflektieren der Einsatzmöglichkeiten von Marketingtechnologien und von digitalen Entwicklungen</li> <li>• Zielorientiertes Arbeiten in der Gruppe</li> <li>• Erstellen und Strukturieren von Arbeitspaketen</li> <li>• Wirkungsvolles Kommunizieren</li> </ul>

## SMM1 - Digital Marketing Strategy - BWBh361

### Inhalt

- Grundlagen Marketingstrategie
- Einführung Digitales Marketing
- Kundenzentriertes Marketing
- CEM & Omni-Channel-Marketing
- Design Thinking & Persona
- Content Marketing & Story Telling
- Instrumente des Online-Marketings
- Corporate Website
- Online-Werbung (SEA, Affiliate-Marketing)
- SEO (On-Site, Off-Site)
- E-Mail-Marketing
- Mobile Marketing
- Social-Media-Marketing (Social Media Plattformen, Influencer Marketing)
- Einsatz von Marketingtechnologien
- Datengesteuertes Marketing
- Predictive Marketing
- Kontextmarketing
- Digitale Entwicklungen
- Digitale Plattformen
- KI im Marketing
- Immersive Marketing & Metamarketing

### Lehr- und Lernmethode

- Vorlesung, Klassen- und Gruppenunterricht
- Gastvorträge
- Selbständige Arbeit in der Gruppe
- Coachings
- Pitching

### Fachliteratur

#### Pflichtliteratur:

- Kreutzer, R. T. (2021). Online-Marketing (3. ). Wiesbaden: Springer Gabler.

#### Empfohlene Literatur:

- Kotler, Ph. et al. (2024). Marketing 6.0. Die Zukunft ist immersive. Frankfurt/New York: Campus.
- Kotler, Ph. et al. (2021). Marketing 5.0. Technologie für die Menschheit. Frankfurt/New York: Campus.
- Kotler, Ph. et al. (2017). Marketing 4.0. Der Leitfaden für das Marketing der Zukunft. Frankfurt/New York: Campus.
- Kühn, R. et al. (2020). Marketing. Analyse und Strategie (16. Aufl.). Thun/Gwatt: Werd und Weber Verlag.

### Workload

180 Stunden

### Kontaktstudium

56 Lektionen

### Präsenzpflicht

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### Kompetenznachweis

Gruppenarbeit (Kollektivbewertung) während der Semesterwochen:

- Erstellung und Vortragen einer Präsentation (Pitch), (50% der Gesamtnote), in KW21
- Erstellung eines Konzeptpapiers (50% der Gesamtnote), in KW23

Die individuelle Endnote kann auf Basis einer auffälligen Peer Evaluation angepasst werden.

## SMM1 - Digital Marketing Strategy - BWBh361

Hilfsmittel bei schriftlicher Prüfung

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Wiederholungsmodalitäten

Wiederholung bei der nächsten Moduldurchführung möglich

Bemerkung

**WICHTIG:** Anzahl Studierende wird im FS25 auf 60 Personen beschränkt

Studiengang, Semester

BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern

## SMM3 - International Marketing Management - BWBh363

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Feurer Sven, Sichtmann Christina
<b>Module responsibility</b>	Sven Feuerer
<b>Short description of the module</b>	<p>Many companies are generating an increasing proportion of their sales/profit abroad. The course seeks to provide an overview of key concepts and analytical techniques of global marketing and illustrate its role in the global economy. The course (taught in English language), enables students to appreciate the complexity, challenges, and opportunities in the context of marketing across borders. They will first learn about the challenges relating to international marketing and then how these can be successfully mastered.</p> <p>Goals: Students</p> <ul style="list-style-type: none"> <li>• Know about the impact that culture has on international buyer behavior</li> <li>• Are able to evaluate the attractiveness of country markets and can develop a market entry strategy based on this evaluation</li> <li>• Know the fundamental challenges in international market research</li> <li>• Know the advantages and disadvantages of standardizing versus differentiating tactical marketing instruments (marketing mix)</li> <li>• Can apply their knowledge in the context of an online-based simulation, identify problems that arise and develop approaches to solving them</li> </ul>
<b>Entry requirements</b>	marketing fundamentals (IMAR/BMAR)
<b>Competencies upon completion</b>	<p><b>Professional competence:</b> Students...</p> <ul style="list-style-type: none"> <li>• Know the peculiarities of international marketing</li> <li>• Are able to develop and evaluate a go-to-market strategy for an international corporation</li> <li>• Are able to question and evaluate company activities relating to international marketing</li> </ul> <p><b>Methodological competence:</b> Students...</p> <ul style="list-style-type: none"> <li>• Learn to organize themselves in a group</li> <li>• Conduct analyses and develop solutions under time pressure</li> <li>• Adapt their knowledge in response to different tasks</li> <li>• Expand their problem-solving competence</li> <li>• Connect theoretical underpinnings with practical tasks</li> </ul> <p><b>Social competence:</b> Students...</p> <ul style="list-style-type: none"> <li>• Are able to critically question and reflect on their own reactions to challenges in international marketing</li> <li>• Actively deal with entrepreneurial realizations</li> <li>• Deal constructively with the views of others</li> </ul>

## SMM3 - International Marketing Management - BWBh363

### Content

- Market entry decisions
- The timing of market entry.
- Market entry strategies.
- Designing the global marketing program.
- Implementing and coordinating the global marketing program
- Theoretical underpinnings of International Marketing
- Transfer of knowledge to real-world problems
- Practical examples

### Teaching and learning methods

- Lecture and discussion
- Guest lectures
- Student presentations and coaching
- Online-based International Marketing Simulation
- Self-study
- Note: Students are expected to show a high degree of personal initiative

### Literature

Recommended Literature: Kotabe, Masaaki and Kristiaan Helsen (2011), Global Marketing Management, 5. edition, John Wiley & Sons, Inc.

### Workload

180 hours

### Contact lessons

36-40 hours of classroom studies

140-144 hours self-study

### Attendance requirement

yes, on simulation days (CW 11, 18, 19, 20, 21, 23)

### Competency assessment

- Self-reflection task based on group work/Online simulation (4-5 students per group); weight 50%, due at the end of the lecture period (graded individually)
- Individual task (written exam), weight 50% in the official exam weeks, 60 minutes, PC-based (online/Moodle)

### Aids for written examination

- Any model of TI30 calculator
- Printed bilingual dictionary (mother tongue - examination language)

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App

### Mode of repetition

The self reflection task can be repeated the next time the module is carried out. The written exam can be repeated at the next examination date of the module.

### Degree programme, semester

BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern

## SP03 - Ressourcenmanagement im Sport und Sportsystem - BWBh383

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Anderegg Urs
<b>Modulverantwortung</b>	Urs Anderegg
<b>Kurzbeschreibung des Moduls</b>	<p>Das Modul besteht aus den gleichberechtigten Themen «Ressourcenmanagement im Sport» und «Sportsystem Schweiz».</p> <p><b>Ressourcenmanagement im Sport</b></p> <p>Das sportliche Umfeld besteht aus unzähligen Ressourcen. Ein Sportmanager benötigt solide Kenntnisse, wie die relevanten Ressourcen zu beschaffen sind und wie diese effizient verwaltet werden. Erarbeitet wird anwendungsorientiertes Wissen im Bereich des Ressourcenmanagements an Beispiele von Sportevents, Leistungszentren und Sportinfrastrukturen in der Schweiz. Der Fokus liegt auf den vier Kernressourcen: Menschliche Ressourcen (Mitarbeiter, Ehrenamt etc.), finanzielle Ressourcen (Budgets, Kontrolle, Reporting, Audits etc.), Infrastruktur (Baukonzepte, Betriebskonzepte etc.) sowie Netzwerke und Kooperationen. Eine Sportinfrastruktur im Raum Bern wird besucht um den Praxistransfer sicherzustellen.</p> <p>Hauptdozierender: Davide Codoni, Larssyn Staley, Anja Schuler, Andreas Ch. Weber</p> <p><b>Sportsystem</b></p> <p>Um die relevanten Stakeholder in der Schweiz identifizieren zu können, braucht es Kenntnisse über das Schweizer Sportsystem und seine Akteure. Als Grundlage werden die Akteure dem Dritten Sektor, dem Markt Sektor und dem Öffentlichen Sektor zugeteilt sowie bezüglich ihrer Gründung, Organisation, Aufgabenbereiche und Finanzierung dargestellt. Daraus lassen sich die zentralen Instrumente und Programme dieser Akteure mit ihren entsprechenden Zielen ableiten, um Netzwerke und Kooperationen für die Umsetzung eines Sportevents oder eines Leistungszentrums mit entsprechender Sportinfrastruktur zu identifizieren.</p> <p>Hauptdozierender: Davide Codoni, Larssyn Staley, Anja Schuler, Andreas Ch. Weber</p>
<b>Eingangskompetenz</b>	<p>Grundlagen BWL und Marketing aus dem Grundstudium BBA/IBA, Empfehlenswert ist der Besuch von SPO2 , da auf gewissen Inhalten aus dem Modul SPO2 aufgebaut wird.</p>



