

## IACS - Academic Skills - BWI008

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| <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  |
| <b>Module responsibility</b>           | Cyril Imhof & Gernot Pruschak  |
| <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 - BWlg008

### 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

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| <b>Workload</b>                     | 6 ECTS require 180h effort:<br><br><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 in-presence sessions (4 lectures each) only on the following dates:<br><br><ul style="list-style-type: none"><li>- 20.09.2024</li><li>- 04.10.2024</li><li>- 18.10.2024</li><li>- 25.10.2024</li><li>- 08.11.2024 (Online)</li><li>- 13.12.2024</li></ul>   |
| <b>Competency assessment</b>        | Exact time and date will be made available on moodle in the first two weeks of semester.<br><br>During the term:<br><br>Five individual online exams during class, which in total count 25% of the final grade.<br><br>Mid-term:<br>An individual preregistration, which counts for 25% of the final grade.<br><br>End of term:<br>A group Research Presentation and Defence, which counts for 50% of the final grade.<br>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, 1 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  |

## IBIT - Business IT - BWIg007

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| <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>                     | Einsele Farshideh  |
| <b>Module responsibility</b>           | Prof. Dr. Farshideh Einsele  |
| <b>Short description of the module</b> | <p>Get to know data modeling fundamentals, Entity-Relationship Diagramms, design steps of Relational Databases.</p> <p>Get to know Structured Query Language to extract information from relational Databases</p> <p>Get to know a visualization tool (Tableau) to understand and work with data. Visualization tools help to make proper data-driven decisions without having to spend valuable time trying to wrangle raw data into an interpretable format.</p>   |
| <b>Entry requirements</b>              | This module is open to all BScIBA students.  |
| <b>Competencies upon completion</b>    | <p>Students can...</p> <ul style="list-style-type: none"> <li>- explain, what are the principals of data modeling</li> <li>- explain, what are relational databases</li> <li>- design simple relational databases using Entity Relationship Diagramming</li> <li>- apply SQL in order to extract specific information from relational databases</li> <li>- use visualization software to create visual representations of large data sets to discern usable information or draw conclusions and make information more understandable for the stakeholders</li> </ul> |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Introduction to data modeling</li> <li>- Relational Databases and normalization rules</li> <li>- Entity relationship Diagrams</li> <li>- Design and implement a relational database</li> <li>- Programming SQL</li> <li>- getting familiar with data analysis &amp; its visualization through Tableau</li> </ul>  |
| <b>Teaching and learning methods</b>   | Lectures, group discussions, labs, term paper, practical exercises with Tableau  |
| <b>Literature</b>                      | Alexander Loth, 2019, <b>Visual Analytics with Tableau</b> , ISBN: 978-1-119-56020-3, ISBN (ebk): 978-1-119-56203-0, 978-1-119-56022-7   |

## IBIT - Business IT - BWIg007

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| <b>Workload</b>                     | 90 hours  |
| <b>Contact lessons</b>              | Block of 2 lessons per week, 14 weeks   |
| <b>Attendance requirement</b>       | Every group member must be present at the presentation of his/her group project (Dates are on CW49 or CW50).  |
| <b>Competency assessment</b>        | <p>Assessment</p> <p>Part 1: Term Paper 30%, ( 20% group grade, 10% individual grade)</p> <p>- Report on data analysis and visualization project, presentation of the project, answer of the individual question</p> <p>Part 2: Written Exam 70%, 60 minutes, end of semester (CW3 or CW4)</p> <p>- Laudon &amp; Laudon chapters 1,2, 11, 12</p> <p>- Data analysis &amp; visualization with Tableau, Alexander Loth chapters 1, 3, 4, 5, 6, 7, 8</p> |
| <b>Aids for written examination</b> | <p>20 single pages (or 10 double pages) summary, written manually or printed</p> <p>Pocket calculator (only TI-30 models are permitted)</p> <p>printed dictionary (mother tongue - examination language)</p> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p>   |
| <b>Degree programme, semester</b>   | <p>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern</p>   |

## ICCO - Intercult. Competence & Communication - BWIg004

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| <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>                     | Bürki Jacqueline, Gaibrois Claudine  |
| <b>Module responsibility</b>           | Jacqueline Bürki   |
| <b>Short description of the module</b> | <p>This module allows students to develop an understanding of how to work with people from different cultural backgrounds, thus developing an increased awareness of their own cultural background and of other cultural backgrounds.</p> <p>An intercultural online tool in the form of a questionnaire forms part of this intercultural development and allows for students to grow in and reflect on their intercultural competence. It, furthermore trains students' business communications skills and provides an introduction to communication and a variety of communication tools and strategies required to communicate effectively in organizations and across cultures.</p> <p>By familiarizing themselves with the foundations of communication and practicing intercultural competence, students will develop a greater tolerance and understanding of cross-cultural differences in personal and professional interactions. Developing independent and critical thinking is a key element of this module.</p> |
| <b>Entry requirements</b>              | Vocational baccalaureate diploma or equivalent knowledge   |

## ICCO - Intercult. Competence & Communication - BWIg004

### Competencies upon completion      **Specialized skills**

- cultural competences
- behavioral strategies
- reflective skills
- critical thinking
- general and cross-cultural communication skills
- social competence in multi cultural teams

### **Problem solving/design thinking: Students**

- learn to apply theoretical frameworks when analyzing their own intercultural exchanges and case studies.
- develop strategies for successfully communicating in professional contexts.
- recognize the effects of various communication behaviors on others.
- acknowledge the role of language and language diversity in intercultural communication.
- acknowledge the impact of organizational and societal factors on communication.
- further develop their digital skills (key to global and communication competence development) through the online activities, self-study and assessments.

### **Collaboration: Students**

- develop a higher degree of self-awareness, through activities which allow them to reflect on their perceptions, reactions and interpretations of unfamiliar intercultural situations when communicating and interacting with members of other cultural backgrounds.
- discover and recognize the importance that communication and social competence has in business environments and settings.
- raise their awareness of cultural values and unstated cultural assumptions, counter-productive stereotypes and prejudices toward people of other cultural backgrounds, so helping them to improve their collaboration skills in an international/multi-cultural setting.
- will develop their team building and collaboration skills through a group project related to Culture and Communication.

### **Self-management: Students**

- develop a better understanding of why cross-cultural exchanges can lead to conflict and improve their social competence in inter-cultural exchanges.
- train their capacity to communicate with people from various cultural and language backgrounds.
- develop their competence for creating common ground in intercultural communication.
- become aware of the role of time and deadlines and how to manage this effectively in the group project.

### **Dealing with complexity**

- Students develop their global competences by understanding their culture and the culture of others.
- The intercultural learning situation (international classroom) establishes a more complex learning environment, where students learn to accept and respect differences and work and collaborate with classmates from different cultural backgrounds.
- The group assignment further develops these competences by providing the students with the opportunity to conduct a case study in a diverse team.

## ICCO - Intercult. Competence & Communication - BWIg004

### Content

- Students will be introduced to cultural, communication and reflective skills topics. These topics will enable students to reflect on their level of intercultural competence, behaviour and intercultural sensitivity.
- In order to develop their competences for communicating in intercultural contexts, students will be familiarized with various communication frameworks. They will also discuss the role of language and language diversity as well as organizational and societal factors on communication. This will enable them to develop their capacities for successfully communicating in culturally and linguistically diverse contexts.

### Teaching and learning methods

The pedagogy for this module will be student applied learning. There will be lectures and project coaching sessions, but the emphasis will be on student responsibility for learning through active application of course content in case studies, exercises, and through active participation in class discussions. Active participation and preparation for class are requirements for this module. The coaching sessions require that students are well prepared to benefit from the learning experience.

#### Contact lessons

- Discussion of theories, both communication and cultural frameworks
- Action-learning and related reflective tasks
- Case studies
- Observation and application exercises
- Group discussions
- Coaching sessions
- Guest lectures

### Literature

Slides and the Intercultural Reflective Reader, supported by articles and selected chapters from various sources provided by lecturers via Moodle.

### Workload

180 hours (2x 90 in half classes)

### Contact lessons

28 lessons in half classes (x2)

### Attendance requirement

There is mandatory attendance for the following:

- CW38: Introduction to the module, assessment, deadlines and team building
- Guest speaker(s): dates will be communicated in the first week of semester
- Group project coaching: dates will be communicated in the first week of semester
- CW 49 to 51 final presentations
- Overall, it is highly recommended to attend all lessons as these address individual and group assessments.



## ICCO - Intercult. Competence & Communication - BWIg004

### Competency assessment

We acknowledge the use of AI tools in our lessons as well as in the final assessment components in accordance with the BFH Business School AI Policy. This policy stipulates the use and declaration of AI-supported tools in studies. Students will receive a copy of the policy on commencement of studies.

These are the assessment components in this module.

1. **Research project in groups (60% - all given the same grade) during the semester**  
During the semester, students will work on developing their research group project, bringing together the culture and the communication aspect of this module. The research process will be supported by input and coaching sessions. They will present their final results at the end of the semester during the lecture contact time. It is mandatory to complete this project in groups so that students experience intercultural group work.
2. **Two mandatory individual reflective assignments (non-graded) as a pre-requisite to complete the final exam**  
Students will complete two individual reflective assignments during the semester. Deadlines will be provided in the first week of semester. These reflective assignments serve as exam preparation and are mandatory for students to be eligible for the final exam. No grades will be given, however students will receive both peer feedback as well as lecturer feedback.
3. **Written individual reflective essay (40%) during formal exam period in CW3/4, 90 minutes (safe exam browser, no access to additional aides such as the internet etc. are permitted)**  
In preparation of this final assessment, students will complete a questionnaire (intercultural tool) related to their cultural mindset at the beginning of the semester, it is mandatory to complete this questionnaire as well as take part in the debriefing session. If students do not complete these, they will not pass the module. During the course of the semester, students will complete reflective written and spoken tasks in class which aid in the preparation of the final reflective assessment at the end of the semester.

Completing these assessments is mandatory in order to pass the module. Grades for the individual assessments may be carried over to the next semester if a student fails this module. This is only possible if there is no change to the module description and the assessment format. Only failed components may be repeated where the format remains unchanged.

### Aids for written examination

none

### Mode of repetition

Grades for the individual assessments may be carried over to the next semester if a student fails this module. This is only possible if there is no change to the module description and the assessment format. Students may only 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.

### Follow-up modules

International Management & Business Ethics, Global Management specialization modules, but in general all the modules in the IBA program such as HR, management etc. as well as elective modules such as YEPP or modules taken during their exchange semesters or double-degree programs.

### Degree programme, semester

BSc International Business Administration, 2024-2025, 1 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern

## IEFI - Environment of the international firm - BWI012

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| <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>                     | Foord Daniel, Frecè Jan Thomas, Rascón Alberto  |
| <b>Module responsibility</b>           | Daniel Foord (fod1)   |
| <b>Short description of the module</b> | <p>Today, more than ever before, the environment of an internationally active company is complex, changing and ambiguous. It is also becoming increasingly clear that the enormous development of the global economy over the last hundred years was only possible at great environmental and social cost.</p> <p>This module gives students a first insight into the global economy and the major environmental and social challenges facing global society.</p> <p>The module will also examine the idea of corporate sustainability through both theory using the bfh sustainability reader, carbon consumption tracking examination of international companies' sustainability reports.</p> <p>The class will involve both standard lectures, reading, groupwork, discussions and one or two "serious games".</p>   |
| <b>Entry requirements</b>              | There are no special requirements for this module   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students...</p> <ul style="list-style-type: none"> <li>- understand the most relevant basic terms, concepts and models related to international economics and sustainable business.</li> <li>- recognise (current and future) global ecological, social and economic problems and challenges and can assess their significance and their interaction with today's global economy.</li> </ul> <p>- understand the basic principles of microeconomy (demand, supply, taxation, market failures and externalities)</p> <p>- get a better understanding of the complex interactions between economy, politics, society (e.g. consumers) and natural environment.</p> <ul style="list-style-type: none"> <li>- can explain different phases of globalisation and contrast different views about it.</li> <li>- know economic and corporate concepts and approaches linked to sustainable development and can assess these in real examples.</li> <li>- recognize different models for trade. They are able to apply these models to actual business situations and identify trade barriers.</li> <li>- students know different exchange rate regimes and exchange rate theory.</li> </ul> <p><b>Method:</b> Students...</p> <ul style="list-style-type: none"> <li>- learn to build up knowledge by being open-minded and integrating new perspectives.</li> <li>- can gain new insights into sustainability.</li> <li>- learn self-learning and personal problem-solving skills.</li> </ul> <p><b>Social:</b> Students...</p> <ul style="list-style-type: none"> <li>- learn to ask relevant questions and discuss with lecturers and classmates in order to benefit from their experience and enlarge their own knowledge and perspective.</li> </ul> <p><b>Self:</b> Students...</p> <ul style="list-style-type: none"> <li>- learn to reflect about economic, environmental and social impacts of their individual (consumer) behaviour.</li> <li>- are sensitized for the need for sustainable development.</li> </ul> |

## IEFI - Environment of the international firm - BWIg012

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| <b>Content</b>                       | The Module IEFI introduces students to the two topics international economics and sustainable development. Among other things, it covers topics like current global ecological, social and economic challenges (e.g. planetary boundaries, doughnut economics), globalization, concepts of sustainable development, introduction to microeconomics, new economic approaches, trade and barriers to trade and sustainable consumption.   |
| <b>Teaching and learning methods</b> | <ul style="list-style-type: none"> <li>• Individual independent study using conventional or digital learning materials</li> <li>• Lectures</li> <li>• Seminars</li> <li>• Case studies</li> <li>• Serious games</li> </ul> <p>Individual and group tasks</p>  |
| <b>Literature</b>                    | <p>Reader Sustainable Business (<i>available on moodle</i>)</p> <p>Mankiw, G. (2020) Economics, Cengage (<i>this book will also be used in the module iECO</i>)</p> <p>Additional literature will be announced at semester start</p>  |
| <b>Workload</b>                      | 180 h (6 ECTS)  |
| <b>Contact lessons</b>               | 56 h (ca. 30%)  |
| <b>Attendance requirement</b>        | Introduction lecture (CW 38), For the other lectures attendance is highly recommended   |
| <b>Competency assessment</b>         | <p>4 short (35 min) individual written online exams during the semester in CW (calendar weeks) 42, 45, 48 and 51 (70% of final grade)</p> <p>A group presentation and following up discussion (30%)<br/>It will take place during the official BFH exam weeks CW 3, 4 and 5.<br/>The presentation the content of the presentation will be assessed as a group. The student's individual presentation craft will be individually.</p> <p>Appointments will be published during the semester.</p> |
| <b>Aids for written examination</b>  | No aids permitted for the written short exams   |
| <b>Mode of repetition</b>            | <p>If the module is not passed, it must be repeated the next time it is offered. When retaking the module students can carry over any passed marks from their previous attempt.</p> <p>If a student has to retake the presentation, they will need to join a group the following semester.</p>  |
| <b>Follow-up modules</b>             | <ul style="list-style-type: none"> <li>• Real World Economics,</li> <li>• Social Innovation</li> <li>• Economics</li> <li>• BFHdiagonal Modules: Lernen und Gestalten für eine nachhaltige Zukunft, Nachhaltigkeitsdialog</li> <li>• all Modules of the specialisation Sustainable Business</li> </ul>  |

## IEFI - Environment of the international firm - BWIg012

**Comment**

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**Degree programme, semester**

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BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, TZ, Bern

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## IEN1 - Business English 1 - BWI002

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| <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>Short description of the module</b> | <p>The IEN1 course:</p> <ul style="list-style-type: none"> <li>- develops CEFR B2+ level English communication skills in <b>advanced business vocabulary</b> and <b>speaking</b></li> <li>- uses English as a medium of instruction to develop essential study skills</li> </ul>  |
| <b>Entry requirements</b>              | <ul style="list-style-type: none"> <li>- Vocational baccalaureate diploma or equivalent knowledge</li> <li>- CEFR B2 level of English</li> </ul>  |
| <b>Competencies upon completion</b>    | <p>The goal of IEN1 (in combination with IEN2 the following 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>employ note-taking techniques, interpret notes, demonstrate understanding</li> </ul> <p>Problem solving/design thinking (related: methodological competence)</p> <ul style="list-style-type: none"> <li>- design video presentation (digital)</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>- create a video (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>- identify, understand, analyse, and apply various note-taking methods</li> </ul> |
| <b>Content</b>                         | <p>14 x 90-minute weekly classes; attendance optional, apart from:</p> <ul style="list-style-type: none"> <li>- two Moodle tests of vocabulary, during class time</li> <li>- one Moodle test of note taking (theory and practice), during class time</li> </ul> <p>see <b>Teaching and Learning method</b> below for <b>typical learning cycle</b> in class</p> <ul style="list-style-type: none"> <li>- lecturer input and/or student self-study on reading strategies and note-taking theory</li> <li>- 10-minute videos prepared by pairs of students and played during class time, for teacher assessment and student feedback</li> <li>- vocabulary themes: working environment, quality, intercultural issues, logistics, the internet, sustainability</li> </ul>   |

## IEN1 - Business English 1 - BWlg002

### 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 and create a video on an aspect of business
- evaluate and critique what peers say in informal discussion and prepared video presentation

A **typical learning cycle** would be:

- individual self-study: learn the vocabulary of management styles in the required literature
- guided self study: prepare a three-minute informal presentation on a theorist of your choice, e.g. McGregor Theories X & Y
- in class the following week: activate the prepared vocabulary in group discussion and problem solving
- additional lecturer input or practice of reading strategies, note-taking, critical thinking, etc.
- identify vocabulary to be prepared and topic to research for the next class

### Literature

Required:

- **Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition** (with answers) Cambridge University Press, ISBN: 978-1-316-62823-2

OR

- [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: 978-1-316-62822-5

### Workload

90 hours

### Contact lessons

2 x 45 minutes, weekly during semester = 28 x 45-minute lessons

half classes in groups mixing full-time and part-time students

### Attendance requirement

There is no obligatory attendance requirement for IEN1 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.