## SP03 - Ressourcenmanagement im Sport und Sportsystem - BWBh383

### Kompetenz

#### Fach- und Handlungskompetenzen

Die Studierenden sind in der Lage

- die Vielfältigkeit der Ressourcen im Sport zu erläutern.
- die Grundlagen des Ressourcenmanagements im Sport im Allgemeinen und für einen Sportevent sowie für das Funktionieren von Sportinfrastrukturen und Leistungszentren anzuwenden.
- eine Ressourcenbedarfsanalyse (z.B. Personal) zu erstellen.
- die Typologisierung der Akteure im Dritten Sektor, im Markt Sektor und im Öffentlichen Sektor darzustellen.
- die Funktionsweise der zentralen Instrumente und Programme der Schweizer Sportförderung auf nationaler Ebene darzustellen.
- eine Verbindung zwischen den Instrumenten und Programmen der Akteure und ihren entsprechenden Aufgaben und Ziele herzustellen.

#### Problemsolving/Umgang mit Komplexität

Die Studierenden

- können ausgewählte Tools anwenden.
- entwickeln ein holistisches- und event-orientiertes Denken.
- lernen am Modell und wenden diese in der Realität an.

#### Kollaboration

Die Studierenden

- können als Team/Gruppe Lösungen für konkrete Praxissituationen ausarbeiten.
- verbessern ihr professionelles und zielgruppengerechtes Auftreten und ihre Kommunikation.
- wenden Kooperatives Lernen an

#### Selbstmanagement

Die Studierenden

- erkennen die Bedürfnisse und Erwartungen der wichtigsten Stakeholder aus dem Sportumfeld.
- bieten dar, tragen vor, präsentieren
- erarbeiten Im Dialog, wenden an, analysieren, vernetzen, beurteilen

### Inhalt

- Human Ressource Management
- Infrastruktur
- Sportorganisationen in den drei Sektoren: Zuweisungen der Organisationen im Modell
- Akteure im Dritten Sektor  
Aufgaben, Organisation und Finanzen sowie Verflechtung der Akteure innerhalb des Sektors
- Akteure im Markt Sektor  
Aufgaben, Organisation und Finanzen sowie Zusammenhang der Akteure  
Berufssituation und Einkommen von Athleten und Trainer
- Akteure im Staatlichen Sektor  
Aufgaben, Organisation und Finanzen sowie Verflechtung der Akteure im staatlichen Sektor
- Nationale Grundlagenkonzepte von Swiss Olympic und des BASPO
- Überblick über die nationalen Förderinstrumente
- Netzwerke und Kooperation als Schwerpunkt der Blockwoche

### Lehr- und Lernmethode

Vorlesung, Referate, Gruppenarbeiten, Case Studies, Diskussionen, Übungen, Selbststudium.

## SP03 - Ressourcenmanagement im Sport und Sportsystem - BWBh383

### Fachliteratur

Für den Kompetenznachweis unerlässliche Literatur:

- Unterlagen der Dozierenden
- Empfohlene Literatur:

- Lichtsteiner, H., Gmür, M., Giroud, C. & Schauer, R. (2020). Das Freiburger Management-Modell für Nonprofit-Organisationen. (Kap. 3). Bern, Stuttgart und Wien, Paul Haupt Verlag, 9. Auflage.
- Kempf, H. & Lichtsteiner, H. (2015). Das System Sport in der Schweiz und international. Magglingen: Bundesamt für Sport BASPO.

Zusätzliche, weiterführende Literatur:

- Literaturhinweise werden zu Modulbeginn abgegeben.

### Workload

180 Stunden

### Kontaktstudium

56 (inkl. Blockwoche und Blocktag).  
Das Modul beinhaltet 6 Vorlesungen (4 Lektionen) während des Semesters, ein Blocktag und eine Blockwoche am Ende des Semesters (KW 24).

### Präsenzpflicht

- Blocktag voraussichtlich Samstag 29. März 2025, Besichtigung Sportinfrastruktur "Mobiliar Arena Gümligen"
- Blockwoche: 4 Tage: Di, 10. Juni 2025 bis Fr 13. Juni 2025 (1 Tag in Magglingen und drei Tage in Andermatt).

### Kompetenznachweis

- Schriftliche Einzel-Prüfung, 60 Minuten (50 %, Papierform, KW 21, Fr. 23.Mai)
- Gruppenpräsentation (50 %, Gruppennote mit individueller Bewertung am Ende der Blockwoche KW 24).

### Hilfsmittel bei schriftlicher Prüfung

- Taschenrechner (Modell TI-30)
- gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)

### Wiederholungsmodalitäten

Die Wiederholung der Gruppenpräsentation wie auch die Wiederholung der schriftlichen Prüfung ist beim nächstmöglichen Prüfungstermin des Moduls möglich.

### Weiterführende, vertiefende Module

- Master Spitzensport an der EHSM
- CAS EHSM Strategie, Leadership und Governance in Sportorganisationen (SLGOV)
- CAS ESHM Strategische und nachhaltige Sportsystementwicklung (SNS)
- Executive Master of Business Administration (EMBA) in «Excellence in Sportmanagement»
- CAS EHSM Sportanlagen

### Bemerkung

- Blocktag «Mobiliar Arena Gümligen». Detaillierte Angaben zum Programm (Kosten, Programm, etc.) folgen zu Semesterbeginn. Transport geht zulasten der Studierenden.
- Blockwoche: 1 Tag wird an der EHSM (Magglingen, ohne Übernachtung) stattfinden. 3 Tage in Andermatt (Vollpension inkl. Sportangebot). Detaillierte Angaben zum Programm (Kosten, Programm, etc.) folgen zu Semesterbeginn. Der Anteil der Kosten zu Lasten der Studierenden - Unterkunft, Mahlzeiten und Sportaktivitäten exkl. individuelle Reisekosten nach Magglingen und Andermatt - beläuft sich auf ca. 100 Franken.
- Maximale Studierendenzahl: 40

## SP03 - Ressourcenmanagement im Sport und Sportsystem - BWBh383

### Studiengang, Semester

BSc Wirtschaftsinformatik, 2024-2025, 8 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern

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## SP04 - Junior Agency Award - BWBh384

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Marti Mathias, von Däniken Tina
<b>Modulverantwortung</b>	Mathias Marti
<b>Kurzbeschreibung des Moduls</b>	<p>Ein Modul für Werbeprofis: Sie kreieren erarbeiten während dieses Semesters für einen realen Kunden eine Kampagne im Bereich Marketing / Kundenintegration (z.B. <i>Einführung eines neuen Produkts oder eine Marketingkampagne für das Unternehmen</i>) und lernen so am praktischen Beispiel, wie sie mit den Kundenanforderungen, der Kreativität und dem Budget arbeiten müssen. Sie werden dabei von LSA-Agenturen (Coaches) und den BFH Dozent:innen betreut. Am Schluss des Semesters findet die Preisverleihung statt, an der die Studierenden ihre Kampagnen präsentieren. Eine Experten-Jury bewertet die Kampagnen und verleiht den LSA Junior Agency Award ((LSA = LEADING SWISS AGENCIES)).</p>
<b>Eingangskompetenz</b>	<p>Marketing Grundmodul BMAR</p> <p>Problemlösungskompetenzen</p> <p>Kreativitätstechniken</p>

## SP04 - Junior Agency Award - BWBh384

### Kompetenz

#### Fachkompetenz

- Theorie- und Praxisrelevante Fachinhalte kennen, evaluieren, verstehen, anwenden, analysieren

#### Methodenkompetenz

- Problemlösung und kritisches Denken
- Wissenschaftliche Methoden
- Arbeitsmethoden, -techniken, und -verfahren
- Nutzung von Informationen
- Kreativität und Innovation

#### Sozialkompetenz

- Schriftliche und mündliche Kommunikation
- Teamarbeit

#### Selbstkompetenz

- Selbstmanagement und Selbstreflexion
- Ethische und soziale Verantwortung

### Inhalt

In der ersten Phase erhalten alle teilnehmenden Studierenden an einem gemeinsamen virtuellen Meeting das Kundenbriefing sowie eine Einführung in die Kampagnenarbeit. Es werden Teams à 4-6 Studierende gebildet und LSA-Agenturen werden den Teams als Coaches zugeteilt. In der zweiten Phase beginnen die Studierenden mit Unterstützung ihrer Coaching-Agentur mit der Erarbeitung der Kampagne. Jedes Team vereinbart als erstes einen Kick-Off Termin mit seiner Agentur. Dann beginnt die Arbeit an der Kampagne. Weitere Meetings (Schulterblicke) werden mit der Agentur vereinbart (insgesamt 3-4 Meetings). Diese Meetings finden vorzugsweise in der Agentur statt, wenn dies nicht möglich ist, dann virtuell. Die Modulverantwortlichen seitens Schule übernehmen die interne Koordination und garantieren die fachliche Qualität des Studiengangs. In der dritten Phase geht es an die finale Ausarbeitung der Kampagne. Hier wird auch die Präsentation für den Wettbewerb fertiggestellt. Während des Schlussspurts ist eine enge Betreuung seitens Agenturen und Modulverantwortlichen garantiert. Am Ende des Semesters findet die Prämierung und Award Verleihung statt. Zuerst wird je ein Gewinner-Team pro teilnehmende Hochschule ermittelt, das dann gegen die Gewinner-Teams der anderen Hochschulen antritt. Eine Jury bewertet die präsentierten Kampagnen und wählt das finale Gewinner-Team des LSA Junior Agency Award 2024. Diese Award-Verleihung findet (sofern möglich) anlässlich eines Events mit anschließender Party statt, zu welchem alle Teilnehmer\*innen des LSA Junior Agency Award 2024 eingeladen sind.

## SP04 - Junior Agency Award - BWBh384

### Lehr- und Lernmethode

#### Die Rolle der Agenturen (Coaches)

LSA-Agenturen begleiten und coachen die Studierenden während des Semesters. Sie stellen den Teams ihr Know-how und ihre Ressourcen zur Verfügung. Sie prüfen kritisch die Arbeiten, geben Feedback und helfen auch bei der Erarbeitung der Präsentationen. Die Agenturen gewähren den Studierenden Einblick in den Agenturalltag und in die Vielfalt der Agenturarbeit.

#### Die Rolle des LSA

LEADING SWISS AGENCIES garantiert die Verfügbarkeit von qualifizierten Coaching-Agenturen, koordiniert die gemeinsamen Termine und organisiert die Durchführung der Award-Verleihung. Der Verband stellt auch das Kundenbriefing. Zudem kommuniziert der LSA das Projekt auf den Kommunikationskanälen des Verbands und in den Fachmedien.

#### wichtige Termine

- 1 Gemeinsames Briefing (virtuell)
- Kick-off an der BFH mit Modulverantwortlichen
- Kick-off bei der Agentur
- Schulterblick-Meetings bei der Agentur / Coachings mit Modulverantwortlichen
- Generalprobe Präsentation bei der Agentur
- Vorausscheidung an den Hochschulen
- Award-Verleihung

### Fachliteratur

keine, das Modul ist praxisorientiert

### Workload

180 Stunden

### Kontaktstudium

Sie entscheiden, wann Sie mit "Ihrer" Agentur in Kontakt treten.

Die Dozierenden coachen Sie in drei Sprints.

## SP04 - Junior Agency Award - BWBh384

<b>Präsenzpflicht</b>	<ul style="list-style-type: none"> <li>- Gemeinsames Briefing mit LSA (tbd)</li> <li>- Kick-off BFH (19. Februar 2025)</li> <li>- Kick-off bei der Agentur (KW 9)</li> <li>- Generalprobe der Präsentation (KW 21)</li> <li>- Pitch vor der LSA Jury (KW 22/23)</li> <li>- Award-Verleihung in Zürich am Ende des Semesters (KW24)</li> </ul>
<b>Kompetenznachweis</b>	<p>Gruppenarbeit:</p> <ul style="list-style-type: none"> <li>- Präsentationsunterlage für den Pitch: 50 % ( KW 24 vor dem LSA Jury Pitch; Def. Datum wird zu Beginn des Semester bekannt gegeben)</li> <li>- Schriftliches Worddokument, welches Ihre Analyse und die Ideen zusammenfasst: 50 % (Abgabe nach der Pitchvorauscheidung am Ende des Semesters)</li> </ul> <p>(Gruppenbewertung)</p>
<b>Wiederholungsmodalitäten</b>	Wiederholung bei der nächsten Moduldurchführung (i.e. im darauffolgenden FS) möglich.
<b>Weiterführende, vertiefende Module</b>	<ul style="list-style-type: none"> <li>- Digitale Marketingstrategie</li> <li>- Consumer Behaviour</li> <li>- International Marketing</li> <li>- Brand Management</li> </ul>
<b>Bemerkung</b>	Dieses Modul ist anwendungsorientiert. Es bietet Ihnen die Möglichkeit, in einer Werbeagentur mitzuarbeiten - Sie sind Kundenberater, Copy Writer, Creative Director. Sie werden von den Profis profitieren und spannende Kontakte knüpfen!
<b>Studiengang, Semester</b>	<p>BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern          BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern</p>

## SP05 - CSR Management - BWBh385

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Kunz Nathan Michael
<b>Module responsibility</b>	Nathan Kunz
<b>Short description of the module</b>	<p>This module follows an innovative virtual teaching/learning concept. The module is 100% virtual and is conducted in cooperation with HAMK (Finland) and HSN (Germany). Students from the three universities work together in mixed groups on projects. The module consists of three blocks:</p> <ul style="list-style-type: none"> <li>- Strategic Corporate Sustainability</li> <li>- Managing Corporate Sustainability</li> <li>- Sustainable Consumption.</li> </ul> <p>At the beginning of the module, students pick a project on which the team will be working during the semester.</p> <p>This module is limited to 25 students from BFH.</p>
<b>Entry requirements</b>	By registering to this course, students confirm that they will be attending all sessions with mandatory attendance.
<b>Competencies upon completion</b>	<p>Within this module, students develop a variety of competencies:</p> <ul style="list-style-type: none"> <li>• They understand how a sustainable business strategy can be implemented concretely in a company.</li> <li>• They understand how sustainable behavior can be managed concretely in a company.</li> <li>• They can assess the sustainability of consumer behavior and transfer its influence to companies.</li> <li>• They know how to develop a sustainability strategy for companies/organizations and how to review sustainability goals.</li> <li>• They apply established tools for sustainability reporting.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Based on stakeholder case studies and company interviews, the block Strategic Corporate Sustainability builds an understanding of the fundamental concepts and drivers of CSR and the Sustainable Development Goals (SDGs). It covers the links between corporate vision, mission and CSR.</li> <li>• Based on business cases for CSR, the block Managing Corporate Sustainability deals with management systems, the translation of strategic CSR into functional strategies, the definition of the basic reporting and corresponding controlling systems.</li> <li>• The block Sustainable Consumption focuses on consumer behavior, its drivers, and the environmental and social impacts of consumption.</li> </ul>
<b>Teaching and learning methods</b>	Mix of self-study, group work, coaching sessions, interim presentations and final presentations.
<b>Literature</b>	Will be provided on Moodle
<b>Workload</b>	180h (6 ECTS)



## SP05 - CSR Management - BWBh385

### Contact lessons

The course will generally take place online on Thursdays from 17h to 19h, unless different times are indicated below.