While there is no obligatory attendance requirement, the two vocabulary tests and student presentations take place during class time, so no student should plan not to attend any classes.

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.

## IEN1 - Business English 1 - BWIlg002

### Competency assessment

#### speaking

- 15-minute individual oral exam in evaluation period at end of semester (CW5), **remotely on own device**

#### vocabulary

- Two 15-minute Moodle vocabulary tests (multiple-choice cloze) in class time during the semester, **bring your own device**
- short group video presentation, prepared for Global Entrepreneurship Week

#### note taking

- 12-minute Moodle test (multiple choice) in class time near the end of the semester; **bring your own device.** Students watch a short video one week before the test, during which they take notes. Between the video and the test they review their notes; collaboration with other students is recommended. Students may use their notes during the test, which evaluates knowledge of both note-taking theory and practical ability with comprehension questions on the video seen previously.
- Students will also be asked questions based on their in-class notes during the oral exam.

#### reading

- Not assessed until written exam at the end of IEN2, but practised by students continually as they read course materials across the entire degree programme.

#### oral exam (50%)

#### group video (20%)

#### vocabulary tests (10% + 10% = 20%)

#### note taking test (10%)

### Aids for written examination

No written examination for IEN1.

### Follow-up modules

IEN2 - BUSINESS ENGLISH 2, in spring semester immediately following IEN1

### Comment

-

### Degree programme, semester

BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern

## IIFI - Inside the international firm - BWIg009

|  |  |
|--|--|
| <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>                     | Vogel Claudia  |
| <b>Module responsibility</b>           | Claudia Vogel  |
| <b>Short description of the module</b> | The module "Inside the International Firm" allows students to gain a basic overview of relevant topics in business administration. Guided by the St. Gallen Management Model, students will learn basic principles, goals and types of companies, the company in the context of its environment, corporate strategy and structure, entrepreneurship and innovation, management concepts and the diverse business and support processes.  |
| <b>Entry requirements</b>              | none   |
| <b>Competencies upon completion</b>    | <p><b>Professional competence:</b> Students are able to define the most important technical terms, explain concepts, describe connections and apply them to concrete case studies.</p> <p><b>Entrepreneurship:</b> Students are able to describe and explain the most important aspects of entrepreneurship.</p> <p><b>Reflection and critical thinking:</b> Students are able to analyse practical situations, apply theoretical knowledge to concrete cases and critically question theoretical knowledge.</p> |
| <b>Content</b>                         | <p>Guided by the St. Gallen Management Model, the following topics are covered:</p> <ul style="list-style-type: none"> <li>- Fundamentals</li> <li>- Business Environment</li> <li>- Strategy, Structure, Culture</li> <li>- International Business</li> <li>- Entrepreneurship</li> <li>- Management</li> <li>- Business and Support Processes</li> </ul>   |
| <b>Teaching and learning methods</b>   | The module consists of 50% input (asynchron online) and 50% class-room discussion of practical cases and exercises.  |
| <b>Literature</b>                      | Capaul, Roman & Steingruber Daniel (2014): Business Studies - An Introduction to the St. Gallen Management Model, Berlin: Cornelsen  |
| <b>Workload</b>                        | 6 ECTS   |
| <b>Contact lessons</b>                 | per week 90 minutes lecture (asynchron online) and 90 minutes practice and exercise (in class)   |
| <b>Attendance requirement</b>          | none, attendance in the first week is strongly recommended   |



## IIFI - Inside the international firm - BWIg009

### Competency assessment

Written exam, online (bring your own device), 90min, at the end of the semester (CW3 or 4), 100%

20% of the written examination can be replaced by participation in the Entrepreneurship Week (group project with collective grading). More details follow in the first lecture.

### Aids for written examination

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.

### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern

## IACC - Accounting - BWlg001

|  |  |
|--|--|
| <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 - BWlg001

|                                     |   |
|-------------------------------------|---|
| <b>Content</b>                      | <p>Financial Accounting:</p> <ul style="list-style-type: none"> <li>- Introduction conceptual framework IFRS</li> <li>- Basis of accounting</li> <li>- Income accounting, COGS, amortization, end of the year closing procedure</li> <li>- Net income calculation</li> <li>- Articulation among different financial statements</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>       | -   |
| <b>Competency assessment</b>        | Electronic exam on moodle, 90 minutes, 100%, end of semester (CW 3/4)   |
| <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, 3 HS, TZ, Bern<br/> Msc Wood Technology, 2024-2025, 1 HS, TZ, Biel<br/> Msc Wood Technology, 2024-2025, 1 HS, VZ, Biel<br/> Msc Wood Technology, 2024-2025, 3 HS, TZ, Biel<br/> BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br/> BFH diagonal, 2024-2025, autumn, -, 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>                     | Schneeberger Christoph, Sonderegger Andreas, Straub Caroline   |
| <b>Module responsibility</b>           | Caroline Straub  |
| <b>Short description of the module</b> | 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.  |
| <b>Entry requirements</b>              | <p><b>Problem-solving competences:</b> Students<br/>- bring initial problem-solving skills and can carry out a situation analysis.</p> <p><b>Social skills:</b> Students<br/>- bring basics of teamwork skills</p> <p><b>Self-management:</b> Students<br/>- bring basics of time management skills</p> <p><b>Dealing with complexity:</b> Students<br/>- bring the basics to work on cross-topics.</p>  |
| <b>Competencies upon completion</b>    | <p><b>Technical competencies:</b> Students<br/>- know the main topics within the areas of work and organizational psychology, HRM and labor law;<br/>- can explain the interplay of concepts and instruments from work and organizational psychology, HRM and labor law;<br/>- precisely reproduce technical terms from the three subject areas and can apply them to analyse work-related situations.</p> <p><b>Problem solving competencies:</b> Students<br/>- recognize employees in the company as a competitive resource and the strategic importance of personnel-related activities as a consequence;<br/>- can use their theoretical knowledge to solve concrete practical situations;<br/>- know how to research additional information to expand their knowledge.</p> <p><b>Collaboration:</b> Students<br/>- get to the bottom of things by asking lecturers and / or colleagues;<br/>- can discuss constructive solutions in the group.<br/>- learn to work in a cross-cultural team</p> <p><b>Self-management:</b> Students<br/>- plan their knowledge development independently;<br/>- develop personal judgment, analysis and decision-making skills.</p> <p><b>Dealing with complexity:</b> Students<br/>- know methods in the context of agility</p> |

## IHRM - Human Resource Management - BWIg011

**Teaching and learning methods** - 1h video podcast (asynchron) plus 3h contact lectures (synchron) onsite per week.

- Self-study and case study to prepare for exam over the term

- Coaching during lectures on topics related to personality / motivation, interviewing etc.

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### Literature

Required readings will be posted on Moodle for each session.

Suggested text book for review in BFH library:

Work and organizational psychology

- Robbins & Judge (2018) Essentials of Organizational Behavior, 14th Edition, global edition. Pearson (can be found in BFH library)

Human resource management

- Jackson & Schuler (2018) Managing human resources, 12 th Edition, New York : Oxford University Press (can be found in BFH library including older versions)

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### Workload

6 ECTS credits (180 hours)

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### Contact lessons

Weekly - 14 times, regular semester time (Each week students receive a 45min podcast lecture (asynchron at home) followed by 3h of lessons at school)

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### Attendance requirement

First lecture, rest of lecture none.

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### Competency assessment

- An online multiple-choice exam of 60 minutes during regular exam period (CW 3/4)

- 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.

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### Aids for written examination

- 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

- Printed dictionary mother tongue - English

- A summary of 5 (five) single pages (or 2.5 pages double sided printing) - hand written or printed

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

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### Follow-up modules

Leadership  
Mindfulness & Positive Psychology  
Managing people globally  
Sustainable Business

## IHRM - Human Resource Management - BWlg011

### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern

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## IMAR - Marketing - BWIg005

|  |  |
|--|--|
| <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, Muzaffar Myra, von Däniken Tina   |
| <b>Module responsibility</b>           | Sven Feuerer & Myra Muzaffar   |
| <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

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### Teaching and learning methods

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

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### Literature

The module is based on:

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

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### Workload

180 hours

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### 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

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### Attendance requirement

Mandatory attendance for kick-off session and guest lectures.

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### Competency assessment

written exam, online, multiple choice, 90 minutes, 100% (end of semester > CW 3/4)

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## IMAR - Marketing - BWlg005

### Aids for written examination

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.

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### Mode of repetition

Retake of the exam

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### Follow-up modules

Digital Marketing Strategy  
Brand Management  
International Marketing  
Consumer Behavior  
Service Marketing

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern

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## ECOT - Computational Thinking & Artificial Intelligence - BWBh035

|  |   |
|--|---|
| <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>           | Prof. Dr. Ferdinand Thies   |
| <b>Short description of the module</b> | <p>Computational thinking (CT) is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute.</p> <p>By decomposing a problem, identifying the variables involved using data representation, and creating algorithms, a generic solution results. The generic solution is a generalization or abstraction that can be used to solve a multitude of variations of the initial problem.</p> <p>AI, or Artificial Intelligence, refers to the ability of machines to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.</p> <p>Understanding AI is crucial as it has the potential to revolutionize industries, improve our lives, and raise important ethical and societal questions that need to be addressed.</p> |
| <b>Competencies upon completion</b>    | <p>Understand and apply computational thinking in different contexts.</p> <p>Asses and solve problems involving decomposition, pattern recognition and algorithms.</p> <p>Create and design their own algorithms.</p> <p>Create a running smartphone/browser app</p> <p>Understand the implications of Generative AI and initial applications.</p>  |

## ECOT - Computational Thinking & Artificial Intelligence - BWBh035

|                                      |   |
|--------------------------------------|---|
| <b>Content</b>                       | <p>CT involves the following aspects:</p> <p>Decomposition: Break down Data and problems into smaller parts</p> <p>Pattern Recognition: Observe Patterns and Trends in Data</p> <p>Algorithms: Determine what steps are needed solve a problem</p> <p>Abstraction: Remove details and extract relevant information</p> <p>AI involves the following:</p> <p>Understanding AI</p> <p>Applications of AI</p> <p>Ethics of AI</p> <p>Generative AI</p> <p>Economic impact of AI</p>  |
| <b>Teaching and learning methods</b> | Weekly classes with interactive sessions, group tasks, theoretical input and flipped classrooms   |
| <b>Literature</b>                    | <p>Maeda, John. How to speak machine: Computational thinking for the rest of us. Penguin, 2019.</p> <p>Different AI related articles will be made available via Moodle.</p>   |
| <b>Workload</b>                      | 180h  |
| <b>Competency assessment</b>         | <p>50% Individual exercises during the lecture.</p> <p>50% Individually graded Group Task to be presented at the end of the semester.</p>   |
| <b>Degree programme, semester</b>    | <p>BSc Business Administration, 2024-2025, 5 HS, TZ, Bern</p> <p>BSc Business Administration, 2024-2025, 7 HS, TZ, Bern</p> <p>BSc Business Administration, 2024-2025, 3 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern</p> <p>BSc Business Administration, 2024-2025, 5 HS, VZ, Bern</p> |

## EDFB - Digital Finance & Banking - BWBh031

|  |   |
|--|---|
| <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>                     | Baals Lennart John, Hadji Misheva Branka, Osterrieder Jörg Robert   |
| <b>Module responsibility</b>           | Hadji Misheva Branka, Osterrieder Jörg  |
| <b>Short description of the module</b> | <p>Module Description:</p> <p>With the 'Digital Finance &amp; Banking' module, we aim to equip you with applied knowledge on the intersection of technology and finance. We will focus on the application of Artificial Intelligence (AI), Machine Learning (ML), and Big Data, in the financial domain and set out to boost our understanding of where AI functionalities could be reasonably applied to real-world tasks such as credit risk assessment, portfolio optimization, and investment management. Here, we specifically focus on strategic applications of AI. This includes the study of enhanced trading algorithms and sophisticated portfolio management through machine learning models.</p> <p>Furthermore, we will examine what is hidden behind the terms of 'supervised' and 'unsupervised' learning in ML and clarify on the mechanics of such models in decision-making processes. Additionally, we will touch upon advanced topics such as deep learning and reinforcement learning to study their roles in financial forecasting and risk assessment.</p> <p>During the further course of this module we also aim to explore the emergent field of explainable AI. We will highlight the need for transparency and accountability in financial decision making for professionals and outline the most significant technological advancements and regulatory frameworks that shape digital banking and finance today.</p> <p>Learning and Teaching Approach:</p> <p>We start this module by a series of lectures that elaborate on the core concepts of machine learning in finance. To fortify your learning, we incorporate in-class discussions that aim to encourage analytical thinking and help you to apply your learned knowledge to real-world problems. To further enforce this learning, we have two guest lectures planned.</p> |
| <b>Entry requirements</b>              | <p>Introduction to Financial Markets</p> <p>Basic Statistics<br/>Introduction to Calculus<br/>Interest and motivation for Finance and latest technologies</p>   |

## EDFB - Digital Finance & Banking - BWBh031

Competencies upon completion      Subject: Students

- are familiar with the most important concepts of digital finance
- are familiar with the foundations of artificial intelligence and machine learning in finance
- are familiar with the difference between standard finance and digital finance.

Method: Students

- are able to explain new developments in digital finance.
- are able to apply machine learning techniques to financial data and in financial use cases (risk management, trading etc.).
- will understand how new methodologies and technologies change financial markets

Social: Students

- apply their personal and individual resources in teams.
- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments.
- critically and appreciatively evaluate working results of peers.
- argue in a constructive and factual way.
- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way.

Self: Students

- learn and work independently, recognize gaps in their knowledge and fill these gaps independently.
- critically reflect work and thought processes and develop possible courses of action.
- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client.
- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio.
- evidence stamina when confronted with problems during their studies and in their professions.

### Content

- **Artificial Intelligence in Finance:** Learn how AI can improve decision-making, efficiency, and innovation in financial services.
- **Introduction to Big Data:** Understand how to use large datasets for better strategic planning and market analysis.
- **Introduction to Python for Finance:** Gain practical skills in Python, essential for financial modeling, data analysis, and automated trading.
- **Unsupervised Learning for Finance:** Discover methods for finding patterns and trends in financial data, helping with risk management and market predictions.
- **Supervised Learning for Finance I & II:** Explore techniques for making accurate financial predictions and investment decisions.
- **Deep Learning for Finance:** Study advanced models to solve complex financial problems, like detecting fraud and creating automated trading systems.
- **Reinforcement Learning:** Learn about algorithms that improve strategies through trial and error, useful for portfolio management and trading.
- **Explainable Artificial Intelligence I & II:** Understand AI models that provide clear and understandable results, important for regulatory compliance and building trust with stakeholders.
- **Further Topics in Digital Finance:** Stay updated with the latest trends and advancements in digital finance to remain competitive in the industry.

## EDFB - Digital Finance & Banking - BWBh031

### Teaching and learning methods

- Lectures
- Exercises
- Private study
- Group work / tasks
- Presentations
- Case studies

Previous guest lecturers included:

Hugo Assuncao Executive Partner at Perfin Asset Management

Leading students through a case study on the area of energy transition investments from the role of a private equity investor. Discussing the role of enhanced fintech applications in the deal structuring and post-investment management for a PE fund.

David Marcos, Quantitative Lead, LPA/Aaccel

Discussing applications of AI in the financial industry with a specific focus on trade execution and common use cases in portfolio management.

Markus Benz, CTO, i2 Invest

Providing students with an introduction to P2P lending and showcasing ML-induced modeling techniques to more accurately capture credit risk in a P2P loan pool.

Dr. Susanne Zubler, Partner at Boston Consulting Group

Michael Seigne, former Global Head of Algorithmic Execution at Goldman Sachs

Brian Schwieger, former Head of Equities at London Stock Exchange

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### Literature

Machine Learning in Finance, From Theory to Practice, Matthew F. Dixon, Igor Halperin, Paul Bilokon

Lecture Notes

Additional material as provided during class.

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### Workload

180 h

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### Contact lessons

7 x 4 Lessons (45 mins each): lectures & coaching (on site)

7 x 4 Lessons (45 mins each): tasks & coaching (group work and/or via MS-Teams)

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### Attendance requirement

Lectures with external guests

Group presentations (mid-term and final)

Oral examination (end of the semester)

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## EDFB - Digital Finance & Banking - BWBh031

### Competency assessment

Presentations (during the semester): weight = 30 % (group proof of competence => individually evaluated)

Homework assignments (during the semester): weight = 30 % (group proof of competence => individually evaluated)

Exam: 15 - 30 minutes, on site, (during the semester: towards the end of the lecture weeks): weight = 40 % (individual proof of competence => Individually evaluated)

### Aids for written examination

Open book

Calculator TI-30 model

printed dictionary (mother tongue - examination language)

### Mode of repetition

- An unsatisfactory oral exam can be repeated at the next official exam date.
- An unsatisfactory Presentation and / or Homework assignments can be repeated in a next module realization
- Grades for the individual assessments may be carried over to the next semester if a student fails this course. This is only possible if there is no change to the module description and the assessment format

### Comment

Lectures are partially taught in English. All course material, documents are usually in English. Exam questions could be in English. All presentations, answers to exams can be given/answered in German by the students.