#### Course Intro & Welcome

General information for BFH students: 20.02.2025, 16:15 - 16:55  
Organisation and kick-off: 20.02.2025, 17:00 - 18:30

#### Block 1 "Strategic Corporate Sustainability", Lecturer Simona Chilba (HAMK)

- Lecture: 27.02.2025, 17:00 - 19:00  
- Q&A in Plenum for Block 1: 06.03.2025, 17:00 - 18:00

#### Block 2 "Managing Corporate Sustainability", Lecturer Martin Wenke (HSN)

- Lecture: 13.03.2025, 17:00 - 19:00  
- Q&A in Plenum for Block 2: 20.03.2025, 17:00 - 18:00  
- Interim Presentation (pre-recorded, to be submitted via Moodle)

#### Block 3 "Sustainable Consumption", Lecturer Nathan Kunz (BFH)

- Lecture: 03.04.2025, 17:00 - 19:00  
- Q&A in Plenum for Block 3: 10.04.2025, 17:00 - 18:00  
- Interim Presentation: 01.05.2025, 17:00 - 19:00

#### Final Presentation

- Half class: 12.05.2025, 17:00 - 19:00  
- Half class: 15.05.2025, 17:00 - 19:00

### Attendance requirement

The sessions in the following calendar weeks (CW) have a mandatory attendance requirement:

- CW 8
- CW 9
- CW 11
- CW 14
- CW 20

### Competency assessment

The competency is assessed through partial grades throughout the semester. The final grade is calculated based on the following components:

- Assignments during the semester (15% of final grade), individual grade
- Final presentation, groupwork (65% of final grade), each member of the group receives the same grade
- Final report, groupwork (20% of final grade), each member of the group receives the same grade

### Mode of repetition

In case of failing, the module will need to be repeated. Because the course is project-based, all partial proofs of competences need to be repeated.

### Comment

This module is limited to 25 students from BFH.

## SP05 - CSR Management - BWBh385

### Degree programme, semester

BSc Business Information Technology, 2024-2025, 6 FS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 4 FS, TZ, Bern  
BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Information Technology, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern

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## SP07 - Business Gaming - BWBh387

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Braun Aron, Noppene Claus
<b>Module responsibility</b>	Braun Aron; Noppene Claus
<b>Short description of the module</b>	<p>Business games provide exciting experiences and insights on what it means to manage a company in a competitive environment.</p> <p>This module is designed for students who want to gain hands-on experience in the strategic and operational management of a company in a (simulated) real-world setting. It is based on a sophisticated, challenging and engaging online business game in which the different student teams compete with each other.</p>
<b>Entry requirements</b>	No special admission requirements.
<b>Competencies upon completion</b>	<p>This module aims at imparting the following set of competencies. The students</p> <ul style="list-style-type: none"> <li>• are able to analyse, interpret and discuss business data</li> <li>• Understand the complex and dynamic nature of strategic management</li> <li>• Learn how to navigate a company amid an ambiguous and uncertain environment</li> <li>• Can use appropriate decision making tools</li> <li>• Improve their ability to reach sound conclusions in a team</li> <li>• Improve their ability to develop and deliver professional business presentations</li> <li>• Learn how to identify and use suitable performance indicators</li> </ul>
<b>Content</b>	<p>TOPSIM General Management, the online strategy game used in this module, simulates typical decision problems which management teams face in key areas of strategy, human resources, marketing, operations, finance and innovation management. Students experience challenging business situations from a managerial perspective. Thus, students can use and integrate various central concepts introduced throughout their studies. Extensive reports allow the participants to see the effects of their strategic decisions. Competition between the different student teams enhances the intensity and engaging character of the module.</p> <p>The module is centered around the simulation of 8 subsequent rounds (years) in which companies (student teams) compete against each other for the best business performance. In each round of the simulation, the discussion of the executive team culminates in decisions on a number of key parameters (e.g. pricing, staffing, product development, marketing etc.). Before each new round, an extensive report documenting the effects of the decisions from the last round is made available to the teams. As the game unfolds more and more decision parameters are introduced, increasing the complexity of the game.</p> <p>After 8 rounds the game is over. The final session is used to reflect on the experience and to honour the winners.</p>

## SP07 - Business Gaming - BWBh387

### Teaching and learning methods

The experience of playing the game in competing teams including analysis and interpretation of the complex market and company results is the central learning method of this module. Additional theory is typically taught in the form of short lectures, complemented with group exercises and discussions in the class.

The aim of the game is to simulate reality as closely as possible. Due to the high level of complexity, virtually all larger SMEs are typically managed by an executive team which jointly leads the company as one legal entity. Accordingly, students are forming "executive teams", each student being responsible for an area like HR, R&D, M&S etc. Like in real companies, all key strategic decisions are being taken jointly in the executive board, while smaller operational decisions are being taken individually by the respective executives. This governance principle is reflected in the module tasks and proof of competence.

### Literature

Mandatory reading:

- Documentation provided by the lecturers
- TOPSIM manuals
- Main textbook for this course: Jonson, Whittington, Scholes, Angwin, ReghÃ©r: Exploring Strategy, 13th edition, Pearson

Additional reading:

Kaplan, R. S., & Norton, D. P. (1993). Putting the Balanced Scorecard to Work. *Harvard Business Review*, 71(5), 134-147.

Kaplan, R. S., & Norton, D. P. (1996). Using the Balanced Scorecard as a Strategic Management System. *Harvard Business Review*, 74(1), 75-85.

Chen, V. Z., Zhong, M., Duran, P., & Sauerwald, S. (2022). Multistakeholder Benefits: A Meta-Analysis of Different Theories. *Business & Society*, in press.

Abela, A. V. (2010). *The Presentation: A Story About Communicating Successfully With Very Few Slides*. CreateSpace Independent Publishing Platform.

### Workload

6 ECTS

### Contact lessons

5 full days (Monday to Friday, 9 am to 5 pm) in the Special Week in calendar week 7.

Furthermore, 4 lessons of 4 hours in the first half of the semester, in calendar weeks 9, 10, 11 and 12.

### Attendance requirement

The game requires the mandatory attendance of the students at all contact lessons (see exact calendar weeks above). Details will be communicated in the first lesson.

## SP07 - Business Gaming - BWBh387

<b>Competency assessment</b>	<p>Preparation assignment in calendar week 6 (individual work, 20%, in writing).</p> <p>Business data analysis report, submission in calendar week 7 (group work, pass/fail, in writing; same assessment for all team members)</p> <p>KPI identification &amp; discussion, submission in calendar week 7 (group work, 20%, in writing; same grade for all team members)</p> <p>Midterm strategy presentation in calendar week 7 (group work, 10%, in writing + oral; same grade for all team members)</p> <p>Conceiving &amp; creating stakeholder specific strategy communication, submission in calendar week 8 (individual work, 25%, in writing)</p> <p>Business data analysis report, submission in calendar week 10 (group work, pass/fail, in writing; same assessment for all team members)</p> <p>Final presentation in calendar week 12 (group work, 25%, in writing + oral; same grade for all team members)</p> <p>If one of the two pass/fail assignments is not passed, the module as a whole is not passed.</p> <p>Details will be announced in the first lesson.</p>
<b>Mode of repetition</b>	<p>Repetition of the module.</p>
<b>Follow-up modules</b>	<p>Specialization "Innovation &amp; Entrepreneurship"</p>
<b>Degree programme, semester</b>	<p>BSc Business Information Technology, 2024-2025, 4 FS, VZ, Bern          BSc Business Information Technology, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc Business Information Technology, 2024-2025, 6 FS, VZ, Bern          BSc Business Administration, 2024-2025, 6 FS, TZ, Bern          BSc Business Information Technology, 2024-2025, 8 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern          BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern          BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern          BSc Business Information Technology, 2024-2025, 6 FS, TZ, Bern          BSc Business Administration, 2024-2025, 8 FS, TZ, Bern          BSc Digital Business &amp; AI, 2024-2025, 4 FS, TZ, Bern          BSc Business Administration, 2024-2025, 4 FS, TZ, Bern</p>

## SRE1 - Real Estate Investment - BWBh401

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Fankhauser Daniel, Rascón Alberto, Szélpal Boris
<b>Modulverantwortung</b>	Prof. Dr. Szélpal Boris, Professor für Architektur und Urbane Transformation, Studienleiter MAS Real Estate
<b>Kurzbeschreibung des Moduls</b>	<p>Im Modul Real Estate Investment wird die Perspektive des Investors eingenommen. Der Schwerpunkt liegt auf der nachhaltigen Verwaltung von direkten oder indirekten Immobilienportfolios. Die institutionellen Anleger sind verpflichtet, die Richtlinien, Ziele und Strategien der Organisation einzuhalten. Nachhaltige Immobilien sind sowohl eine Kapitalanlage als auch ein Motor der Wertschöpfung.</p>
<b>Eingangskompetenz</b>	<p>Die Studierenden haben das Grundstudium abgeschlossen.</p> <p>Die Studierenden haben das Finanzverwaltungsmodul und das Buchhaltungsmodul abgeschlossen bzw. sich dafür eingeschrieben.</p>

## SRE1 - Real Estate Investment - BWBh401

### Kompetenz

#### Fachliche Fähigkeiten:

Die Studierenden wissen, wie man Strategie- und Portfoliomodelle und die konkrete Umsetzung in einer Immobilienorganisation validiert.