### Degree programme, semester

BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern

## EBIP - Business & International Policymaking - BWIh018

|  |   |
|--|---|
| <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>                     | Gees Thomas   |
| <b>Module responsibility</b>           | Thomas Gees (Institute Public Sector Transformation)  |
| <b>Short description of the module</b> | <p>Economics depend on regulations, societal values and political restrictions. The European Union is creating important frameworks of relevance to the public as well as the business sector. Legislation at the european level is often the product of multistakeholder deliberation processes, in which corporate interests can play an important role. The module is a cooperation with University of Applied Sciences and Arts Karel de Grote (KdG) Antwerp. Teaching together with Students from KdG, virtual and 4 days during the study trip to Antwerp, students are going to develop strategies to shape new business opportunities facing the European Challenge of the Green Deal Program. In order to achieve the ambition set by the European Green Deal, both the private and public sector have to work together.</p> |
| <b>Entry requirements</b>              | Environment of the International Firm   |



## EBIP - Business & International Policymaking - BWIh018

### Competencies upon completion    Learning Goals

- The students know the theoretical basis of the policymaking process, specifically within the EU. They also understand the functions and influence of key EU institutions and corporate stakeholders.
- Taking the example of the Green Deal, the students know how to map stakeholders and their interests and can evaluate their impact factor.
- The students understand what challenges stakeholders face in the implementation of regulations and how they communicate about it.
- The students can reflect on what they have learned in Blocks 1-3 and can draw comparisons between Switzerland and Belgium.
- The Global Citizen is in touch with worldwide business values and trends. He/she respects ethical and cross-cultural standards and acts accordingly.

#### **Problem Solving**

- The Critical Explorer unwaveringly sinks his/her teeth into a topic until his/her curiosity and hunger for accurate and relevant information is satisfied, thereby separating essentials from side-issues. He/she critically analyses this information and uses it as the basis for well-founded recommendations.
- The student autonomously collects, analyses, interprets and evaluates data.

#### **Collaboration**

- The student recognizes and values diversity, and functions and performs in a intercultural and international environment

#### **Self-Management**

- The Student performs every task in a systematic and accurate way with an eye for detail.
- The Student demonstrates a critical inclusive attitude
- The students work in a team consisting of students from different countries and they continuously and reflect on their personal development in that team

#### **Complexity**

- The student follows international business trends and current affairs, and applies these new insights.
- The student acts as a dealmaker using knowledge, experience emotional intelligence and negotiating skills.

## EBIP - Business & International Policymaking - BWIh018

|                                      |  |
|--------------------------------------|--|
| <b>Content</b>                       | <ul style="list-style-type: none"><li>- Block 1: Green Deal: action plan and theoretical framework</li><li>- Block 2: Stakeholders impact in the creation of the <u>Green Deal</u></li><li>- Week 1 period 2 : Visit of European institutions and stakeholders involved in the <u>Green Deal</u></li><li>- Block 3: Interview businesses on the way they implement Green Deal in their company</li><li>- Block 4: Comparison of both countries' implementation of the Green Deal in Business</li></ul> |
| <b>Teaching and learning methods</b> | <ul style="list-style-type: none"><li>• Presentations</li><li>• Teamwork</li><li>• Research and analysis</li><li>• Visiting international institutions</li><li>• Stakeholder Map</li></ul>   |
| <b>Literature</b>                    | <p>Kenealy, Daniel; Peterson, John; Corbett, Richard (Eds.) (2018): The European Union. How does it work? Fifth edition. Oxford, New York: Oxford University Press (The new European Union series).</p> <p>(The lecturers will provide a list during the module)</p>   |
| <b>Workload</b>                      | <p>The 6 ECTS 180h effort is divided into:</p> <ul style="list-style-type: none"><li>• approx. Input sessions / study trip 55 h</li><li>• approx. Coaching self Study 55h</li><li>• individual preparations of assignments 70 h</li></ul>  |
| <b>Contact lessons</b>               | <p>Detailed:<br/>- Presence: 9 x 4 / Study Trip = 55 h (30%)</p>   |
| <b>Attendance requirement</b>        | <p>Study Trip Antwerp (20-22 november 2024)<br/>Please note you have to travel already the day before (19.11.2024).</p> <p>Travel and accommodation costs on your own.</p> <p>This module counts for the international exposure experience (please note that taking part in the study trip in that case is mandatory).</p>   |
| <b>Competency assessment</b>         | <p>4 Presentations Group work, group grade (80%)</p> <p>1 Personal reflection paper (20%)</p> <p>The group work is a specific learning method - the only individual assignment will be the personal reflection paper</p>   |

## EBIP - Business & International Policymaking - BWIh018

### Comment

The module is a cooperation with KDG University Antwerp (COIL)

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern

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## EGEC - The Economics of Gender - BWIh017

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|--|--|
| <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>                     | Fernandes Ana  |
| <b>Module responsibility</b>           | Fernandes Ana  |
| <b>Short description of the module</b> | <p>Men and women follow very different labor market paths on average: men earn higher wages than women, even though women attain higher levels of education, and they concentrate in different occupations. Further, females are under-represented in the political sphere and high-powered occupations, and they also take on a higher share of household chores and childcare.</p> <p>Why do these differences materialize? Are they a problem? Should families or governments do something to change these outcomes? This course provides an overview of the recent literature in economics documenting gender gaps in a range of domains, as well as the factors driving those gaps, and further evaluating the effectiveness of different policies in mitigating them.</p> <p>The literature followed will have mostly an empirical focus (rather than theoretical), giving the course a very applied understanding of real-world problems. It will nonetheless bring the students in contact with state-of-the-art research on the topics of the course.</p> <p>Although the topics will be presented from an international perspective (i.e. cross-country trends), there will be frequent connections to the Swiss economic reality.</p> |
| <b>Entry requirements</b>              | IEFI (or other introductory economics courses)   |

## EGEC - The Economics of Gender - BWIh017

### Competencies upon completion

#### Subject:

#### Students:

- Gain a scientific understanding of gender issues from an economics perspective
- Become aware of gender issues in societal discourse
- Are able to critically analyse those issues through a scientific lens
- Gain a deeper understanding of the complexity and multidimensionality of gender problems in an economic context
- Can identify suitable policies to address gender issues as well as the expected results of those policies

#### 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

- Become aware of one's own biases concerning gender and diversity
- Understand the implications of their own actions as future leaders/decision makers/workers/individuals in the areas of gender and diversity
- Develop their own self-knowledge in terms of how to position themselves personally and socially concerning gender issues

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### Content

The topics covered include:

- What is the economics of gender and why do we need such a subject?
  - Gender gaps in the labor market (wages, occupational segregation, the "glass ceiling," ...) -- cross-country evidence
  - Economics of the household and trends in labor market participation
  - (Some) explanations for wage variation across individuals and jobs
  - Labor market discrimination
  - Gender differences in psychological traits (such as competitiveness and risk-aversion)
  - The role of children, gender roles and culture
  - Economic policy (family -public - policies and corporate measures)
-

## EGEC - The Economics of Gender - BWIh017

**Teaching and learning methods** Lectures, student presentations, padlets, group discussions and in-class debate.

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### Literature

Readings:

1. Textbook: Blau, Francine D. and Anne E. Winkler (2022) *The Economics of Women, Men and Work* (Ninth Edition), Oxford University Press.
2. Textbook: Jacobsen, Joyce P. *The Economics of Gender* (Third Edition), Blackwell Publishing
3. Papers for presentations made available in the Moodle course page.

Two copies of each text-book will be available from the library. One copy is a "resident" copy, due to be returned on the same day of consultation. The other copy can be borrowed and taken home. Textbooks complement the class notes in Moodle. This form of book access (through the library), allowing you to photocopy parts or chapters that you believe are important, should be sufficient for the course.

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### Workload

90 hours

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### Contact lessons

28 lessons (double weekly lessons during 14 weeks)

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### Attendance requirement

There will be two in-class tests/essays for which attendance is compulsory. Out of respect for class mates and to enhance comprehension of the topics, attendance of all presentations/classes is highly recommended.

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### Competency assessment

The proof of competence will be based on a presentation and two essays, the latter taken in the form of in-class tests. The presentation will account for 30% of the grade and the tests for the remainder 70% as follows: the highest essay grade will receive a weight of 40% and the lowest essay grade will receive a weight of 30%.

Final grade =  $0.3 \times \text{grade}(\text{presentation}) + 0.4 \times \max(\text{essay 1}, \text{essay 2}) + 0.3 \times \min(\text{essay 1}, \text{essay 2})$

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### Aids for written examination

None (closed book exams/essays).

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### Mode of repetition

The two essays can be repeated in a 2 hour exam (= in the form of two essays) which will receive a weight of 70%. The grade for the presentation will be kept. Students will be told ahead of the exam the minimum exam grade required to pass the course (given the presentation grade). The exam grade must always exceed 3.14 for it will otherwise not be possible to obtain a passing grade.

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### Follow-up modules

HR, Global Management, Sustainable Business

## EGEC - The Economics of Gender - BWIh017

### Degree programme, semester

BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern

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## EIIE - Innovation & Entrepreneurship - BWIh016

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|--|--|
| <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>                     | Murmann Martin   |
| <b>Module responsibility</b>           | Gurtner Nadine, Murmann Martin   |
| <b>Short description of the module</b> | <p>Developing an idea yourself and building it up to a business concept is what this two-part module is all about. First, this module teaches the basics of innovation management from the idea to the product, and second the basics of entrepreneurship (from the product to the company). In this practical module, students will directly apply what they have learned (e.g. in prototyping, business modeling, etc.). The first part (Innovation) will take place en bloc in the context of a summer school during the semester break (Calendar Week 36). The second part (entrepreneurship) will take place in seven weekly lectures (Tuesday mornings) during the first part of the semester.</p> |
| <b>Entry requirements</b>              | <p>Basic understanding of business contexts</p> <p>Ability to work in a team</p> <p>Solution orientation</p>   |
| <b>Competencies upon completion</b>    | <p>Problem understanding and solving</p> <p>Design Thinking</p> <p>Entrepreneurial thinking and acting</p> <p>Collaboration Digital Skills</p>   |
| <b>Content</b>                         | <p>Innovation Management: Introduction, Problem Definition, Creativity and Idea Generation, Idea Evaluation and Selection, Prototyping, Testing and Reflection</p> <p>Entrepreneurship: Introduction, Value Proposition / Customers, Production, Sales and Revenue, Stakeholders, Founding Team, Entrepreneurial Finance, Pitching</p>   |
| <b>Teaching and learning methods</b>   | <p>The students learn the basics of innovation management and entrepreneurship based on their own idea. Accordingly, it is a mixture of exercises and coaching as well as input variants that lead to learning success. The majority of the work will take place in presence classes. Some basics and supplementary inputs will be provided via video or podcast.</p>  |
| <b>Literature</b>                      | <p>Selected articles are provided.</p>   |
| <b>Workload</b>                        | 180h   |



## EIIE - Innovation & Entrepreneurship - BWIh016

|                                     |   |
|-------------------------------------|---|
| <b>Contact lessons</b>              | Presence  |
| <b>Attendance requirement</b>       | Compulsory attendance   |
| <b>Competency assessment</b>        | <ul style="list-style-type: none"><li>- Part innovation - presentation (25%) - group assessment</li><li>- Part entrepreneurship - concept (25%) - group assessment</li><li>- 45 min individual written exam at the end of the semester, CW 3/4 (50%)</li></ul>  |
| <b>Aids for written examination</b> | <p>Pocket calculator (TI-30 models)</p> <p>Dictionary mother tongue - language</p> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p>   |
| <b>Follow-up modules</b>            | <p>Refining Business Models</p> <p>Customer Side of Innovation</p> <p>Decision Making of Consumers and Managers</p>   |
| <b>Degree programme, semester</b>   | <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern</p> <p>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern</p> |

## EILE - Leadership - BWIh009

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|--|--|
| <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>                     | Straub Caroline  |
| <b>Module responsibility</b>           | Prof. Dr. Caroline Straub  |
| <b>Short description of the module</b> | <p>Leadership captures the attention of movie makers, historians, politicians, organizational scholars and practitioners, to name but a few. The crux of our curiosity centers on questions like: What makes an effective leader? What drives leaders? Who becomes a leader? How do we evaluate leadership? How do leaders exercise influence?...among others. For the past 50+ years scholars of organizational behaviour have invested considerable thought and research energy into answering these questions in the form of models, theories and paradigms of leadership. As our world becomes increasingly complex and dynamic, it is difficult for any one theory to truly address our questions and provide the insights we seek. Instead today's leadership theorists are taking a radically different approach to understanding leadership. It is person specific and requires individual ownership for deciding "what works" and "how to do it". The overall objective of this course is to explore various aspects of leadership with the goal of developing a unique leadership model suitable to our times.</p> |
| <b>Entry requirements</b>              | - None   |
| <b>Competencies upon completion</b>    | <p><b>Subject:</b> Students</p> <ul style="list-style-type: none"> <li>- explain tasks, roles, and processes in organizational knowledge management</li> <li>- explain the basics of artificial intelligence</li> <li>- explain the use of decision support systems</li> <li>- explain the major activities und work products in building and managing systems</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- analyze and visualize business data</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- engage in computer-based collaboration</li> <li>- cooperate effectively in case studies</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- reflect their different roles and activities</li> </ul>  |
| <b>Content</b>                         | Theories of leadership, motivation, ethics, bad leadership, culture, exercising influence  |
| <b>Teaching and learning methods</b>   | Each week students receive a 45min podcast lecture (asynchron at home) followed by a 45min discussion lecture (via Teams)  |
| <b>Literature</b>                      | <p>Literature will be provided for each session on moodle.</p> <p>A text book that covers the course content: Peter G., Leadership, Theory and Practice, SAGE Publications Ltd., ISBN 978-1-4833-1753-3</p>  |
| <b>Workload</b>                        | 90 hours   |

## EILE - Leadership - BWIh009

### Contact lessons

28 lessons  
Start of the course is the first lecture week (CW38).

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### Competency assessment

The proof of competence takes place during the semester through:

- Group work with presentation during the semester (group assessment)
- Self-reflection exercises in the first half of the semester

The proof of competence checks whether students can apply leadership knowledge in a practice-oriented manner or to a specific case. Since in practice solutions are often not developed alone but in a team, this proof of competence is based on group work. The didactic concept, which is in line with the SDGs, supports the promotion of 21st Century Skills: Communication, Collaboration, Creativity, Critical Thinking. The proof of competence checks these abilities by evaluating exactly these skills.

The weighting of the individual proof of competence parts is still being defined and announced at the beginning of the semester.

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### Degree programme, semester

BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern

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## EPR3 - Supervised Professional Experience - BWIh994

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|--|--|
| <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>           | Matthias Hofstetter  |
| <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, 1 HS, ,

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## EPR6 - Supervised Professional Experience - BWIh999

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| <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>           | Matthias Hofstetter  |
| <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, 1 HS, ,

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## ETAX - International Taxation - BWIh008

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|--|---|
| <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>                     | Fankhauser Daniel, Rascón Alberto   |
| <b>Module responsibility</b>           | Rascón Alberto  |
| <b>Short description of the module</b> | <p>Introduction to general concepts of taxation (Personal, Corporate and Value Added Tax) based on Swiss Law.<br/>Introduction to International Taxation problems like Double Taxation and Transfer Pricing.</p> <p>The module introduces the basic concepts of taxation:</p> <ul style="list-style-type: none"><li>- What is a tax?</li><li>- Who can tax?</li><li>- Why do we tax people?</li><li>- Introduction to Income Tax</li><li>- Introduction to Corporate Tax in Switzerland</li><li>- Introduction to Value Added Tax</li><li>- OECD double taxation Treaties</li><li>- Rules for Transfer Pricing.</li></ul> <p>While the module is oriented to international taxation most examples and rules will be based on Swiss Law.</p> |
| <b>Entry requirements</b>              | <ul style="list-style-type: none"><li>· BBA: Rechnungswesen / Economics</li><li>· IBA: Accounting / Environment of the International Firm</li></ul>   |



## ETAX - International Taxation - BWIh008

### Competencies upon completion      **Specialised skills:** Students

- will understand the Swiss and international tax frameworks
- will understand the International tax framework
- will analyse and evaluate Taxation Risks of their firms
- are able to execute a tax optimization
- are able to judge management activities related to international Taxation

### **Problem solving/design thinking:** Students

- are able to criticise tax structures
- will foster their problem-solving skills.
- will relate their other business problems (topics) to tax decisions.
- will formulate propositions to reconcile stakeholders' positions when taking a tax decision.

### **Collaboration skills:** Students

- will foster the collaboration skills by working in multidisciplinary groups
- will develop their multicultural skills by working in an international framework
- will increase their leaderships' skills.