Die Studierenden kennen die wesentlichen Merkmale von Portfoliomanagement und Investitionen für Immobilien.

Die Studierenden kennen die Merkmale ertragsorientierter Immobilieninvestoren und können diese von CREM-Verfahren und anderen ertragsorientierten Anlageformen abgrenzen.

Sie kennen die wichtigsten institutionellen Immobilieninvestoren in der Schweiz mit Strategie, Positionierung, Organisation und vertikaler Integration.

#### Methodische Fähigkeiten:

Die Studierenden sind in der Lage, die verschiedenen Konzepte der Investitionsrechnung im Kontext von Business Cases anzuwenden und zu bewerten.

Sie sind in der Lage, die geeigneten Methoden auszuwählen, die Berechnungen durchzuführen und die Ergebnisse und Lösungen in angemessener Weise zu präsentieren.

Sie sind in der Lage, zu den richtigen Schlussfolgerungen zu kommen und sollten daher in der Lage sein, die richtige Investitionsentscheidung zu treffen.

#### Soziale Fähigkeiten:

Die Studierenden sind in der Lage, Probleme in Arbeitsgruppen zu analysieren und zu diskutieren und dabei verschiedene Argumente zu berücksichtigen, zu bewerten, zu begründen und zu widerlegen.

Sie sind in der Lage, argumentative Diskussionen konstruktiv zu führen und sie klar von subjektiven Einstellungen zu trennen.

#### Selbstkompetenz:

Die Studierenden können sich selbst im Rahmen verschiedener Themen kritisch reflektieren und gegebenenfalls individuelle Konsequenzen ableiten.

Sie können mit Autonomie und Selbstorganisation umgehen und ihr persönliches Urteilsvermögen kritisch hinterfragen und schärfen.

Sie analysieren ihre Fähigkeit zur Stressbewältigung und kennen ihre Stärken und Schwächen.

#### Digitale Fähigkeiten:

Die Studierenden können den Zugang und die Nutzung digitaler Werkzeuge sicherstellen und diese effizient einsetzen.

Die Fähigkeiten zum Online-Lernen und zur digitalen Kommunikation mit Dozierenden werden gestärkt.

### Inhalt

1. Einführung, Fachbegriffe, Performance-Modell und Immobilienökonomie
2. Schweizer Immobilienmarkt
3. Portfolio: Core
4. REIM: Real Estate Investment Management, Organisationsformen, Aufgaben
5. Transaktionsmanagement und Beispiel (Fall Due Diligence))
6. PREM + CREM + FM
7. Nachhaltige Immobilien und Denken in Lebenszyklen
8. Steuern
9. Finanzen

## SRE1 - Real Estate Investment - BWBh401

<b>Lehr- und Lernmethode</b>	Das Modul wird auf Deutsch (70 %) und Englisch (30 %) unterrichtet.  Vorlesungen, Übungen, Präsentationen, Fallstudien
<b>Fachliteratur</b>	Verschiedene Papiere und Dokumente werden im Unterricht zur Verfügung gestellt.  <b>Empfohlene Literatur:</b>  Hartzell, D., & Baum, A. E. (2021). Real Estate Investment and Finance: Strategies, Structures, Decisions. Wiley.  Fahrländer, S. & Kloess, S. (2024). Grundlagen der Immobilienökonomie / Angewandte Immobilienökonomie, Schweizer Immobilienschätzer-Verband SIV.
<b>Workload</b>	180 Stunden
<b>Kontaktstudium</b>	12 x 4 Lektionen (45 Minuten), Donnerstag Morgen nach sep. Programm.  Wann immer es einen Gastredner gibt: Der genaue Zeitplan wird in der 1. Unterrichtsstunde mitgeteilt.
<b>Präsenzpflicht</b>	Keine Präsenzpflicht.
<b>Kompetenznachweis</b>	Die Endnote ergibt sich aus dem Durchschnitt von 2 Teilprüfungen, die während dem Unterricht abgelegt werden.  elektronische Prüfungen [Moodle] / Einzelbewertung  1. Test 40 % der Endnote (1-stündiger Test) - Real Estate: Steuern, Donnerstag, 20. März 2025 2. Test 60 % der Endnote (1,5-stündiger Test) - Real Estate: Investment, Donnerstag, 5. Juni 2025
<b>Hilfsmittel bei schriftlicher Prüfung</b>	Open Book Test
<b>Wiederholungsmodalitäten</b>	Wiederholung des nicht bestandenem Teilkompetenznachweises bei der nächsten Durchführung.
<b>Weiterführende, vertiefende Module</b>	N/A
<b>Bemerkung</b>	Immobilienmanagement ist das ganzheitliche, nachhaltige und lebenszyklusorientierte Management von Immobilien, insbesondere das Bewerten, Entwickeln und Investieren von Immobilien zum Zwecke eines langfristigen optimalen Einsatzes der Ressource Immobilie über den ganzen Lebenszyklus.  Konzept der Vertiefung im Real Estate:  Real Estate Investment (REI) Real Estate Development (RED) Real Estate Valuation (REV)



## SRE1 - Real Estate Investment - BWBh401

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern

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## SRE2 - Real Estate Development - BWBh402

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Szélpal Boris
<b>Modulverantwortung</b>	Prof. Dr.-Ing. Boris Szélpal, Professor für Architektur und Urbane Transformation, Studienleiter MAS Real Estate
<b>Kurzbeschreibung des Moduls</b>	<p>Im Modul Immobilienentwicklung wird die Sicht des Entwicklers und der Eigentümerin von Immobilien oder Arealen eingenommen. Die Bedürfnisse der Menschen bei der Entwicklung von Immobilien werden in Zielgruppen- und Nutzungskonzepte transformiert. Städtebauliche und architektonische Konzepte werden vermittelt. Prozesse und Planungsinstrumente dienen als wichtige Entscheidungsgrundlage für alle Stakeholder. Mit guter Projektkommunikation und einer ergebnisorientierten Zusammenarbeit können Entwicklungsprojekte gut strukturiert werden.</p> <p><b>«Immobilienentwicklung ist Zukunftsgestaltung! » (Senem Wicki)</b></p>
<b>Eingangskompetenz</b>	Die Studierenden haben das Grundstudium abgeschlossen.
<b>Kompetenz</b>	Die Studierenden kennen Akteure und die Organisation einer Projektentwicklung und können einen Entwicklungsprozess strukturieren. Die Studierenden kennen Prozess und Methoden in der Projektentwicklung. Sie können Ergebnisse von Objektanalysen beurteilen. Die Studierenden verstehen Kriterien über die Nachhaltigkeit bei einzelnen Beispielen und deren Methoden für eine erfolgreiche Projektentwicklung.
<b>Inhalt</b>	<ol style="list-style-type: none"> <li>1. Einführung: Fachbegriffe, Immobiliendevelopment, Leitimmobilie, Kompetenznachweise</li> <li>2. Qualitative Stadtentwicklung</li> <li>3. Kultureller Wert des Bauens</li> <li>4. Mensch und Bedürfnisse</li> <li>5. Treiber der Stadtentwicklung</li> <li>6. Prozesse 1: Partizipation, Kommunikation</li> <li>7. Prozesse 2: Strategien, Bauen im Bestand</li> <li>8. Coaching in Gruppen vor Ort</li> <li>9. Exkursion</li> <li>10. Coaching in Gruppen per Video</li> <li>11. Schlusspräsentation Studierende, Boris Szélpal und Gäste</li> </ol>
<b>Lehr- und Lernmethode</b>	<ul style="list-style-type: none"> <li>• Vorlesungen (input)</li> <li>• Gruppenreflexion als Einstieg in den neuen Tag (15 Min.)</li> <li>• Besichtigung Immobilie (Exkursion)</li> <li>• Workshops und Gruppenarbeiten</li> <li>• Übungen und Diskussionsrunden</li> <li>• Coachingtermin 1x pro Gruppe</li> <li>• Sprechstunde 1x pro Woche (MS Teams)</li> <li>• Präsentation Abschlussarbeit in der Gruppe (output)</li> <li>• Mündliches Feedback zur Abschlussarbeit</li> <li>• Schriftliches Feedback zur Abschlussarbeit</li> </ul>

## SRE2 - Real Estate Development - BWBh402

### Fachliteratur

#### Pflichtliteratur:

Gerd Niklas Köster: Projektentwicklung von Immobilien, Grundlagenwissen und Handlungsempfehlungen. Springer (2021). E-book: Wird auf Moodle zur Verfügung gestellt.

#### Begleitende Fachliteratur:

- Städte für Menschen, Jan Gehl, jovis Verlag GmbH, ISBN 978-386859-356-3
- Reduce, Reuse, Recycle: Muck Petzet, Florian Heilmeyer Hatje Cantz Verlag, ISBN 978-3-7757-3424-0
- Nachhaltig Bauen: Hollger Wallbaum, Susanne Kytzia, Samuel Kellenberger, vdf Hochschulverlag, ISBN 978-3-7281-3415-8
- Dissertation Boris Szélpal Kommunikationsstandard für öffentliche Bauvorhaben; Phasengerechte Bedarfsplanung und Bedarfsartikulation des öffentlichen Bauherrn (2017), Hafencity Universität
- Nutzungsorientierte Bedarfsplanung, Prozessqualität für nachhaltige Gebäude, Martin Hodulak und Ulrich Schramm
- Pena, W; Parshal, S.A. (2012); Problem Seeking. New Jersey: John Wiley & Sons Inc.
- Jürgen Schäfer / Georg Conzen: «Praxishandbuch der Immobilien-Projektentwicklung, Akquisition, Konzeption, Realisierung, Vermarktung, C.H. Beck Baurecht», 4. Ausgabe, 2019
- Willi Alda, Joachin Hirschner: Projektentwicklung in der Immobilienwirtschaft, Grundlagen für die Praxis, Springer Fachmedien Wiesbaden GmbH, 6. Auflage 2016
- Torsten Held, Immobilien-Projektentwicklung, Wettbewerbsvorteile durch strategisches Prozessmanagement, Springer Berlin Heidelberg, Auflage 2010

### Workload

6 ECTS x 30 Stunden = 180 Stunden

### Kontaktstudium

Vorlesungen vor Ort in Bern:  
Jeweils am Donnerstag Nachmittag von 12.35 bis 16.00 Uhr (4 Lektionen)

### Präsenzpflicht

keine Präsenzpflicht

### Kompetenznachweis

- Test als Einzelarbeit (90 Min. auf Moodle: Multiplechoice, open book, Gewichtung 40 %). 10. April 2025.
- Entwicklungsprozess strukturieren (Projektentwicklung als Gruppenarbeit, 2-3 Pers., Gruppenbewertung, Gewichtung 40 %). 5. Juni 2025.
- Schlusspräsentation vor Gästen und Dozierenden (Gruppenbewertung, Gewichtung 20 %). 5. Juni 2025.

### Hilfsmittel bei schriftlicher Prüfung

Open book

### Wiederholungsmodalitäten

Eine Wiederholung ist bei der nächsten Moduldurchführung möglich. Nachprüfung nach Absprache.

### Weiterführende, vertiefende Module

- Vertiefung Real Estate Investment (REI) jeweils im Frühlingsemester
- Vertiefung Real Estate Valuation jeweils (REV) im Herbstsemester

### Bemerkung

Immobilienmanagement ist das ganzheitliche, nachhaltige und lebenszyklusorientierte Management von Immobilien, insbesondere das Bewerten, Entwickeln und Investieren von Immobilien zum Zwecke eines langfristigen optimalen Einsatzes der Ressource Immobilie über den ganzen Lebenszyklus.

#### Konzept der Vertiefung im Real Estate:

- Real Estate Investment (REI)
- Real Estate Development (RED)
- Real Estate Valuation (REV)

## SRE2 - Real Estate Development - BWBh402

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern

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## SSB2 - Circular Business Models - BWBh322

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Frecè Jan Thomas, Meili Rahel, Stucki Tobias
<b>Modulverantwortung</b>	Rahel Meili

**Kurzbeschreibung des Moduls**

Die Kreislaufwirtschaft wird sowohl in der Privatwirtschaft wie auch in der Politik zunehmend wichtiger. Die Kreislaufwirtschaft ist ein sehr umfassendes Konzept der Nachhaltigkeit. Neben einer effizienteren Nutzung von bestehenden Ressourcen geht es auch um die Verlängerung und Schliessung von Ressourcenflüssen. Interdisziplinäres, bereichs- und oft auch unternehmensübergreifendes Denken wird für eine erfolgreiche Umsetzung benötigt. Dies stellt Unternehmen oft vor grosse Herausforderungen bei der Umsetzung. Ziel dieses Moduls ist es die Umsetzung eines zirkulären Unternehmensmodells in Unternehmen und Organisationen zu üben. Dazu wird in einem ersten Schritt relevantes Wissen vermittelt, welches dann in einem zweiten Schritt konkret angewendet werden kann.

### Eingangskompetenz

- Sie kennen die wichtigsten Grundbegriffe, Konzepte und Modelle des nachhaltigen Wirtschaftens.
- Sie erkennen (aktueller und zukünftiger) ökologische, soziale und wirtschaftliche Probleme und Herausforderungen und können ihre Bedeutung und ihre Wechselwirkung mit der heutigen Weltwirtschaft einschätzen.
- Sie haben ein Verständnis für die komplexen Wechselwirkungen zwischen Wirtschaft, Politik, Gesellschaft (z.B. Konsumenten) und natürlicher Umwelt.
- Sie kennen wirtschaftliche und unternehmerische Konzepte und Ansätze im Zusammenhang mit nachhaltiger Entwicklung und können diese an realen Beispielen beurteilen.
- Sie verstehen das Konzept des ökologischen und sozialen Fussabdrucks (Ökobilanz) von Produkten, Prozessen und Unternehmen und können diesen interpretieren.
- Sie haben ein Verständnis über die Nachhaltigkeit des individuellen Konsums.

### Kompetenz

- Sie verstehen das Konzept der Circular Economy und können dieses von anderen Nachhaltigkeitskonzepten abgrenzen.
- Sie kennen zirkuläre (Geschäfts-)Modelle und können eine Implementierung im konkreten Umfeld konzipieren.
- Sie kennen die Idee der Lebenszyklusbewertung zur Bestimmung der Umweltbilanz von Produkten, Prozessen und Unternehmen.
- Sie kennen die Chancen und Risiken der Transformation von einem linearen zu einem zirkulären Unternehmensmodell.
- Sie kennen relevante Instrumente aus dem Bereich Sustainable Management, welche für die Umsetzung der Kreislaufwirtschaft in der Unternehmensstrategie benötigt werden.
- Sie können diese Tools auf beliebige Unternehmen und Organisationen adaptieren.
- Sie trainieren Future Skills: critical thinking, creativity, collaboration, communication

### Inhalt

Einführung in das Konzept der Kreislaufwirtschaft:

- Grundlagen und Bedeutung der Kreislaufwirtschaft aus der Sicht der Wirtschaft und Gesellschaft.
- Zirkuläre (Geschäfts-)Modelle konzipieren und umsetzen
- Analyse von Best Practice Beispielen
- Einführung in die Lebenszyklusbewertung zur Bestimmung der Umweltbilanz von Produkten
- Die Rolle des Industriedesigns für die Umsetzung der Kreislaufwirtschaft in der Praxis
- Umsetzung anhand von spezifischen "Live Case"-Projekten: Entwicklung und Umsetzung eines zirkulären Geschäftsmodells an einem konkreten Unternehmen/Organisation

## SSB2 - Circular Business Models - BWBh322

### Lehr- und Lernmethode

Die Vorlesung ist auf dem Prinzip des Flipped Classroom aufgebaut. Flipped Classroom ist ein Blended-Learning-Unterrichtsmodell, bei dem sich die Studierenden selbständig mit Literatur vertraut machen oder ein Video ansehen müssen. Während des Unterrichts liegt der Schwerpunkt in erster Linie auf fallbasierter praktischer Arbeit (allein und in Gruppen), bei der das neue Wissen angewendet werden kann.