### **Self-management:** Students

- will develop their reasoning's on law concepts
- will identify practical application of tax issues
- will learn to deliver work group under stress situations

### **Dealing with complexity:** Students

- will be confronted with a case where no "correct" solution exists.
  - will be confronted with different and diverse stakeholders
  - will be confronted with multicultural groups of different backgrounds and mentalities
-

## ETAX - International Taxation - BWIh008

### Content

- Week 1) Introduction to Tax. Traditional lecture with debate about the role of the state
- Week 2) Characteristics of a Tax Traditional Lecture
- Week 3) Personal Income Tax. Basic Concepts. Traditional Lecture, complemented with a simple case of a Taxation optional for the students.
- Week 4) Principles of Corporate Taxation. Traditional Lecture. Focus on Tax Planning. (Exercises)
- Week 5) Principles of Corporate Taxation. Traditional Lecture. Focus on requalification of taxable dividends into tax-free capital gains, (Exercises)
- Week 6) VAT 1 (Structure of the tax). Traditional Lecture
- Week 7) VAT 2 (Special rulings and practical issues)
- Week 8) VAT 3 (Practical Exercises)
- Week 9) OECD double treaty. Analysis of the Model Tax Convention on Income and on Capital from the OECD. Debate.
- Week 10) Introduction to Transfer Prices. Associated enterprises and the arm's length principle.
- International Tax Week.(Week 48) During this week the students will make a field trip to participate at the International Tax Week (ITW).

### Teaching and learning methods

- Didactic concept of module
- Direct contact sessions: 20 x 45 min. = 15 hr.
- Exercises: 10 hr.
- Self Study including exam preparation: 33.5 hr.
- Final Exam: 1.5hr.
- ITW Lectures: 6 hr.
- ITW supervised work: 15hr.
- ITW Self-study including preparation: 9hr.
- Proportions assigned to self-study/classroom sessions/online study
- For example: lectures, exercises, coaching

## ETAX - International Taxation - BWIh008

### Literature

Required:

- Federal Tax Administration: "The Swiss Tax System" 2nd edition (<https://www.efd.admin.ch/efd/en/home/steuern/steuern-national/the-swiss-tax-system.html>)
- OECD "Model Tax Convention on Income and on Capital" Condensed VERSION 2017
- OECD "Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations" 2017
- Pasquale Pistone et al. "Fundamentals of Taxation. An Introduction to Tax Policy, Tax Law and Tax Administration" July 2019 ISBN: 978-90-8722-537-7
- Federal Act on Value Added Tax

### Workload

90 hr.:

Direct contact sessions: 20 x 45 min. = 15 hr.

Exercises: 10 hr.

Self Study including exam preparation: 33.5 hr.

Final Exam: 1.5hr.

ITW Lectures: 6 hr.

ITW supervised work: 15hr.

ITW Self-study including preparation: 9hr.

### Contact lessons

Direct contact sessions: 20 x 45 min. = 15 hr. +ITW Lectures: 6 hr.

### Attendance requirement

Attendance to the **International Tax Week (ITW) is compulsory on week 48**. Students may be required to pay accomodation during this week.

This module counts for the international exposure experience which is mandatory for regular IBA students (please note that taking part in the study trip in that case is mandatory).

This year the ITW will be organised by Hochschule Niederrhein in the city of Cologne from:

Monday 25th to Friday 29th November 2024

**The cost will be 310.- EUR Including:**

- 4x overnight stay
  - 4x breakfast
  - 3x lunch
  - 3x dinner
  - Tea/coffee/filtered water + biscuits and cookies refreshed throughout the day
- (Travel fee is not included)**

## ETAX - International Taxation - BWIh008

### Competency assessment

Written exam; End of semester (CW3 / 4); Duration 90 minutes; 2/3 of GRADE

International Tax Week; 1/3 GRADE

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

### Aids for written examination

Other calculator (for example TI-Nspire)  
printed dictionary (mother tongue - examination language)  
Open Book exam.

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

### Mode of repetition

If the weighted average of the ITW (1/3) and the test (2/3) is lower than 3.75 the module will be failed.

The student can choose to:

1. retake the exam in the second round of examinations in the following semester, keeping the grade of the ITW or;
2. retake the whole course in the following available session.

### Comment

**Please notice that the module has a limit of 25 students**

### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, 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   |
| <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)<br><br>Basic knowledge of micro and macro economy   |
| <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>   | Four lessons weekly with built in exercise classes. We follow an interpretation of the flipped classroom method.<br><br>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.<br><br>In class, we find the solutions together by manipulating the data with their statistical software tool.<br><br>Regular chapter review test and homework throughout the semester. |
| <b>Literature</b>                      | Business Analysis 3th Edition, James R. Evans, Pearson<br><br>The ebook is part of the MyMathLab-learning software and is available to the students for free.  |
| <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>       | no   |
| <b>Competency assessment</b>        | Written exam of 90 min at the end of the semester (CW3/4) (weighting 70%)<br>Mean of Homework/chapter review test during the semester (weighting 25%)<br>Weekly short test on reading assignments (weighting 5%)   |
| <b>Aids for written examination</b> | Open book, Excel, R-Studio<br>Pocket calculator (only TI-30 models are permitted)<br>Printed dictionary (mother tongue - examination language)<br><br>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.                          |
| <b>Mode of repetition</b>           | The retake of the exam is compulsory in any case.<br><br>The homework can be redone again if wished. If the homework is not written a second time, the old mean will qualify for the final grade.  |
| <b>Follow-up modules</b>            | Any quantitative and data driven modules   |
| <b>Degree programme, semester</b>   | BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, 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<br>Free choice of the skipped classes (without any excuse)<br>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  |
| <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, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, 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

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|--------------------------------------|--|
| <b>Teaching and learning methods</b> | <p>1 Lecture (Kickoff), Coachings, 1 Presentation / Defens, 4 Workshops, 2 Colloquia, Selfstudy</p> <p>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.</p> <p>The Bachelor thesis affords the opportunity to deal at length with a freely selected or sponsor-specified (internal/external) topic, using the professional knowledge acquired, over a period of one semesters.</p> |
| <b>Literature</b>                    | <p>on moodle</p> <p>Balzert H., Schröder, C., 2017. Wissenschaftliches Arbeiten, Quellen, Artefakte, Organisation, Präsentation 2. Edition., W3L GmbH</p>  |
| <b>Workload</b>                      | <p>450 hours</p>   |
| <b>Contact lessons</b>               | <p>17 hours (1 Kickoff, 2h / Coachings 2h/ 4 Workshops 2h each / 2 Colloquia 2h each / 1 final Presentation/Defense 1h)</p>  |
| <b>Attendance requirement</b>        | <p>Workshop 1, Workshop 2 or 3, workshop 4, 1 Final Presentation/Defense, 2 Colloquia (online), Coachings, 1 Kickoff</p> <p>Non-participation in workshops and colloquia may result in a substitute assignment in each case in order to achieve the intended learning objectives. Non-participation or insufficient completion of any work assignments will be taken into account in the module assessment.</p>  |
| <b>Competency assessment</b>         | <p>Written work: 70 % (submission via moodle by 05 January 2025)</p> <p>Oral part (presentation and defense) : 30% (max. 35 min, shared thesis max. 45 min), from 30 January to 04 February 25<br/>Details can be found on Moodle in the module Bachelor Thesis, Documents: Study Guide</p> <p>Even if the Bachelor Thesis is written as a group work the assessment will be individual.</p> <p>To pass the module both parts (written part and the oral part) of the Bachelor Thesis have to receive a passing grad.</p>            |
| <b>Aids for written examination</b>  | <p>none</p>  |

## 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, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern

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## IECO - Economics - BWIh005

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|------------------------------|--|
| <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, Raul Gimeno, Daniel Foord |

|  |   |
|--|---|
| <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:<br/>How to measure the GDP and what are the shortcomings of GDP.<br/>How to measure the inflation rate and what is the resulting inflation bias.<br/>How to measure the unemployment rate and what are the possible causes?<br/>What is the purpose of monetary policy?<br/>What is the aggregate supply and demand and why they play an important role in macroeconomics.</p> |
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|---------------------------|--|
| <b>Entry requirements</b> | Having taken IEFI preferred but not compulsory |
|---------------------------|--|

## IECO - Economics - BWIh005

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|--------------------------------------|--|
| <b>Competencies upon completion</b>  | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Are exposed to and understand important concepts anchored around real-world problems and trends relevant to the international firm</li> <li>- Are able to frame current economic issues -- such as global warming, diversity and inclusion -- using an appropriate economic framework and vocabulary</li> <li>- Understand the main trade-offs in sustaining collusive behaviour in a cartel using the tools of game theory</li> <li>- 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</li> <li>- Understand core concepts in macroeconomics and can make associations to real world problems</li> <li>- Understand the usefulness and limitations of some macroeconomic indicators like GDP, inflation and, unemployment</li> </ul> <p><b>Method: Students</b></p> <ul style="list-style-type: none"> <li>- Learn to systematize events into their main components along the subject lines corresponding to course content</li> <li>- Acquire problem-solving skills</li> </ul> <p><b>Social: Students</b></p> <ul style="list-style-type: none"> <li>- Gain social competences through peer interaction and discussion of course related topics and study cases with colleagues</li> </ul> <p><b>Self: Students</b></p> <ul style="list-style-type: none"> <li>- Advance in their critical understanding of socio-economic phenomena shaping the environment of the international firm</li> <li>- Further their understanding of topics affecting the global economy</li> <li>- Become better able to assess the challenges faced by leaders of international organizations and their social responsibilities</li> <li>- Learn about their future preferred positioning and career type in the context of the international firm</li> </ul> |
| <b>Content</b>                       | <p>Individual, independent study using conventional or digital learning materials</p> <ul style="list-style-type: none"> <li>Lectures</li> <li>Seminars</li> <li>Guest lectures</li> <li>Case studies</li> <li>Regular assignments for self-study and in-class discussion</li> </ul>   |
| <b>Teaching and learning methods</b> | <p>Learning materials (book, case studies, videos, websites, ...)</p> <p>Digital platforms such as Moodle, MS Teams,</p>   |
| <b>Literature</b>                    | <p>Gregory N. Mankiw and Mark P. Taylor Economics (6th edition), Cengage Learning EMEA, ISBN-13: 978-1473786981</p> <p><b>Other tools used:</b></p> <ul style="list-style-type: none"> <li>- Learning materials (book, case studies, videos, websites)</li> <li>- Digital platforms such as Moodle, MS Teams</li> </ul>  |
| <b>Workload</b>                      | 180 hours  |
| <b>Contact lessons</b>               | Weekly, 180 minutes  |
| <b>Attendance requirement</b>        | Attendance is generally optional; when there are guest speakers, it is compulsory.   |

## IECO - Economics - BWIh005

|                                     |  |
|-------------------------------------|--|
| <b>Competency assessment</b>        | Final exam on Moodle (CW 3/4), 90 minutes, is weighted 100%  |
| <b>Aids for written examination</b> | Any non-programmable pocket calculator (only TI-30 models are permitted)<br>Printed dictionary (mother tongue - examination language)<br>Summary - number of A4 pages: 1 (2 sheets/pages single-sided or 1 sheet/page double-sided)<br><br>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App. |
| <b>Mode of repetition</b>           | Written examination  |
| <b>Degree programme, semester</b>   | BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, 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, Krebs Michel, Rascón Alberto   |
| <b>Module responsibility</b>           | Bächli Sandro, Rascón Alberto, Kwuida Léonard, Krebs Michel   |
| <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:

- The Corporation and Financial Markets
- 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 MyFinanceLab</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 and towards the end.</li> <li>Partial proof of competence 2 (weight: 66%): <b>60-minute written exam</b> during the official exam period.</li> <li>The two homework assignments and the exam will be done <b>digital via Pearsons MyFinanceLab</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>MyLab Financial Calculator on Pearsons MyFinanceLab</li> <li>Pocket calculator (only <b>TI-30 models</b> are permitted)</li> <li>Print dictionary (mother tongue - examination language) / the translation tool DeepL is allowed on the exam</li> <li>Two A4-sheet double-sided or four A4-sheet single-sided (formula collection and notes)</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>If the exam is taken on the second date (<b>same semester!</b>), the two graded homework assignments will count too.</li> <li>If the exam is repeated <b>in another semester</b>, the entire module with <b>all proofs of competence must be repeated</b>.</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, 3 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern</p>   |

## 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 management</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>  |
| <b>Literature</b>                      | Literature is provided by lecturers in electronic form via Moodle   |

## IMBE - International Management and Business Ethics - BWIh002

|                                     |  |
|-------------------------------------|--|
| <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>  |
| <b>Competency assessment</b>        | <p>Individual grading:</p> <ul style="list-style-type: none"><li>• Online Midterm test 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> <ol style="list-style-type: none"><li>1. 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.</li><li>2. Students have the option to repeat all assessment components if they wish. In this case, the grade they obtain will be the ones taken into account and not a grade obtained in a previous semester.</li></ol> |
| <b>Degree programme, semester</b>   | <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br/>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br/>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern</p>   |

## EAPM - Ambassador programme - BWBh015

|  |  |
|--|--|
| <b>ECTS</b>                            | 3  |
| <b>Study language</b>                  | German   |
| <b>Module type</b>                     | Optional module (countable)  |
| <b>Module level additive</b>           | Advanced level   |
| <b>Lecturer(s)</b>                     | Branscheidt Natascha, Schwarzenbach Carole   |
| <b>Module responsibility</b>           | Natascha Branscheidt, Carole Schwarzenbach   |
| <b>Short description of the module</b> | Driving reputation management forward: you help to improve the reputation of the BFH Business School in Bern and the surrounding area. In doing so, you be integral to the success of the BFH Business School. Moreover, you will gain practical experience in the fundamentals of public relations and communication. At the beginning of the module, it is necessary to sign a consent form giving permission to use photos and video on social media.   |
| <b>Entry requirements</b>              | <p><b>Problem Solving / Design Thinking</b></p> <ul style="list-style-type: none"> <li>- Willingness to acquire basic, theoretical and practical skills in reputation management and communication</li> <li>- Willingness to employ digital communication tools</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>- Willingness to collaborate with various stakeholders at the Business School.</li> <li>- Willingness to represent the Business School</li> </ul> <p><b>Self Management</b></p> <ul style="list-style-type: none"> <li>- Perseverance even in the face of difficulties</li> <li>- Curiosity and willingness to learn</li> </ul> <p><b>Dealing with complexity</b></p> <ul style="list-style-type: none"> <li>- Ability to handle multiple simultaneous tasks esp. relating to PR and promotional activities (information events, trade fairs, social media)</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>- Willingness to develop improved and professional communication content esp. in Instagram</li> </ul> |
| <b>Competencies upon completion</b>    | <p><b>Professional competence</b></p> <p>You are able to:</p> <ul style="list-style-type: none"> <li>- present the Business School as a top-class education institution</li> <li>- represent the Business School and its strategy in a structured and persuasive way</li> </ul> <p><b>Problem Solving / Design Thinking</b></p> <p>You can use digital tools appropriately and efficiently</p> <p><b>Collaboration</b></p> <p>You take responsibility (esp. for content and dates)</p> <p><b>Self-management</b></p> <p>You are able to:</p> <ul style="list-style-type: none"> <li>- shape your job and tasks that you are responsible for.</li> </ul> <p><b>Dealing with complexity</b></p> <p>You are able to:</p> <ul style="list-style-type: none"> <li>- react with agility to a changing environment</li> <li>- implement changes while communicating them with colleagues and other stakeholders</li> </ul>  |

## EAPM - Ambassador programme - BWBh015

|                                      |   |
|--------------------------------------|---|
| <b>Content</b>                       | <p>Kick off</p> <ul style="list-style-type: none"> <li>- Agreement on module assessment objectives</li> <li>- Define your own ambassador profile</li> <li>- Formulate and compile ideas for various info events, trade fairs</li> <li>- In consultation with the Communications Department and lecturers, the promotion of social media activities, especially Instagram.</li> <li>- Active role in film projects</li> <li>- Introduction of new Ambassadors</li> </ul>   |
| <b>Teaching and learning methods</b> | <p><b>Didactic concept of the module</b><br/>Coaching, extensive self-organisation</p> <p><b>Attendance: lessons, coaching, self-study (per semester)</b></p> <ul style="list-style-type: none"> <li>- Events approx. 8h</li> <li>- Coaching: approx. 8h</li> <li>- Independent work; individual: approx. 14h</li> </ul> <p>Institution-wide regular communication and cooperation with module coordinator and communication</p>  |
| <b>Literature</b>                    | <p><a href="https://www.wissenschaftsmanagement.de/dateien/dateien/schwerpunkt/downloaddateien/wim_2011_05_patrick_honecker_image_and_reputation_management_as_strategic_process.pdf">https://www.wissenschaftsmanagement.de/dateien/dateien/schwerpunkt/downloaddateien/wim_2011_05_patrick_honecker_image_and_reputation_management_as_strategic_process.pdf</a></p> <p>(only available in German)</p>  |
| <b>Workload</b>                      | Approx. 90h over two consecutive semesters  |
| <b>Contact lessons</b>               | Approx. 48h   |
| <b>Attendance requirement</b>        | Kick-off Event date will be announced after the enrolment period, Events according to individual agreement  |
| <b>Competency assessment</b>         | <ul style="list-style-type: none"> <li>- Fulfilment of 80% of the targets set out in the target agreement set targets</li> <li>- Successful participation in presentations, fairs, etc.</li> <li>- Final reflection including activity report</li> </ul> <p><b>Date</b><br/>Running, final reflection SS25</p> <p><b>Evaluation grid</b><br/>The criteria are derived from the targets agreed; this is jointly developed at the kick off. Typical targets may relate to</p> <ul style="list-style-type: none"> <li>- number of events attended (trade fairs, open days, information evenings, etc.)</li> <li>- number of posts on social media</li> </ul> |
| <b>Aids for written examination</b>  | -   |
| <b>Follow-up modules</b>             | -   |
| <b>Comment</b>                       | When you register, you commit yourself for two consecutive semesters. Start AS24/25 - End SS25  |

## EAPM - Ambassador programme - BWBh015

### Degree programme, semester

BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 3 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern  
BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern  
BSc Business Information Technology, 2024-2025, 5 HS, VZ, 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.<br><br>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.<br>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>            | 28 lessons   |
| <b>Attendance requirement</b>     | There is no mandatory attendance for this module.  |
| <b>Competency assessment</b>      | <ul style="list-style-type: none"> <li>• Proposal for written project: 25 %</li> <li>• In-class presentation: 25 %</li> <li>• Individual written project: 50 %</li> </ul>  |
| <b>Degree programme, semester</b> | BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern<br>BSc Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern<br>BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc Business Information Technology, 2024-2025, 5 HS, VZ, Bern<br>BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern<br>BSc Business Information Technology, 2024-2025, 3 HS, TZ, Bern<br>BSc Business Administration, 2024-2025, 3 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc Business Administration, 2024-2025, 5 HS, TZ, Bern |



## ECAD - Career Day - BWBh014

|                           |                         |
|---------------------------|-------------------------|
| <b>ECTS</b>               | 3                       |
| <b>Unterrichtssprache</b> | Deutsch                 |
| <b>Modultyp</b>           | Wahlmodul (anrechenbar) |
| <b>Modulniveau Zusatz</b> | Hauptstudium            |
| <b>Dozierende</b>         | Marti Mathias           |
| <b>Modulverantwortung</b> | Marti Mathias           |

**Kurzbeschreibung des Moduls**

Die Career Services des Departements Wirtschaft sind als Bindeglied an der Schnittstelle zwischen Hochschule und Arbeitswelt zu verstehen. Die Career Services bieten Studierenden Informationen zum Berufseinstieg und zur Praktikumssuche. Die Studierenden können sich ausserdem persönlich beraten lassen. Als Abschluss des Zyklus 'Career Services organisieren die Studierenden einen Career Day für ihre Mitstudierenden. So können die Studierenden des Departements W mit attraktiven Unternehmen ins Gespräch kommen, die sich an Informationsständen vorstellen. Mindestens eine gehaltvolle, themenbezogene Präsentation und andere Aktivitäten wie z. B. CV-Checks usw. bilden das Rahmenprogramm. Beim Rahmenprogramm können Dozierende aus den Career Services einbezogen werden. Unternehmen bietet der Career Day die Möglichkeit, sich bei Studierenden sowie Absolventinnen und Absolventen bekannt zu machen. Nicht zuletzt ergeben sich so auch interessante Kontakte für beide Seiten.