Um die verschiedenen Facetten der Kreislaufwirtschaft kompetent abdecken zu können wird es auch Gastvorträge und Inputs aus der Praxis geben.

Im zweiten Teil sollen die Studierenden anhand von spezifisch ausgewählten «Live Cases» die Chancen und Herausforderungen einer Umstellung von einem linearen zu einem zirkulären Unternehmensmodell erkennen.

### Fachliteratur

Die Literatur wird spezifisch für den Unterricht zusammengestellt und auf Moodle verfügbar gemacht.

### Workload

180 Stunden

### Kontaktstudium

14 x 4 Lektionen

### Präsenzpflicht

MC Prüfung KW12

Es wird in KW14 spezifisch für dieses Modul ein Besuch bei der Firma Girsberger organisiert. Dieser ist für alle Moduleteilnehmer verpflichtend!

Gruppenpräsentation KW23

Generell:

Es wird bei diesem Modul wenig Frontalunterricht geben, denn es geht darum, das Wissen anzuwenden. Diese Anwendung kann zu Hause kaum individuell eingeübt werden.

Im Fokus dieses Moduls steht aber die Anwendung des Wissens auf konkrete Unternehmen. Im zweiten Teil des Moduls wird deshalb primär in Gruppen gearbeitet und die Präsenz vor Ort reduziert.

Umso wichtiger ist es aber, dass der Unterricht vor Ort besucht wird.

### Kompetenznachweis

Der Kompetenznachweis besteht aus vier Teilen:

- elektronische MC Prüfung zu den Inhalten aus dem ersten Teil 20 Minuten in KW12 (20 % der Endnote; Einzelbewertung)
- Schriftliches Peer-Feedback, welches individuell verfasst wird: Abgabe 27.05.2025 (20 % der Endnote; Einzelbewertung)
- Gruppenpräsentation zu einem "Live Case" im Bereich der Kreislaufwirtschaft in KW23 (30 % der Endnote; Gruppenbewertung)
- Schlussreport zu diesem "Live Case", welcher dann auch an das Unternehmen ausgehändigt werden kann (30 % der Endnote; Gruppenbewertung), Abgabe: 22.06.2025

Für die Präsentation und den Schlussreport gibt es eine Gruppenbewertung, da die Studierenden in Gruppen spezifische Cases bearbeiten. Das Thema der Kreislaufwirtschaft ist sehr vielschichtig. Es ist deshalb wichtig, dass dieses Thema aus verschiedenen Perspektiven beleuchtet wird. Das Erarbeiten der Arbeit in der Gruppe ("collaboration skills") ist zentraler Bestandteil dieses Moduls.

### Hilfsmittel bei schriftlicher Prüfung

physisches Wörterbuch Muttersprache - Sprache Kompetenznachweis

## SSB2 - Circular Business Models - BWBh322

### Wiederholungsmodalitäten

Eine Wiederholung ist bei der nächsten Moduldurchführung möglich.

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### Weiterführende, vertiefende Module

Dieses Modul ist Teil der Vertiefungsrichtung "Sustainable Business". Es kann auch unabhängig von den anderen Modulen besucht werden.

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### Studiengang, Semester

BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 8 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern

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## SWD1 - Law for Business - BWBh421

<b>ECTS</b>	6
<b>Unterrichtssprache</b>	Deutsch
<b>Modultyp</b>	Wahlpflichtmodul
<b>Modulniveau Zusatz</b>	Hauptstudium
<b>Dozierende</b>	Koch Rika
<b>Modulverantwortung</b>	Prof. Dr. Rika Koch

**Kurzbeschreibung des Moduls**

Vor dem Hintergrund der fortschreitenden Digitalisierung und der zunehmenden Regulierung sind juristische Fragestellungen auch im Businesskontext präsenter und wichtiger als je zuvor. Nicht nur Jurist\*innen sollten das Recht kennen, sondern alle, welche in einem Unternehmen tätig sind.

Das Modul Law for Business vermittelt Studierenden die Grundlagen des Rechts im digitalen Zeitalter. Sie lernen welche rechtlichen Gesellschaftsformen bei der Gründung eines Unternehmens gewählt werden können. Es wird ihnen vermittelt, was in wichtigen Firmenverträge enthalten ist und wie man mit AGBs umgeht. Ausserdem lernen sie, wie branchenspezifische Gesetze entstehen und wie diese die Unternehmensführung beeinflussen können. Je nach Interessenslage können aktuelle juristische Themen diskutiert werden.

Daneben liegt ein weiterer Schwerpunkt auf «Soft-skills» wie Vertragssprache (deutsch und englisch), Aufbau eines juristischen Arguments, Verstehen von Gerichtsurteilen und dem Üben von Auftrittskompetenzen.

**Eingangskompetenz**

Der Besuch der Module Wirtschaftsrecht oder Informatikrecht ist nützlich, aber keine Voraussetzung.

(Für die Module SWD2 - Öffentliches Wirtschaftsrecht und SWD3 Digitalrecht der Vertiefungsrichtung Wirtschafts- und Digitalrecht wird der Besuch von SWD1, ODER eines der Module Wirtschaftsrecht oder Informatikrecht ODER eine ähnliche Ausbildung vorausgesetzt. Wird diese Voraussetzung für SWD2 und SWD3 nicht erfüllt, kann der Modulbesuch in Absprache mit den Dozierenden unter Auflagen trotzdem erlaubt werden.)

- Kompetenz**
- Erkennen und Beurteilen von verschiedenen Gesellschaftsformen
  - Verträge und AGB lesen und entwerfen
  - Grundlagen der Rechtsetzung
  - Juristisches Schreiben
  - Kollaboratives Erarbeiten von Lösungsansätzen für offene, interdisziplinäre Fragestellungen
  - Schriftliche und mündliche Kommunikationsfähigkeit: Schulung der Auftrittskompetenz und dem juristischen Schreiben
  - Passive und aktive Kritikfähigkeit: Erteilen von konstruktiven Feedbacks an Mitstudierende

**Lehr- und Lernmethode**

Das Modul wird verschiedene Lernformen kombinieren. Die Anteile an Vorlesungen, Selbststudium und Coachings werden vor Semesterbeginn oder laufend bekannt gegeben.



## SWD1 - Law for Business - BWBh421

### Fachliteratur

Müller/Klaubenbösch, Recht, 4. Auflage 2023 (<https://www.hep-verlag.ch/recht>)

Weiterführende Literatur:

- Kähr, Michel, Repetitorium Gesellschaftsrecht, 4. Auflage 2020.
- Herzog, Julian und Andreas Lienhard, Übungsbuch Obligationenrecht Besonderer Teil, 2. Auflage 2019.
- Schneider, Wolf: Deutsch! Das Handbuch für attraktive Texte, 2007.

Empfohlene Podcasts:

- 100 Bundesgerichtsentscheide, Dr. Phil Baumann (<https://open.spotify.com/show/4txurK6TeSLNUHtWxjYBlx>)
- Datenschutzplaudereien, Podcast der Datenschutzpartner (Martin Steiger und Andreas von Gunten) <https://www.datenschutzpartner.ch/podcast/>

Weitere Literatur wird vor Semesterbeginn bekannt gegeben und wird je nach den von den Studierenden gewählten Fallbeispielen von «Start-ups» ergänzt.

### Workload

6 ECTS, also 180 h.

### Kontaktstudium

Das Modul ist mit 14 x 4 Wochenlektionen geplant. Davon erfolgt ca. 2/3 im Kontaktstudium (also durchschnittlich 2-3 Lektionen x Woche). Der Rest ist Selbststudium, das je nach Präferenz in Gruppen oder individuell absolviert werden kann. Genaueres wird in der ersten Stunde bekannt gegeben.

### Präsenzpflicht

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### Kompetenznachweis

Der Kompetenznachweis setzt sich zu je der Hälfte zusammen aus:

Präsentation individuell während des Semesters (Termin und Thema in Absprache mit Dozentin) zu einem Gerichtsentscheid, zu einem verhandelten Vertrag, zu AGB oder zu einem im Vorfeld abgesprochenen Thema (10-15 Minuten, 50 % Gewichtung).