Eine Gruppe von maximal 8 Studierenden organisiert den Career Day weitgehend selbständig. Die Rollen werden im Organisationskomitee (OK) näher definiert, die Themen auf die einzelnen Projektmitglieder ausgewogen aufgeteilt und dem Modulverantwortlichen kommuniziert.

Damit die geknüpften Kontakte zu Firmen von einer zur nächsten Durchführung des Karrieretags nicht verloren gehen und auch Erfahrungswerte weitergegeben werden können, ist erwünscht, dass sich mind. ein Mitglied des OKs an zwei Durchführungen beteiligt. Die Funktion/Rolle darf jedoch nicht dieselbe sein, wie im vorangegangenen Jahr. Es können ECTS für höchstens zwei Durchführungen ausgerichtet werden.

Da der Career Day im Frühling stattfindet, werden die 3 ECTS für das Modul erst Ende FS gutgeschrieben. Das Modul kann an das Certificate of Engagement mit 80 Stunden angerechnet werden.

**Eingangskompetenz**

-

**Kompetenz**

**Fachkompetenzen:** Die Studierenden

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

**Methodenkompetenzen:** Die Studierenden

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

**Sozialkompetenzen:** Die Studierenden

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

**Selbstkompetenzen:** Die Studierenden

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

## ECAD - Career Day - BWBh014

|                              |  |
|------------------------------|--|
| <b>Inhalt</b>                | <ul style="list-style-type: none"> <li>- Erstellen eines Tagesprogramms für den Career Day</li> <li>- Planung und Koordination der folgenden Aufgaben</li> <li>- Selbständige Suche und Akquisition von Unternehmen (z. B. KMUs) aus verschiedenen Branchen; Bestimmung Standkosten</li> <li>- Organisation und Bestätigung der Anmeldungen</li> <li>- Organisation Briefing der Unternehmen bezüglich Möglichkeiten, Erwartungen und Einschränkungen</li> <li>- Organisation eines Rahmenprogramms (Möglicher Einbezug Dozierende Career Services)</li> <li>- Organisation Briefing der Referenten und anderen am Rahmenprogramm Beteiligten (Inhalte, Erwartungen, Rahmen)</li> <li>- Organisation eines Lunchs</li> <li>- Raumorganisation und Einrichtung</li> <li>- Mitarbeit am Standaufbau- und am Career Day selber (Präsenz)</li> <li>- Koordination Marketing und Werbung bei Mitstudierenden aus dem Departement Wirtschaft</li> <li>- Durchführen von regelmässigen Statusmeetings / Projektteammeetings</li> <li>- Überwachung Finanzen (Budget CHF 5000.- plus Einnahmen Standplätze)</li> </ul><br><ul style="list-style-type: none"> <li>- Auswertung der Teilnahmezahlen, Zufriedenheit der Unternehmen</li> <li>- Zusammenarbeit mit den Student Services (D. Minnig), dem Modulverantwortlichen (M. Marti); Bestimmung einer Ansprechperson seitens des OK</li> </ul> |
| <b>Lehr- und Lernmethode</b> | Weitgehend autonome Gruppenarbeit mit aktiver Unterstützung durch die Student Services und dem Modulverantwortlichen   |
| <b>Fachliteratur</b>         | <p>Empfohlene Literatur:</p> <p>Unterlagen zu Projektmanagement und Marketing aus dem bisherigen Studium</p>   |
| <b>Workload</b>              | 90 Stunden / 3 ECTS  |
| <b>Kontaktstudium</b>        | <p>Koordinationsmeetings/ -telefonate mit Modulverantwortlichem und allenfalls weiteren Involvierten: ca. 18 h (ca. 20 %)</p> <p>Selbststudium individuell: ca. 72 h (ca. 80 %)</p> <p>Der gesamte Aufwand (ca. 90 h) entspricht 3 ECTS</p>  |
| <b>Präsenzpflicht</b>        | Kick-off Sitzung, Career Day (festgelegt für Dienstag, 8. April 2025), Sitzungen im Projektteam  |
| <b>Kompetenznachweis</b>     | Evaluation mit dem Modulverantwortlichen   |
| <b>Studiengang, Semester</b> | <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 3 HS, TZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 3 HS, TZ, Bern<br/>         BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern<br/>         BSc Wirtschaftsinformatik, 2024-2025, 3 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br/>         BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br/>         BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern</p>   |

## ECAD - Career Day - BWBh014

## 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<br><br>In fall semester 2024 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>    | <p><b>Subject:</b> Students<br/>At the end of the course students will be able to</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use sentences and expressions to satisfy specific needs of daily life at university and at work</li> <li>- be able to describe themselves, their preferences and the area in which they work</li> <li>- ask others about themselves and answer questions on where they live, their hobbies, tastes and interests</li> </ul> <p><b>Method:</b> Students</p> <ul style="list-style-type: none"> <li>- Develop personal learning methods</li> </ul> <p><b>Social:</b> Students</p> <ul style="list-style-type: none"> <li>- Command active oral communication in everyday situations</li> <li>- Ask and answer open and closed questions</li> <li>- Actively initiate and engage in small-talk</li> </ul> <p><b>Self:</b> Students</p> <ul style="list-style-type: none"> <li>- Learn grammar, pronunciation and conversation situations on their own</li> <li>- Implement and expand on what they have learned outside the classroom</li> </ul> |
| <b>Content</b>                         | <p>Pronunciation<br/>Basic grammar<br/>Greeting and small-talk<br/>Hobbies and sport<br/>Studies and work<br/>Eating, drinking and shopping<br/>Visiting a restaurant<br/>Telling the time<br/>The weather<br/>Home living and household<br/>Dealing with public authorities<br/>Looking for accommodation<br/>Travel as well as aspects of languages and cultures in the lives of incoming students in a multilingual environment</p>  |

## EG4B - German for Beginners - BWBh011

|                                      |  |
|--------------------------------------|--|
| <b>Teaching and learning methods</b> | Input explanations, conversations in groups and pairs, role play, exercises also with online tools<br><br>In classroom or/and online (virtual classroom)   |
| <b>Literature</b>                    | <b>Indispensable literature:</b><br>- will be discussed in the first session<br><br><b>Recommended literature:</b><br>- Dictionary (online)  |
| <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>                       | This course is exclusively for exchange students (Incoming-Students) and students of the BSc International Business Administration whose native language is not German.<br>If language competences are too high, participants may be excluded from the course. |
| <b>Degree programme, semester</b>    | BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 1 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 1 HS, VZ, Bern   |

## SAC3 - Controlling & Digitalization - BWBh223

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 6  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Modulniveau Zusatz</b>          | Hauptstudium   |
| <b>Dozierende</b>                  | Längin Thomas, Zihlmann Christian  |
| <b>Modulverantwortung</b>          | Längin Thomas, Zihlmann Christian  |
| <b>Kurzbeschreibung des Moduls</b> | <ul style="list-style-type: none"> <li>• Controlling Konzeptionen (inkl. Digitalisierung des Controllings);</li> <li>• Three-legged-stool: Anreize, Leistungsmessung mittels Datenanalyse, Allokation von Entscheidungsrechten</li> <li>• Planungsrechnungen;</li> <li>• Behavioral Controlling - wie wirkt Controlling auf den Menschen?</li> </ul>   |
| <b>Eingangskompetenz</b>           | <p>Bestandenes Modul BREW oder IACC.</p> <p>(Anmerkung: Die Inhalte des Moduls SAC3 sind unabhängig von den Inhalten der Module SAC1 und SAC2, d. h., Sie können SAC3 besuchen, auch wenn Sie SAC1 und SAC2 noch nicht besucht haben.)</p>   |
| <b>Kompetenz</b>                   | <p>Die Studierenden:</p> <ul style="list-style-type: none"> <li>• Sind in der Lage, einfache Controllingkonzepte zu erstellen und bestehende Controllingkonzepte zu beurteilen;</li> <li>• erstellen konsistente Finanzpläne (Plan-Bilanzen, Plan-Erfolgsrechnungen und Plan-Geldflussrechnungen) und beurteilen diese im Kontext der finanziellen Unternehmensziele;</li> <li>• können Daten analysieren, Resultate interpretieren und quantitativ argumentieren;</li> <li>• kennen die grundlegende Vor- und Nachteile von Anreizsystemen;</li> <li>• kennen die Wirkung von Controlling auf das Verhalten von Mitarbeitenden von Unternehmen.</li> </ul>  |
| <b>Inhalt</b>                      | <ol style="list-style-type: none"> <li>1. Einführung ins Controlling (1 Woche)</li> <li>2. Prinzip des three-legged-stool (4 Wochen) <ul style="list-style-type: none"> <li>• Leistungsmessung mittels Datenanalyse</li> <li>• Gastvortrag: Prediction mittels Machine Learning von Credit Suisse</li> <li>• Anreize und Vergütungssysteme</li> <li>• Allokation von Entscheidungsrechten</li> </ul> </li> <li>3. Unternehmensfinanzplanung (6 Wochen) <ul style="list-style-type: none"> <li>• Einführung</li> <li>• Unternehmens-Finanzpläne erstellen (bestehend aus Plan-Bilanzen, Plan-Erfolgsrechnungen und Plan-Geldflussrechnungen) und beurteilen</li> <li>• Unternehmensbewertung, DCF-Methode</li> </ul> </li> <li>4. Behavioral Controlling (3 Wochen) <ul style="list-style-type: none"> <li>• Wie wirkt Controlling auf die Mitarbeitenden?</li> </ul> </li> </ol> |
| <b>Lehr- und Lernmethode</b>       | Inputreferate durch die Dozenten, Gastvorträge von Praktikern, durch die Dozenten betreutes Üben an Fallbeispielen, Gruppenarbeit, angeleitetes und autonomes Selbststudium.   |
| <b>Fachliteratur</b>               | Die von den Dozenten zur Verfügung getellten Unterlagen.   |

## SAC3 - Controlling & Digitalization - BWBh223

|  |  |
|--|--|
| <b>Workload</b>                              | ca. 180 Stunden  |
| <b>Kontaktstudium</b>                        | Wöchentlich 4 Lektionen, d.h. 14 Wochen zu 4 Unterrichtslektionen = 56 Lektionen   |
| <b>Präsenzpflicht</b>                        | Keine  |
| <b>Kompetenznachweis</b>                     | Schriftliche Prüfung mit Moodle, Dauer 90 Minuten, zählt 100 %. Durchführung am Ende des Semesters (KW3 / KW4).  |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | Open Book (nur Unterlagen auf Papier sind gestattet).<br><br>Ein gedrucktes Wörterbuch Muttersprache - Sprache Kompetenznachweis<br><br>Taschenrechner (Modell TI-30)  |
| <b>Wiederholungsmodalitäten</b>              | Schriftliche Prüfung mit Moodle, Dauer 90 Minuten, zählt 100 %.  |
| <b>Weiterführende, vertiefende Module</b>    | SAC1 Höhere Rechnungslegung, SAC2 Life-Cycle-Accounting & Tax, EMIS Management-Informationssysteme und Portfolio-Modul SP01 Auditing   |
| <b>Studiengang, Semester</b>                 | BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern |

## SBF1 - Security Markets & Behavioral Finance - BWBh241

|  |  |
|--|--|
| <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>                     | Bächli Sandro, Osterrieder Jörg Robert, Rascón Alberto   |
| <b>Module responsibility</b>           | Sandro Bächli, Alberto Rascon, Jörg Osterrieder  |
| <b>Short description of the module</b> | <p>Students will work in investment teams and simulate the investment process of a bank:</p> <ul style="list-style-type: none"><li>• Finding suitable financial data</li><li>• Write investment research papers</li><li>• Implement the investment decision (TAA)</li><li>• Measure the performance of the portfolio (Excel)</li><li>• Presenting the investment decision and performance to the client (coach)</li></ul> <p>The module is a mix between traditional- and flipped classroom teaching: The course consists of lectures, tasks and coaching/client meetings.</p> |
| <b>Entry requirements</b>              | <p><b>BFMA or IFMA</b></p> <p>For this course, it is essential to have attended a financial management module beforehand!<br/><b>Knowledge of the following topics is essential:</b></p> <ul style="list-style-type: none"><li>• Macroeconomics, Interest Rates, Forex</li><li>• Fundamentals of Financial Markets</li><li>• Basics of Portfolio Management &amp; Risk vs. Return</li><li>• Exchange Traded Funds (ETFs)</li></ul>   |



## SBF1 - Security Markets & Behavioral Finance - BWBh241

### Competencies upon completion

Subject: Students

- are familiar with the most important financial markets (currency, bond and equity markets)
- are familiar with the investment process, strategic asset allocation and tactical asset allocation.
- are familiar with the difference between standard finance and behavioral finance.

Method: Students

- are able to explain changes in financial markets based on the expertise they have acquired.
- are able to manage a portfolio (SAA/TAA) and are able to measure its performance.
- will understand how people take financial (and everyday) decisions through **heuristics** and the impact of **biases** on those decisions.

Social: Students

- apply their personal and individual resources in teams.
- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments.
- critically and appreciatively evaluate working results of peers.
- argue in a constructive and factual way.
- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way.

Self: Students

- learn and work independently, recognize gaps in their knowledge and fill these gaps independently.
- critically reflect work and thought processes and develop possible courses of action.
- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client.
- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio.
- evidence stamina when confronted with problems during their studies and in their professions.

### Content

The module "Security Markets & Behavioral Finance" covers the following topics:

- Overview Financial Markets
- Investment policy
- Strategic and Tactical Asset Allocation
- Efficient Market Hypothesis vs. Behavioral Finance
- Behavioral Finance I and II
- Machine Learning for Finance
- Sustainable Finance

### Teaching and learning methods

- Lectures
- Coaching
- Private study
- Group work / tasks
- Client Meetings / Presentations

### Literature

-

### Workload

180h

### Contact lessons

- 7 x 4 Lessons: lectures & coaching (on site)
- 7 x 4 Lessons: tasks & coaching (group work and/or via MS-Teams)

## SBF1 - Security Markets & Behavioral Finance - BWBh241

### Attendance requirement

- The two lectures with the **client meetings** and the lecture with the **quiz**.

### Competency assessment

- The client meetings (presentations), the entire investment documentation and the performance calculation (during the semester): weight = 70% (group proof of competence => collectively evaluated)
- Quiz: 30 minutes, on site, via Moodle (during the semester: towards the end of the lecture weeks): weight = 30% (individual proof of competence => Individually evaluated)

### Mode of repetition

- If the overall grade is unsatisfactory (< 4.0) only because of the poor grade on the quiz, the quiz may be repeated during the second official examination period of the same semester.
- If both the overall grade and the grade of the investment team output (client meetings, the entire investment documentation and the performance calculation) are insufficient (< 4.0), the quiz may not be repeated and the entire module with all proofs of competence must be taken again one year later in the next course.

### Degree programme, semester

BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern

## SBF2 - Financial Instruments - BWBh242

|  |   |
|--|---|
| <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>                     | Gimeno Raúl Diego, Rascón Alberto   |
| <b>Module responsibility</b>           | Gimeno Raúl Diego, Rascón Alberto   |
| <b>Short description of the module</b> | <p>This module gives a sound introduction to fixed income and derivative instruments. Security analysis gives you a sound introduction to the different fixed income instruments. You'll learn the pricing of these instruments and the methodology of how to analyse those instruments. Pricing and strategies of financial derivatives: SWAPs, Options and other Derivatives.</p> |
| <b>Entry requirements</b>              | Knowledge in Statistics, Maths, Excel, English  |

## SBF2 - Financial Instruments - BWBh242

### Competencies upon completion

**Subject:** Students know

- the different fixed income instruments
- how to price fixed income instruments
- how to assess risk for fixed income instruments
- how to interpret the yield curve and how to use it for pricing purposes
- will be able to price financial instruments such as options and SWAPs
- will be able to create/use models in Excel to price derivatives
- will understand the basic institutional framework of the principal derivatives markets

**Method:** Students

- will be able to analyse and price a wide range of fixed income instruments
- will make use of Excel to price financial assets
- will be able to analyse derivative instruments
- will work out strategies to hedge financial risks

**Social:** Students

- apply their personal and individual resources in teams
- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments
- argue in a constructive and factual way
- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way
- will foster their critical competences
- will be able to provide creative and innovative solutions in finance
- will be able to identify common misconceptions about financial derivatives
- will foster their team competences
- will be able to analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting variety of different arguments

**Self:** Students

- learn and work independently, recognize gaps in your knowledge and fill these gaps independently
- critically reflect work and thought processes and develop possible courses of action
- reflect and challenge personal and external judgments and develop these with regard to the assignment
- draw conclusions from your experiences for your further studies and professional life and document these in your individual portfolio
- evidence stamina when confronted with problems during your studies and in your profession
- will learn to better exploit one of the most common IT tools (Excel)
- will learn and work independently, recognize gaps in their knowledge and fill these gaps independently
- will learn to critically reflect work and thought processes and develop possible courses of action
- will learn to structure and give effective solutions to complex problems
- will learn to abstract a concrete situation to a mathematical model

### Content

#### Fixed Income Analysis

- Bond pricing
- Measuring yield
- The yield term structure
- Convertibles bonds

#### Derivatives

- Options and option strategies
- SWAPs

**Special attention will be put in the use of Excel for the derivative part**

## SBF2 - Financial Instruments - BWBh242

### Teaching and learning methods

- guided self-study with multiple choice questions and videos
- A combination of guided self-study, contact lessons and multiple choice exercises will ensure an optimal learning mix.
- homework
- class exercises

### Literature

#### Recommended literature:

#### Fixed Income:

Bond Markets, Analysis, and Strategies, Frank Fabozzi, Pearson, eight Edition, ISBN: 0-273-76613-1

#### Derivatives:

Hull, John C, "Options, Futures and Other Derivatives", 11th Edition, Global Edition (17 June 2021), Pearson; 11th edition ; ISBN-Nr.: 978-1292410654

### Workload

180 hours

### Contact lessons

14x4 lessons

**Please notice that 8 lessons will be taught on the special week**

**4 lessons 3rd September 2024 (08:15-11:40).**

**4 lessons 6th September 2024 (08:15-11:40).**

### Attendance requirement

No compulsory attendance.

### Competency assessment

End of semester (CW3 or 4)

Digital examination on Moodle with quizzes and possible Excel questions for the derivatives,

Weight: 100%

Duration: 90 minutes

Laptop: bring your own device

The professor keeps the right to award points to specific homework or written work during the semester.

### Aids for written examination

- other calculator
- Print dictionary (mother tongue - examination language)
- A formulary will be provided at the examination date

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

### Mode of repetition

2nd exam on repetition weeks (April 2025)

## SBF2 - Financial Instruments - BWBh242

### Follow-up modules

SBF3

### Degree programme, semester

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BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern

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## SDB1 - Digital Technology Management - BWBh261

|  |   |
|--|---|
| <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>                     | Raff Stefan   |
| <b>Module responsibility</b>           | Stefan Raff   |
| <b>Short description of the module</b> | <p>The module "Digital Technology Management" introduces participants amongst others to the fundamentals of smart products, digital servitization, smart services, self-service technologies, AI-driven business models, digital ecosystems, and augmented reality. This module aims to show how the design and management of such technologies works by covering (a) the peculiarities of business models based on smart products, digital services, and AI as compared to traditional products, (b) the resulting challenges for both manufacturing and service companies, (c) strategies and techniques for the improvement/successful design, implementation, and commercialization of digital age businesses.</p>  |
| <b>Entry requirements</b>              | -   |
| <b>Competencies upon completion</b>    | <p>The course aims to train students' digitalization competencies, applied methodological skills as well as communication, presentation and self-management skills.</p>   |
| <b>Content</b>                         | <p>The module "Digital Technology Management" introduces participants amongst others to the fundamentals of smart products, digital servitization, smart services, self-service technologies, AI-driven business models, digital ecosystems, and augmented reality. This module has two major aims:</p> <ol style="list-style-type: none"><li>1) The main objective of the course is to familiarize students with the underlying potentials and challenges of technology-based business models of the digital age (smart products, digital and smart services, AI, platforms &amp; ecosystems, augmented reality, and more). At the core of the course are the various strategic and operational, but also the social and ethical challenges of companies in managing these technologies.</li><li>2) Another key objective of the course is to enable students to critically reflect on the theoretical foundations they have learned and apply them to real-world problems in practice. To this end, students conduct their own research-based consulting projects with relevant companies in small groups. Students will evaluate companies with digitally driven service business models using proven analytical tools (e.g., SERVQUAL, E-SERVQUAL, AICSQ, and more) and make evidence-based recommendations for improvement. The results are presented in plenary sessions (pitches).</li></ol> |
| <b>Teaching and learning methods</b>   | <p>Weekly classes and a with interactive sessions, group tasks, theoretical input and online sessions.</p>  |

## SDB1 - Digital Technology Management - BWBh261

### Literature

#### Selected Literature:

- Allmendinger, G., & Lombreglia, R. (2005). Four strategies for the age of smart services. *Harvard Business Review*, 83(10), 131.
- Beverungen, D., Müller, O., Matzner, M., Mendling, J., & Vom Brocke, J. (2019). Conceptualizing smart service systems. *Electronic Markets*, 29(1), 7-18.
- Chen, Q., Gong, Y., Lu, Y., & Tang, J. (2022). Classifying and measuring the service quality of AI chatbot in frontline service. *Journal of Business Research*, 145, 552-568.
- Hermann, E., & Puntoni, S. (2024). Artificial intelligence and consumer behavior: From predictive to generative AI. *Journal of Business Research*, 180, 114720.
- Huang, M.-H., & Rust, R. T. (2018). Artificial Intelligence in Service. *Journal of Service Research*, 21(2), 155-172.
- Meuter, M. L., Ostrom, A. L., Roundtree, R. I., & Bitner, M. J. (2000). Self-Service Technologies: Understanding Customer Satisfaction with Technology-Based Service Encounters. *Journal of Marketing*, 64(3), 50-64.
- Mori, M., MacDorman, K., & Kageki, N. (2012). The Uncanny Valley [From the Field]. *IEEE Robotics & Automation Magazine*, 19(2), 98-100.
- Raff, S., & Wentzel, D. (2018). A Cognitive Perspective on Consumers Resistances to Smart Products. In: Elbanna A., Dwivedi Y., Bunker D., Wastell D. (eds) *Smart Working, Living and Organising*. TDIT 2018. *IFIP Advances in Information and Communication Technology*, 533, 30-44.
- Raff, S., Rose, S., & Huynh, T. (2024). Perceived creepiness in response to smart home assistants: A multi-method study. *International Journal of Information Management*, 74, 102720.
- Raff, S., Wentzel, D., & Obwegeser, N. (2020). Smart Products: Conceptual Review, Synthesis, and Research Directions. *Journal of Product Innovation Management*, 37(5), 379-404
- Raff, S., von Walter, B., & Wentzel, D. (2021). KI-basierte Beratungsleistungen, Ausgestaltungsformen, Herausforderungen und Implikationen. In *Künstliche Intelligenz im Dienstleistungsmanagement* (pp. 341-362). Springer Gabler, Wiesbaden.
- Von Walter, B., Wentzel, D., & Raff, S. (2023). Should service firms introduce algorithmic advice to their existing customers? The moderating effect of service relationships. *Journal of Retailing*, 99(2), 280-296.

### Workload

180 h

### Contact lessons

14 Sessions

### Attendance requirement

Compulsory attendance at the kick-off event, methods and coaching sessions for group work, guest lectures and final presentation of group work.

### Competency assessment

40 % - Group project presentation in class (collectively graded)

60 % - Individual written assignment, Cw3 / Cw4 (60 min, PC exam without Safe Exam Browser)

### Aids for written examination

- Open Book PC Exam (PC exam without Safe Exam Browser)
- Printed dictionary (native language - language of the proof of competence)
- Pocket calculator (only TI-30 models are permitted)

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

### Mode of repetition

The written examination can be repeated on the second examination date or the next time it is held.

The group work can be repeated at the next performance.



## SDB1 - Digital Technology Management - BWBh261

### Degree programme, semester

BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern

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## SDG1 - Public Sector Trends - BWBh281

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|------------------------------------|--|
| <b>ECTS</b>                        | 6  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Modulniveau Zusatz</b>          | Hauptstudium   |
| <b>Dozierende</b>                  | Bieser Jan, Fivaz Jan, Geiger Christian, Haller Stephan, Koch Rika, Schwarz Badertscher Daniel, Tiede Markus<br>Andreas  |
| <b>Modulverantwortung</b>          | Christian Geiger   |
| <b>Kurzbeschreibung des Moduls</b> | <p>Der öffentliche Sektor ist im Umbruch. Im privaten Gebrauch wachsen unsere Ansprüche an die Qualität und Service digitaler Leistungen. Dies ist auch im Bereich der Behördendiensten so. - die Nachvollziehbarkeit, das Tempo sowie die Transparenz haben bei Behördenentscheiden und der politischen Willensbildung zugenommen. Doch was kann ein guter öffentlicher Sektor leisten? Welche Dienstleistungen gehören zu einem Service Public von morgen? Wie ist der föderale Staat in Zukunft organisiert? Welche Auswirkungen hat die Digitale Transformation im öffentlichen Sektor? Welche zukunftsfähigen Alternativen gibt es? Anwendungsorientierte und forschungsnahe Dienstleistungen aus dem Institut Public Sector Transformation geben Insights in aktuelle Transformationsprojekte. Das Modul bietet die Chance, sich in 1-2 Themen zu vertiefen und Ideen für die bevorstehende Bachelorarbeiten zu entwickeln. Vorgesehene Themen und Trends werden je nach Verfügbarkeit der Expert*innen und der Aktualität bestimmt.</p> |
| <b>Eingangskompetenz</b>           | Die Studierenden verfügen über Basiskenntnisse aus den Pflichtmodulen BPGS und Academic Skills   |

## SDG1 - Public Sector Trends - BWBh281

### Kompetenz

#### Fachkompetenzen

Die Studierenden

- kennen aktuelle Herausforderungen der Transformation des öffentlichen Sektors
- können den Nutzen digitaler Techniken für den öffentlichen Sektor erkennen
- verfügen über Basiskenntnisse auf den Gebieten der Bürgerinnenpartizipation, Smart City, E-Government, kollaborativer Führung, moderner Verwaltungsführung nach den Tallin-Prinzipien sowie rechtlichen Herausforderungen bei der öffentlichen Beschaffung
- können die Verbindung zwischen Forschung und Praxis erkennen

#### Problem Solving

Die Studierenden

- beschaffen sich selbständig zusätzliche Informationen und Literatur, um ihr Wissen zu erweitern.
- bekommen Einblick, wie Problemstellungen und Lösungsansätze methodisch aufbereitet werden,

#### Kollaboration

Die Studierenden

- lernen in kleinen Gruppen den Austausch zu aktuellen Themen und Problemstellungen
- Arbeiten mit den jeweiligen Spezialisten zusammen und entwickeln gemeinsam eine forschungsrelevante 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 aktuelle Thematik zu vertiefen

#### Umgang mit Komplexität

Die Studierenden

- lernen den Staat als komplexes System in der Transformation zu begreifen
  - werden mit ungelösten und offenen Herausforderungen konfrontiert
  - sehen in den einzelnen Themen die Bezüge zu weiteren Fragestellungen
  - werden angeleitet, die Themen abzugrenzen und die Komplexität zu reduzieren
-

## SDG1 - Public Sector Trends - BWBh281

|   |  |
|---|--|
| <b>Inhalt</b>                             | <ol style="list-style-type: none"><li>1. Einführung</li><li>2. Innovationsspielraum in der digitalen Transformation</li><li>3. Kollaborative und inklusive Führung (sektorübergreifendes Arbeiten)</li><li>4. Datenmanagement und Smart City</li><li>5. Digitale Demokratie</li><li>6. Partizipationsformen im öffentlichen Sektor</li><li>7. Öffentliche Beschaffung</li><li>8. Public IT / Open Source und Open Data</li></ol> <hr/> |
| <b>Lehr- und Lernmethode</b>              | <p>9 x Präsenzveranstaltungen</p> <p>2 x Coaching</p> <p>Forschungsorientiertes Lernen, Proposal verfassen, Präsentatoin</p> <hr/>   |
| <b>Fachliteratur</b>                      | <p>Abhängig von den einzelnen Inputs</p> <hr/>   |
| <b>Workload</b>                           | <p>6 ECTS</p> <hr/>  |
| <b>Kontaktstudium</b>                     | <p>10 x 4 Lektionen</p> <p>2 x Coaching (2 h)</p> <hr/>  |
| <b>Präsenzpflicht</b>                     | <p>6 x 4 Lektionen (Inputs)</p> <p>1 x 4 Lektionen Präsentationen</p> <hr/>  |
| <b>Kompetenznachweis</b>                  | <ul style="list-style-type: none"><li>• Präsentation mündlich (40 %) individuell oder zu zweit (individuelle Benotung)<br/>Die Präsentation erfolgt je nach Thema in einem der beiden letzten regulären Präsenztermine (KW50/KW51)</li><li>• Paper schriftlich (60 %) (individuell),<br/>Abgabe erfolgt bis ca. zwei Wochen nach dem letzten Seminartermin (Stichtag: 12.01.2025)</li></ul> <hr/>                                      |
| <b>Weiterführende, vertiefende Module</b> | <p>SDG2 , SDG3</p> <hr/>   |

## SDG1 - Public Sector Trends - BWBh281

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern

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## SDG2 - Digital Government - Grundlagen - BWBh282

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 6   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Modulniveau Zusatz</b>          | Hauptstudium  |
| <b>Dozierende</b>                  | Gees Thomas, Neumann Oliver   |
| <b>Modulverantwortung</b>          | Dr. Oliver Neumann, Assistant Professor IDHEAP   Institut de hautes études en administration publique Swiss Graduate School of Public Administration Université de Lausanne   |
| <b>Kurzbeschreibung des Moduls</b> | <p>Wie verändert die Digitalisierung den Arbeitsplatz, die Aufgaben, das Zusammenarbeiten in der Verwaltung? Digital Government stellt öffentliche Organisationen vor grosse Herausforderungen, bietet aber auch Chancen, dass der Staat seine Aufgaben für das Wohl der Gesellschaft und der Wirtschaft effektiver und effizienter erbringen kann. Allerdings erfordert die Digitalisierung von der Verwaltung neue (digitale) Skills, neue Formen der Zusammenarbeit (über Abteilungen hinaus), und stärker agile Ansätze. Neben den strategischen, organisatorischen und kulturellen Herausforderungen bilden neue Technologien einen Schwerpunkt. Das Potenzial einer digitalen Verwaltung ist noch wenig genutzt, aber schon heute ist z.B. erkennbar, dass die Verfügbarkeit staatlicher Daten (Open Government Data) zu mehr Transparenz führen und auch die Partizipation zwischen Gesellschaft und Staat fördern kann. In diesem Modul werden wir entsprechend die Grundlagen des öffentlichen Sektors im Lichte der Digitalisierung kennenlernen.</p> |
| <b>Eingangskompetenz</b>           | <p>Die Studierenden verfügen aus dem Modul BGPS die grundlegenden Kenntnisse, wozu es den Staat braucht, welche Leistungen er für Gesellschaft und Wirtschaft erbringt. Es werden keine weiteren spezifischen Kenntnisse vorausgesetzt.</p>   |

## SDG2 - Digital Government - Grundlagen - BWBh282

### Kompetenz

#### Fachkompetenzen

Die Studierenden

- erlernen die Grundlagen staatlichen Handelns in der Schweiz und international, insbesondere die Grundlagen des Managements öffentlicher Organisationen (Public Management) im Kontext der Digitalisierung;
- verstehen die Vielschichtigkeit und Grösse des öffentlichen Sektors (besonders in Bern sowie im Vergleich mit dem Privatsektor), welcher weit über Politik und Verwaltung hinausgeht und auch Unternehmen wie die SBB, Post oder Swisscom umfasst;
- verstehen das Zusammenspiel zwischen Politik und Verwaltung sowie die Bedeutung öffentlicher Politiken und deren Umsetzung;
- erkennen die Rolle öffentlicher Organisationen in der Bereitstellung digitaler und nicht-digitaler öffentlicher Dienstleistungen sowie in der Generierung von Public Value;
- erlernen wichtige Entwicklungen und Transformationen des öffentlichen Sektors und verstehen die Funktion und Rolle von Innovationen in diesem Kontext;
- verstehen das veränderte Zusammenspiel zwischen Staat und Bürgerinnen und Bürgern im Kontext der Digitalisierung;
- entwickeln Fähigkeiten zur Diskussion und Analyse aktueller politischer Ereignisse im Kontext der Digitalisierung sowie komplexer gesellschaftlicher Herausforderungen wie dem Klimawandel im Kontext der Digitalisierung und können komplexe gesellschaftliche Herausforderung analysieren und Lösungsvorschläge formulieren.