Mündliche Prüfung in der KW 25. Die Studierenden werden im Vorfeld in diesem Prüfungsformat geschult (15 Minuten, 50 % Gewichtung).

### Hilfsmittel bei schriftlicher Prüfung

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### Wiederholungsmodalitäten

Die Wiederholung der Präsentation ist bei der nächsten Moduldurchführung möglich, die Wiederholung der mündlichen Prüfung beim nächstmöglichen Prüfungstermin des Moduls.

### Weiterführende, vertiefende Module

Die Module 2 ("Öffentliches Wirtschaftsrecht") und 3 ("Digitalrecht") der Vertiefungsrichtung "Wirtschaft und Digitalrecht" sind die weiterführenden und vertiefenden Module zum Modul 1 ("Law for Business").

## SWD1 - Law for Business - BWBh421

### Studiengang, Semester

BSc Betriebsökonomie, 2024-2025, 4 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 4 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 8 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 6 FS, TZ, Bern  
BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 6 FS, VZ, Bern

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## YEEP - Young Entrepreneurship Exchange Project - BWIh010

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Module level additive</b>	Advanced level
<b>Lecturer(s)</b>	Braun Aron, Vogel Claudia
<b>Module responsibility</b>	Aron Braun, Deepti Pahwa

### Short description of the module **YEEP takes you on a unique entrepreneurial field trip to India!**

The module YEEP (Young Entrepreneur Exchange Project) offers an exciting opportunity for students who are interested in entrepreneurship and who want to gain first, real-world experience with the delights and challenges of working in an intercultural team in an emerging economy.

This intensive 16-day module will take you to the Parul University in Gujarat, India. Participants from different BFH departments will join teams of entrepreneurial Indian students who are working on their startup ideas. They are being supported by the Business Incubation Center of Parul University and intend to realize their business ideas after graduation.

This elective module gives you the unique possibility to participate in entrepreneurial business projects and to experience an emerging country with its vibrant culture and economy not like an observing tourist, but from the "inside".

This summer school allows students to practically apply the knowledge they have acquired in preceding business courses or their general knowledge of business administration.

A special focus lies on:

- Purpose, content, and key success factors of a business concept / business plan
- Customer-centered development of a viable value proposition
- Process of business concept development / business plan writing
- Alignment of a business concept / business plan to the typical expectations of investors
- Application of the relevant methods of strategic management and business modeling
- Understanding how the social, cultural, academic and business environment and market conditions can differ in other parts of the world
- Establishing relationships across cultural borders in face-to-face interactions
- Developing strategies in order to function successfully in challenging and unusual environments
- Reflecting on one's intercultural competency and learning how to adjust appropriately to new situations and tasks

### Entry requirements

This International Summer School is open to all BFH students via "BFH Diagonal" as well as selected BFH Business School partner university students.

The number of participants is limited to 25 students.

## YEPP - Young Entrepreneurship Exchange Project - BWIh010

### Competencies upon completion

#### Subject: Students

- apply different analytical methods and planning instruments
- gain an increased knowledge of the host country, its culture and its business environment
- develop a concrete business concept / business plan for an entrepreneurial project including the necessary preceding investigations and analyses
- analyse the opportunities and risks of a concrete venture

#### Method: Students

- develop an understanding for the essential elements and success factors of a business proposition
- recognize different systematic approaches and analysis methods in the field of business planning, learn to procure, evaluate, and present the information required for a business concept / business plan
- are able to present their business proposition in a convincing and target group oriented way
- learn how to assess the opportunities and risks of a concrete business model
- apply a variety of frameworks used to analyse cultures and cross-cultural interactions
- learn how to systematically document and reflect on challenges arising in multi-cultural team work

#### Social: Students

- practise team work by working in a multi-cultural team
- apply systematic approaches to cross-cultural communication and intercultural encounters
- identify and assess the success factors, necessary resources, team configuration, organizational structures, and appropriate timing in the management of the venture

#### Self: Students

- recognize their own entrepreneurial potential
- recognize their ability for intercultural teamwork
- develop their own initiative and ability to autonomously work on a project; the success of this module hinges on the active and dedicated participation of the students and their ability to deal with challenges, frustrations and uncertainty arising within a cross-cultural environment

### Content

Each multi-cultural student team will develop and write up or further develop a business concept / business plan for a specific business proposition conceived by students from the host country, with a special focus on:

- selection, application, and adaptation of appropriate methods / concepts from strategic management and other basic fields of management theory
- creation of a business concept / business plan
- development of a financial plan
- documenting and presenting the business proposition in a concise and convincing way

### Teaching and learning methods

- seminars, workshops and company visits
- introductory lectures on the basics of business planning for those requiring this input - team coaching
- presentation and discussion of practical solutions
- mutual reviews between teams

## YEPP - Young Entrepreneurship Exchange Project - BWIh010

### Literature

#### Indispensable literature:

- Hand-outs provided during the International Summer School

#### Recommended literature:

- India: The Essential Guide to Customs & Culture (Culture Smart!) Becky Stephen (2021)  
- Running Lean, Ash Maurya, O'Reilly, 3rd edition (2022)  
- Talking to Humans, Giff Constable September 2014; ISBN-10: 099080092X

#### Additional, continuative literature:

- The Art of the Start 2.0, Guy Kawasaki, Portfolio Penguin 2015; ISBN-10: 0241187265  
- Business Model Generation, Alexander Osterwalder and Yves Pigneur August 2010; ISBN-10: 0470876417

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### Workload

90h

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### Contact lessons

As per programme schedule: 10 to 25 July 2025 (at Parul University, India)

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### Attendance requirement

As per programme schedule: 10 to 25 July 2025 (at Parul University, India)

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### Competency assessment

- 1st short reflective report, submission in calendar week 27 (individual work, 10%, in writing)
- 2nd short reflective report, submission in calendar week 29 (individual work, 10%, in writing)
- Business concept documentation; format and scope will be individually defined for each project, submission in calendar week 30 (team work, 50%, in writing)
- Final pitch of business concept / business plan in calendar week 30, (group work, 20%, in writing + oral)
- 3rd short reflective report, submission in calendar week 35 (individual work, 10%, in writing)

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### Mode of repetition

Repetition of the module.

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### Follow-up modules

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## YEEP - Young Entrepreneurship Exchange Project - BWIh010

### Comment

#### Parul University offers the following to BFH students:

- Accommodation: Free stay with breakfast, sharing a double room (additional cost for single occupancy)
- Meals:
  - Weekday lunches at Parul University
  - Dinner allowance at the hotel
  - Three organized dinners with Indian students at top restaurants in the city
- Transportation in Vadodara:
  - Airport transfers upon arrival and departure
  - Daily transportation between the hotel and university
- Cultural Events: All on-campus cultural activities as part of the YEEP program (excluding some optional weekend trips)
- Any additional personal expenses have to be covered by the participants

#### Flights:

- **Flights are organised individually and have to be covered by the participants.**
- **Latest possible arrival: July 09**
- **Earliest possible departure: July 26**

#### Visas, Insurances & Vaccinations:

- Organised individually

#### Optional Travel Extension (Cost to be covered by students)

Students can choose to book a 1-week travel package after the YEEP program, which includes visits to Goa, Agra (Taj Mahal), and Delhi.

#### Number of participants:

- Minimum 12 students
- Maximum 25 students

This International Summer School is open to all BFH students. In addition, it may also be made available to students of selected partner universities.

A minimum of 6 places are reserved for BFH Diagonal, i.e. for BFH students who are not studying at BFH Business School. The other places are available for students of BFH Business, with a priority given to students from the IBA program.

#### Application requirements

- BFH Business students to apply via IS-A
- BFH students from other departments to apply via the BFH Diagonal application form

Please inform yourself about the regulations concerning entry to India, as well as visa regulations.

### Degree programme, semester

BSc Business Information Technology, 2024-2025, 6 FS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 8 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc Digital Business & AI, 2024-2025, 4 FS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 4 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc Business Administration, 2024-2025, 8 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 6 FS, TZ, Bern  
 BFH diagonal, 2024-2025, spring, -, Bern  
 BSc Business Information Technology, 2024-2025, 4 FS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 4 FS, TZ, Bern  
 BSc Business Administration, 2024-2025, 6 FS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 8 FS, TZ, Bern