#### Problem Solving

Die Studierenden

- beschaffen sich selbständig zusätzliche Informationen, um ihr Wissen zu erweitern;
- bekommen Einblick, wie internationale Studien das Thema Digital Government betrachten und analysieren;
- erlangen die Kompetenz, eine Studie auf den wesentlichen Inhalt zu reduzieren und vorzutragen;
- lernen mit Problemen und Lösungsansätzen kritisch umzugehen;
- verbessern ihre Kompetenz, kritische Streitgespräche sachlich zu führen.

#### Kollaboration

Die Studierenden

- erweitern die Fähigkeiten, mit unterschiedlichen Ansichten seitens der Mitstudenten und Mitstudentinnen fruchtbar umzugehen;
- erlernen, wie man die Ansichten oder Analysen anderer kritisch und zugleich konstruktiv bewertet und diskutiert;
- erfahren durch Kommunikation, wie unterschiedlich die einzelnen "Welten" der Mitstudierenden sein können.

#### Selbstmanagement

Die Studierenden

- bringen sich aktiv in die Diskussionen ein;
- bringen sich generell aktiv und konstruktiv in die Lehrveranstaltungen ein;
- erkennen, dass eine kritische Haltung zugleich als Ausgangspunkt für Erkenntnisgewinn gesehen werden darf;
- eignen sich diverse Fähigkeiten, Fertigkeiten und Kenntnisse, insbesondere betreffend akademisches Arbeiten, selbständig an und übernehmen damit Selbstverantwortung für ihren Lernprozess.

#### Umgang mit Komplexität

Die Studierenden

- können komplexe gesellschaftliche Herausforderung analysieren;
- verstehen den öffentlichen Sektor und insbesondere öffentliche Organisationen im Kontext der Digitalisierung;
- sind bereit, andere Meinungen, Perspektiven und Werte zu reflektieren und zu respektieren;
- können Theorien hinterfragen und für die Praxis nutzbar machen;

## SDG2 - Digital Government - Grundlagen - BWBh282

- können den Beitrag und die Grenzen der eigenen Fachrichtung deutlich machen;
- erkennen den Wert von interdisziplinären Zugängen;
- kennen, akzeptieren und nutzen die Kompetenz und den Beitrag anderer Fachrichtungen;
- sind fähig die gelesene Literatur konstruktiv-kritisch zu erörtern.

### Inhalt

Inhalt (stichwortartige Auflistung der einzelnen Inhalte)

- Einführung ins Public Management: Kontext, Geschichte und digitale Transformation im öffentlichen Sektor
- Strategische Dimension des Public Managements in der digitalen Transformation
- Organisatorische Dimension des Public Managements und Kulturwandel in der digitalen Transformation
- Innovations- und Technologiemanagement im öffentlichen Sektor
- Motivation und Leadership in einer agilen Verwaltung
- Politik-Implementierung im Schweizer System
- Compliance mit öffentlichen Politiken
- Evaluation von öffentlichen Politiken und Programmen
- Öffentliche Kommunikation im digitalen Zeitalter
- Behavioral Public Administration und Nudging

### Lehr- und Lernmethode

#### Methoden

- 10 Unterrichtseinheiten als Vorlesung
- 10 vertiefende Auseinandersetzungen bzw. Übungen
- 5 Präsentationsblöcke der Studierenden zu ausgewählten Themen
- 2 Gastvorträge und Diskussion mit Studierenden
- 1 Exkursion -

#### Im Detail:

- Präsenz: 13x4= 52 Std. (30%)
- Begleitetes Selbststudium: 50 Std (28 %)
- Selbststudium: 80 Std. Selbststudium (42 %)

### Fachliteratur

Wird zu Beginn des Kurses digital bereitgestellt. Ein Kauf von Büchern ist nicht notwendig.

### Workload

6 ECTS

### Kontaktstudium

Präsenz: 13 x 4 = 52 Std. (30 %)

### Präsenzpflicht

Bei Gastreferaten und der Exkursion

### Kompetenznachweis

Kritische Würdigung einer wissenschaftlichen Studie zum Thema digitale Transformation im öffentlichen Sektor (min. 5 - max. 8 Seiten, Einzelarbeit) 60 %

Präsentation (je nach TeilnehmerInnenzahl Einzel- oder Gruppenpräsentationen mit individueller Benotung) 40 %



## SDG2 - Digital Government - Grundlagen - BWBh282

|   |  |
|---|--|
| <b>Wiederholungsmodalitäten</b>           | Bei einer Note 3.5 kann der Lernbericht von 10 Tagen überarbeitet werden. Bei einem definitiv ungenügendem Projekt sowie bei der mündlichen Prüfung kann der nächste offizielle Prüfungstermin für die Eingabe der Arbeit genutzt werden.  |
| <b>Weiterführende, vertiefende Module</b> | SDG3, SDG1   |
| <b>Bemerkung</b>                          | Rückfragen an <a href="mailto:thomas.gees@bfh.ch">thomas.gees@bfh.ch</a> , Verantwortlicher Dozent für die Vertiefung Digital Government   |
| <b>Studiengang, Semester</b>              | BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern<br>BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern<br>BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern |

## SGM2 - Multicultural Negotiations - BWBh342

|                              |                                  |
|------------------------------|----------------------------------|
| <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, Rascón Alberto |
| <b>Module responsibility</b> | Jacqueline Bürki                 |

|  |  |
|--|--|
| <b>Short description of the module</b> | <p>Individuals, firms and governments must understand and interact with the international economy if they wish to excel in international business, domestic public policy, and economic development.</p> <p>This module explores current issues of international economic interdependence and the effect of culture on decision making in the international business environment. Students will be introduced to key facts about the nature and impact of globalisation during recent decades and how the understanding of international economics supports in the decision making process during negotiations.</p> <p>Simulated negotiations will expose students to business issues and problems that inevitably arise in international business negotiations. They will have the opportunity to apply their cross- cultural communication competence and management and negotiation skills to successfully solve problems and capitalise on opportunities in a multicultural environment. Students will be required to apply their knowledge from previous management courses as this forms the foundation of the business cases in multicultural negotiations.</p> <p>In this module students will apply their knowledge in the following key areas:</p> <ul style="list-style-type: none"><li>• Globalisation and International Economics</li><li>• Business relevant issues arising out of the business case, comprising global, economic, sustainable, legal, social opportunities and challenges</li><li>• Negotiations and decision-making in international environments.</li><li>• Motivation, leadership and decision making across cultures with the business case as a key element.</li><li>• Developing analytical and critical thinking skills and using them to judge the appropriateness of business decisions in multicultural negotiation settings.</li></ul> |
|--|--|

|                           |   |
|---------------------------|---|
| <b>Entry requirements</b> | This module is open to all students who have had an introduction to Business Management, Economics and or Strategic Management. |
|---------------------------|---|

## SGM2 - Multicultural Negotiations - BWBh342

**Competencies upon completion** Active participation and preparation for class are requirements. Students will be challenged to integrate knowledge they have gained from other business core modules and apply their accumulated knowledge.

**Subject:** Students

- apply their knowledge from preceding management and economics courses as well as cultural frameworks and how to interact within a multicultural international business environment
- will make use of case studies as a development tool
- will develop the ability to set up a multicultural negotiation / communication strategy

**Method:** the focus will be on student applied learning. There will be lectures, but the emphasis will be on student responsibility for learning through active application of course content in:

- case studies,
- exercises & role plays
- live negotiations

**Social:** the negotiations provide students with the opportunity to

- recognize difficult situations, develop an understanding for viable solutions, and realize them in the business context
- understand the influence and effect of their own behaviour and culture on team performance, organisational performance, negotiations, business deals
- be able to switch between different business and cultural perspectives

**Self:** Students

- further develop their awareness of their own culture and teamwork to better equip themselves to function in intercultural and multi-cultural business situations flexibly
- learn practical information and tools for their future business careers
- develop critical thinking ability and problem solving skills through experiential learning activities and case studies

### Content

In this module students will apply their knowledge in the following key areas:

- Globalisation and International Economics
- Business relevant issues arising out of the business case, comprising global, economic, sustainable, legal, social opportunities and challenges
- Negotiations and decision-making in international environments.
- Motivation, leadership and decision making across cultures with the business case as a key element.
- Developing analytical and critical thinking skills and use them to judge the appropriateness of business decisions in multicultural negotiation settings.

### Teaching and learning methods

Lecturers will provide

- theoretical input,
- observation and analysis of negotiations,
- case studies

## SGM2 - Multicultural Negotiations - BWBh342

### Literature

#### Economics:

Baldwin Richard, 2016 The Great Convergence, Information Technology and the New Globalization:Â ISBN 9780674660489

#### Multicultural Negotiations:

Fisher R., Ury W., Patton B. (2011) "Getting to Yes: Negotiating Agreement Without Giving In ISBN: 978-0143118756

plus additional literature supplied by lecturers on Moodle

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### Workload

6 ECTS (180hours)

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### Contact lessons

lessons every week (4 x 45 min sessions for 14 weeks)

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### Attendance requirement

There is mandatory attendance for the following sessions:

- **three assessments in CW39, 40 and 41**
- **negotiations sessions in CW42, 43, 48 and 49**
- **final presentations in CW50**

It is expected that you attend all lessons as this is an applied course where you have the opportunity to practice your negotiation skills in class.

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### Competency assessment

In order to pass this module, students must attempt the following assessment requirements for this module:

- Three individually graded economics assessments (40% of final grade) will take place in CW39, CW40 and CW41.
- Students will take part in a negotiations simulation at the beginning of the semester. This simulation is mandatory and forms part of the final graded presentation. This simulation is not graded.
- Students will complete a Business Case report, in groups, as part of the second negotiation simulation. This Business Case report forms part of the preparatory work for the second negotiation and is mandatory as it forms part of the final graded presentation. This report is not graded.
- The student groups will present their reflected meta-analysis of the two negotiation simulations during a final 20-minute presentation (60% of final grade) at the end of the semester. Grading criteria will be posted on Moodle. This group work is graded collectively as the negotiation is completed in a group.

It is therefore essential that students take part in the mandatory negotiation sessions in CW42, CW43, CW48 and CW49. Failure to do so will result in a failing grade.

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### Aids for written examination

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### Mode of repetition

Grades for the individual assessments may be carried over to the next semester if a student fails this course. This is only possible if there is no change to the module description and the assessment format.

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## SGM2 - Multicultural Negotiations - BWBh342

### Degree programme, semester

BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern

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## SGM3 - Global Supply Chains - BWBh343

|  |  |
|--|--|
| <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>           | Bürki Jacqueline, Serrano Omar   |
| <b>Short description of the module</b> | <p>In an increasingly interconnected world, the management of global supply chains is vital for organizational success. Through a real case, this module offers a comprehensive applied exploration of the key drivers, challenges, and transformation shaping modern supply chain operations, with a focus on sustainability and strategic alignment.</p> |
| <b>Entry requirements</b>              | <p>This module is open to all students who have had an introduction to Business Management and or Strategic Management. Since this module is taught entirely in English, a solid B2 level is expected at minimum.</p>  |

## SGM3 - Global Supply Chains - BWBh343

**Competencies upon completion**     **Subject:** Students

- understand the key drivers, challenges, and transformations affecting global supply chains. This includes critical success factors, pitfalls, risks, and the role of sustainability.
- analyze the interactions between macro, industry, and firm levels across the entire supply chain (strategy, planning, sourcing, production, delivery, and returns).
- integrate environmental and social sustainability considerations into supply chain design and operations.

**Method:** Students engage with

- **Data Analysis:** analyzing data from various sources to understand the current status and interactions within the supply chain.
- **Problem-Solving:** proposing solutions for supply chain challenges based on analysis and understanding of the macro, industry, and firm levels.
- **Strategic Planning:** aligning the design of the supply chain network with the strategic goals of the organization at different levels (macro, industry, and firm).
- **Virtual & Multicultural Team Management:** Developing and applying strategies for effective communication, collaboration, and conflict resolution within diverse virtual project teams. This encompasses understanding cultural norms and communication styles, utilizing communication tools effectively, setting clear expectations, fostering team building activities, leveraging the strengths of each team member, and maintaining motivation and accountability in a remote setting.

**Self-Competence :** Students focus on

- **Critical Thinking:** Analyzing complex information, identifying key issues, and making informed decisions about supply chain design and operations.
- **Adaptability:** Being flexible and adjusting to changing circumstances in the global supply chain environment.
- **Autonomy:** Working independently and taking ownership of tasks within virtual project teams.
- **Initiative:** Proactively identifying opportunities for improvement and suggesting solutions in the supply chain network.

**Social:** Students develop these skills

- **Intercultural Communication:** Effectively communicating within multicultural virtual project teams, utilizing appropriate strategies to overcome cultural barriers.
  - **Collaboration:** Fostering collaboration and teamwork across diverse backgrounds, promoting a collaborative environment for successful project execution.
  - **Leadership:** Contributing to the success of virtual teams by providing direction, motivation, and resolving conflicts within a multicultural setting.
-

## SGM3 - Global Supply Chains - BWBh343

### Content

Students will delve into the critical success factors driving global supply chains, gaining insights into the intricacies of managing complex networks spanning continents. Through analysis of current challenges, including pitfalls and risks, students will develop a nuanced understanding of the dynamic environment in which supply chains operate and the imperative for adaptation and innovation.

A central theme of the course is the role of sustainability in global supply chain operations. Students will examine the environmental and business sustainability considerations inherent in supply chain management, exploring strategies for promoting responsible practices and mitigating environmental impact.

The course also delves into the interactions between the macro environment, industry-level dynamics, and firm-level operations within supply chains. By considering factors such as strategy formulation, planning, sourcing, production, distribution, and product returns, students will gain insight into the complex interplay shaping supply chain networks. Emphasis will be placed on aligning supply chain strategies with broader macroeconomic trends, industry dynamics, and organizational objectives.

Through a combination of theoretical frameworks, case studies, and practical exercises, students will develop the analytical skills necessary to propose supply chain networks that are strategically aligned with macro, industry, and firm-level considerations.

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

- identify the key drivers associated with the management of global supply chains.
- understand the current challenges (critical success factors, pitfalls, and risks) supply chains are facing and the transformation they are undergoing.
- understand the role of sustainability in global supply chain operations.
- analyze the current status and interactions between the macro environment, industry level and firm level (strategy, planning, sourcing, producing, delivering, and returning of products), taking environmental and business sustainability into account.
- propose supply chain networks that are aligned with the macro, industry and firm level.
- effectively contribute to the success of multicultural virtual project teams by utilizing and practicing effective communication strategies.
- apply strategies to foster collaboration across diverse backgrounds.

### 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 analyzing 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

Slides, articles, and cases will be provided on Moodle

### Workload

6 ECTS-Credits 180 hours



## SGM3 - Global Supply Chains - BWBh343

### Contact lessons

This module is in collaboration with Tec de Monterrey Mexico. It takes place weekly during the semester through virtual exchange, so all lessons are online

#### Fridays:

BFH: 15h00 to 18h00 (up to 25 October) and then 14h00 to 17h00 (from 01 November to 6 December)

Tec: 07h00 to 10h45

#### Weeks

BFH: Commencing 20 September (CW38) through to 6 December (CW49)

Tec: Commencing 20 September (CW38) through to 29 November (CW48)

### Attendance requirement

The following sessions are mandatory:

- CW38: Module kick-off and team building
- CW48: Final presentations
- CW49: Quiz

We recommend student teams to take part in the guided coaching sessions throughout the semester as this will aid in completing the group assignment.

### Competency assessment

It is mandatory to complete all assessments to pass the module.

Since one of the learning outcomes is to successfully collaborate in multicultural virtual project teams, there will be two group assignments based on a live-case with an industry partner:

1. written group report 40% of final grade (group grade)
2. defense of the group report in the form of a presentation, 40% of final grade (group grade). Student (1 - 2 team members) have 15 minutes to present this defense, the whole group needs to be present to answer questions. This will be followed by a 5min Q&A.
3. Students will also be required to complete the individual quiz at the end of the semester, comprising 20% of the final grade.

### Aids for written examination

none

### Mode of repetition

Student teams who do not achieve the minimum pass grade for the group assignments 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 pass.

### Follow-up modules

none - this is a specialisation module

### Degree programme, semester

BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern

## SHR1 - Diversity, Equity, Inclusion & Datensensibles HRM - BWBh204

|                           |   |
|---------------------------|---|
| <b>ECTS</b>               | 6   |
| <b>Unterrichtssprache</b> | Deutsch   |
| <b>Modultyp</b>           | Wahlpflichtmodul  |
| <b>Modulniveau Zusatz</b> | Hauptstudium  |
| <b>Dozierende</b>         | Becker Martina, Gurtner Andrea, Lanfranconi Lucia, Mittner Dorian, Sonderegger Andreas, Wehrli Andrea |
| <b>Modulverantwortung</b> | Lanfranconi Lucia, Gurtner Andrea, Sonderegger Andreas  |

### Kurzbeschreibung des Moduls

In menschenzentrierten Organisationen wird die Vielfalt, etwa in Bezug auf Geschlecht, Alter, Herkunft, Sprachen, Beeinträchtigung etc., von Mitarbeitenden als zentraler Wert anerkannt, geschätzt und aktiv gefördert. Entsprechend zentral ist die Gestaltung von inklusiven Arbeitsumfeldern im Rahmen eines Diversity, Equity & Inclusion Managements (DEI). Dem HRM kommt eine Schlüsselrolle beim Management von DEI zu. Diese Themen spielen in allen HRM-Prozessen (Recruiting, Retention, Performance Management etc.) eine Rolle. Das Modul führt die Studierenden in die DEI-Dimensionen auf verschiedenen gesellschaftlichen Ebenen (MIKRO: psychologische Aspekte; MAKRO: rechtliche Aspekte und MESO-Ebene: Organisationsperspektive) ein und gibt ihnen konkrete Tools an die Hand um DEI in Organisationen, Prozessen und Beziehungen zu fördern.

In der Beschäftigung mit zentralen Konzepten des DEI Managements werden die Studierenden für aktuelle Herausforderungen in einer diversen Arbeitswelt im Hinblick auf die eigene Praxis sensibilisiert und anhand konkreter Beispiele gerüstet. In Übungen werden Tabuthemen angesprochen und eigene blinde Flecken aufgedeckt, anhand von Filmbeispielen und gemeinsamen Aufgaben werden Diversity Management Konzepte entwickelt. Relevante soziale, technologische, ethische und rechtliche Implikationen werden diskutiert. Eigene Wahrnehmungsmuster, Menschenbilder sowie der Einsatz von Algorithmen und KI werden kritisch diskutiert.

### 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.

## SHR1 - Diversity, Equity, Inclusion & Datensensibles HRM - BWBh204

### Kompetenz

#### Fachkompetenzen: Die Studierenden

- verfügen über systematisches Wissen zum Thema Diversity, Equity & Inclusion (DEI)
- kennen zentrale Herausforderungen eines aktuellen, strategischen und zukunftsgerichteten DEI und der Rolle des HRM dabei
- kennen Methoden und Lösungsansätze für ein strategisches und zukunftsgerichtetes DEI und der Rolle des HRM dabei
- kennen die relevanten psychologischen, rechtlichen und organisationalen Grundlagen
- kennen in HRM Prozessen die Herausforderungen von DEI, sowie Tools und Lösungsansätze um diese anzugehen
- können mögliche soziale und rechtliche Implikationen eines DEI und datensensiblen HRM abschätzen

#### Methodenkompetenzen: Die Studierenden

- können in den HRM Prozessen DEI Fragestellungen und Lösungsansätze erkennen, entwickeln und anwenden
- können zielgerichtet und lösungsorientiert eine praktische Fragestellung im Bereich DEI identifizieren, abgrenzen und inhaltlich vertiefen
- können relevante Informationen und Literatur zu einer praktischen Fragestellung im Bereich D&I identifizieren, recherchieren, beschaffen und verarbeiten
- Können in der Rolle als HRM-Fachperson eine fiktive Geschäftsleitung von der Wichtigkeit von DEI, bzw. von DEI Konzepten überzeugen

#### Sozialkompetenzen: Die Studierenden

- üben den unvoreingenommenen und diskriminierungsfreien Umgang mit Vielfalt und die wertschätzende Kommunikation in einer diversen Gruppe
- verstehen Vielfalt und Unterschiedlichkeit als Gewinn und können entsprechende Argumente vorbringen
- können die Ergebnisse ihrer Gruppenarbeiten allgemein verständlich aufbereiten, diskutieren, reflektieren und kommunizieren
- können ihre eigenen Resultate und die ihrer Mitstudierenden kritisch reflektieren

#### Selbstkompetenzen: Die Studierenden

- sind fähig zur Selbstreflexion, insbesondere in Bezug auf Diversity-Dimensionen
- zeigen persönliche Beweglichkeit und Ambiguitätstoleranz
- setzen sich kritisch mit gesellschaftlichen und organisationalen Werten und Normen auseinander
- lernen für DEI Fragen einzustehen
- können Verantwortung für den eigenen und den gemeinsamen Lernprozess übernehmen

### Inhalt

Vorbereitung für eine Arbeits- und Organisationswelt, die zunehmend diverser und digitaler wird. Erlernen des Umgangs und des Nutzens von Vielfalt, sowie die Rolle und konkrete Tools des HRM bei DEI.

### Lehr- und Lernmethode

Lehrgespräche, Filmsequenzen, Fachinputs, Praktische Tipps, Tools und Übungen. Die Studierenden setzen sich aktiv mit aktuellen Herausforderungen des DEI Managements auseinander und lernen, wie dies in allen HRM Prozessen eingelöst werden kann. In drei Kompetenznachweisen setzen sie sich mit eigenen und fremden Erfahrungen auseinander und erarbeiten und vertiefen ein selbstgewähltes Thema im Bereich DEI/datensensibles HRM.

## SHR1 - Diversity, Equity, Inclusion & Datensensibles HRM - BWBh204

### Fachliteratur

Zu Beginn des Semesters wird auf Moodle Literatur zur Verfügung gestellt bzw. für die Kompetenznachweise durch die Studierenden recherchiert.

- Bamberg, E., Ducki, A., & Janneck, M. (2022). Digitale Arbeit gestalten. Wiesbaden: Springer Fachmedien. <https://doi.org/10.1007/978-3-658-34647-8>
- Czollek, L. C., Perko, G., Kaszner, C., & Czollek, M. (2019). Praxishandbuch Social Justice und Diversity: Theorien, Training, Methoden, Übungen (2., vollständig überarbeitete und erweiterte Auflage). Pädagogisches Training. Weinheim: Beltz Juventa.
- Krell, G., Ortlieb, R., & Sieben, B. (2018). Gender und Diversity in Organisationen: Grundlegendes zur Chancengleichheit durch Personalpolitik. Wiesbaden: Springer Gabler. <https://link.springer.com/book/10.1007/978-3-658-20554-6#about>
- Lanfranconi, Lucia M. & Elina Lehmann (2023, forthcoming) Ein Beispiel guter Praktiken: Gleichstellen@Hochschulen - ein wissenschaftsbasiertes Organisationsentwicklungsprojekt für mehr Geschlechtergleichstellung an Hochschulen. in: ALMA MATER - Wo bleiben deine Frauen? Universitäre Frauenförderung auf dem Prüfstand. Johannes Gutenberg-Universität Mainz.

Wir werden im Kurs zudem mit der Webseite: [www.gleichstellen.ch](http://www.gleichstellen.ch) arbeiten (Fimausschnitte, Quiz und vertiefte Hintergrundinformationen zu HRM Prozessen).

### Workload

Zwei Vorbereitungsaufgaben für den KN werden während des Semesters eingereicht. Der KN (Einzelarbeit) wird im Semester abgeschlossen.

Gesamtaufwand: 6 ECTS, 180 h. Kontaktstudium: 42 h, verteilt auf 14 Halbtage à 4 Lektionen (56 Lektionen).

Studierende, die die Berufsbildungskurse in den Modulen SHR3 bzw. SHR4 bereits absolviert haben, können den Berufsbildungskurs mit den Modulen SHR1 und SHR2 im HS24 noch abschliessen.

Für andere Interessierte wird ab FS25 das Wahlmodul Berufsbildungskurs angeboten.

### Kontaktstudium

Semesterwochen 1-14, je 4 Lektionen: 56 Lektionen

### Präsenzpflicht

Wir erwarten aktive Teilnahme im Unterricht und Präsenz in der ersten Kontaktstunde sowie an den Präsentationstagen.

### Kompetenznachweis

Der Kompetenznachweis setzt sich aus drei Einzelaufträgen zusammen: Zwei kleinen Vorbereitungsaufträgen zu Beginn des Semesters und einer individuellen Auseinandersetzung mit einer Problemstellung im Themenbereich (100 %), die im Semester abgeschlossen wird.

### Wiederholungsmodalitäten

Nicht bestandene KN können in der selben- oder in der nächsten Durchführung wiederholt werden.

### Weiterführende, vertiefende Module

SHR2, SHR3, SHR4

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
 BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern

## **SHR1 - Diversity, Equity, Inclusion & Datensensibles HRM - BWBh204**

## SHR2 - HRM Praktiken in neuen Arbeitswelten - BWBh202

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 6  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Modulniveau Zusatz</b>          | Hauptstudium   |
| <b>Dozierende</b>                  | Affolter Lorenz Frédéric, Becker Martina, Hehn Jennifer, Schell Sabrina, Stahl Verena, Zinn Isabelle   |
| <b>Modulverantwortung</b>          | Becker Martina, Zinn Isabelle, Schell Sabrina, Affolter Lorenz   |
| <b>Kurzbeschreibung des Moduls</b> | In diesem Modul lernen Studierende die praktische Planung, Anwendung und Durchführung von Methoden und Tools, die in neuen Arbeitswelten in Personal-, Team- und Führungsentwicklungen zur Anwendung kommen.   |
| <b>Eingangskompetenz</b>           | BHRM   |
| <b>Kompetenz</b>                   | <p>Die Studierenden kennen grundlegende HRM-Praktiken in neuen Arbeitswelten.</p> <p><b>Fachkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"><li>• kennen die grundlegenden Konzepte der Personal- und Teamentwicklung.</li><li>• kennen die Möglichkeiten und Grenzen der Instrumente.</li></ul> <p><b>Methodenkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"><li>• können zielgerichtet und lösungsorientiert praktische Instrumente der Personal- und Teamentwicklung identifizieren und abgrenzen.</li><li>• sie können ihre eigene Position zu verschiedenen Methoden der Karriere- und Persönlichkeitsentwicklung argumentativ darstellen und verteidigen.</li></ul> <p><b>Sozialkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"><li>• können für sich und andere einen geschützten Rahmen entwickeln, in dem die Erprobung und Reflexion möglich ist.</li></ul> <p><b>Selbstkompetenzen:</b> Die Studierenden</p> <ul style="list-style-type: none"><li>• können sich auf Selbsterfahrungen einlassen und diese reflektieren.</li></ul> |

## SHR2 - HRM Praktiken in neuen Arbeitswelten - BWBh202

|                              |   |
|------------------------------|---|
| <b>Inhalt</b>                | <p>Neue Arbeits- und Organisationsformen erfordern partizipative Praktiken der Zusammenarbeit, des Wissensaustausches und ein hohes Mass an Selbstführung von jedem einzelnen Organisationsmitglied. Das führt zu Herausforderungen, aber auch zu Chancen, welche von HRM-Praktiken begleitet werden können.</p> <p>Mitarbeitende sind immer öfter in der Rolle, Meetings zu organisieren und zu gestalten, Kolleg:innen zu unterstützen, Konflikte zu lösen und dadurch Leadershipfunktionen oder auch Coachingfunktionen zu übernehmen und sogar Grossgruppen zu moderieren. Im Modul SHR2 soll darum auf verschiedene Instrumente der Personal- und Organisationsentwicklung eingegangen werden.</p> <p>Die ersten beiden Veranstaltungen dienen der grundlegenden Einführung in das Thema neue Arbeitswelten, insbesondere im Kontext von New Work.</p> <p>Im Anschluss werden spezifische Themen wie Workshopgestaltung, Mentoring, Konfliktlösung, Coaching, Teamdynamiken, Laufbahnberatung und die Strukturierung von Gesprächen behandelt.</p> <p>Studierende, die die Berufsbildungskurse in den Modulen SHR3 bzw. SHR4 bereits absolviert haben, können den Berufsbildungskurs mit den Modulen SHR1 und SHR2 im HS24 noch abschliessen.</p> <p>Für andere Interessierte wird ab FS25 das Wahlmodul Berufsbildungskurs angeboten.</p> |
| <b>Lehr- und Lernmethode</b> | <p>Das Modul besteht aus Präsenzveranstaltungen, gegebenenfalls (synchronen oder asynchronen) Onlineveranstaltungen und -aufträgen und Gastvorträgen.</p>   |
| <b>Fachliteratur</b>         | <p>Pflichtliteratur wird rechtzeitig themenspezifisch auf Moodle hochgeladen.</p>   |
| <b>Workload</b>              | <p>6 ECTS</p>   |
| <b>Kontaktstudium</b>        | <p>Wöchentlich während des Semesters (12 x 4 Lektionen)</p> <p>(KW 49 und 51 Berufsbildungs-Kurs)</p>   |
| <b>Präsenzpflicht</b>        | <p>Die Präsenzpflicht wird jeweils auf Moodle bekanntgegeben.</p>   |

## SHR2 - HRM Praktiken in neuen Arbeitswelten - BWBh202

### Kompetenznachweis

Der Kompetenznachweis besteht aus zwei Teilkompetenznachweisen. Um zu den Kompetenznachweisen antreten zu können, müssen die Studierenden einen Beitrag (Reader und Gestaltung MC-Choice Fragen) während des Semesters gestalten. Dieser Beitrag wird nur mit «bestanden» oder «nicht bestanden» bewertet, eine Nachbesserung ist nicht möglich.

**Teilkompetenznachweis 1 (40%):** Moodle-Test (Multiple-Choice) während des Semesters.

**Teilkompetenznachweis 2 (60%):** Die Studierenden können sich für einen der beiden Teilkompetenznachweise 2 entscheiden:

1. **Mentoringkonzept**

Die Studierenden erarbeiten ein Mentoringkonzept für eine fiktive oder reale Organisation. Innerhalb des Konzeptes soll zwischen Mentoring und Coaching unterschieden werden.

1. **Workshopdesign**

Die Studierenden erarbeiten ein Workshopdesign für eine bestimmte Fragestellung in einer fiktiven oder realen Organisation.

Um das Modul zu bestehen, müssen beide Teilkompetenznachweise erfolgreich abgelegt werden.

### Hilfsmittel bei schriftlicher Prüfung

Spickzettel A5 (Vorder- und Rückseite) handgeschrieben

### Wiederholungsmodalitäten

**Teilkompetenznachweis 1:** Moodle-Test kann während dem 2. Prüfungstermin erneut geschrieben werden.

**Teilkompetenznachweis 2:** muss mit einem neuen Mentoring- oder Workshopkonzept wiederholt werden.

### Weiterführende, vertiefende Module

SHR1, SHR3, SHR4

### Studiengang, Semester

BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern



## SIE2 - Refining Business Models - BWBh302

|                              |                              |
|------------------------------|------------------------------|
| <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>           | Müller Susan, Noppeney Claus |
| <b>Module responsibility</b> | Noppeney Claus, Müller Susan |

|  |   |
|--|---|
| <b>Short description of the module</b> | <p>The idea is only the beginning! For an idea to mature into a successful company, many aspects must come together. A functioning business model and business planning activities play an important role. In this module, students can dive deep into the world of startups. The goal of the module is to practice business modeling and business planning activities in collaboration with selected startup partners.</p> <p>The lecturers are responsible for the acquisition of the startup partners. However, students who have founded a startup themselves or students who know a startup that might be suitable as a startup partner are encouraged to contact the lecturers to discuss the suitability of their cases (at least one month before the start of the semester).</p> <p>Students will work in small teams and each team will work for a startup partner. The seminar includes a kick-off event, a site visit to the startup partner, a rehearsal for the final presentation, and at least two coaching sessions with one of the lecturers. In addition to these events, teams organize their collaboration independently. To allow for an intensive learning experience it is expected that the teams work side by side with their startup partner. At the final presentations, the teams present their results and their work process. The results of the teamwork are discussed and challenged in an open Q&amp;A with the startup partner, students, and lecturers.</p> <p><b>Important note:</b> Please note that although this module has a different focus (i.e., students work with commercial start-ups), it is structured similarly to the "SSB3 Sustainable Startup Challenge" module (of the "Sustainable Business" specialization). Therefore, we recommend taking only one of the two modules based on your interest.</p> |
| <b>Entry requirements</b>              | <p>We strongly recommend that you have completed the module "Innovation &amp; Entrepreneurship" (EBIE, EWIE) before choosing this module.</p>   |

## SIE2 - Refining Business Models - BWBh302

### Competencies upon completion

#### Subject:

Students...

- develop an understanding of possible success factors for startups.
- develop and verify recommendations for and with the startup they are working on.
- are able to define the relevant business environment of a startup and analyze it with appropriate methods.

#### Method:

Students...

- apply tools and procedures for business modeling and business planning.
- select and combine different entrepreneurship and management tools.
- can develop individual work skills ranging from understanding a startup's context and situation to solving a specific problem and recommending adequate strategies for the startup.
- are able to analyze a startup and its respective context.

#### Social:

Students...

- work with clients and convince them of their ideas, proposals, and approaches.
- practice working and cooperating in teams, including resolving team conflicts.
- recognize and accept different points of view and approaches.

#### Self:

Students...

- strengthen their communication and presentation skills when working with representatives of the startup partner.
- work on important steps of the startup process proactively, engaged, and independently.
- recognize and strengthen their own teamwork skills.
- reflect on their entrepreneurial intentions.
- can develop an entrepreneurial mindset.

### Content

- Adaptation of the task in consultation with the startup partner and the lecturers
- Depending on the startup partner, the tasks may include, for example: the development or adaptation of a business model, the validation of a business model (e.g., with the help of a Minimum Viable Product or a prototype, qualitative interviews, or a target group survey), or business planning activities
- Site visit to the startup partner's location (including preparation and reflection / documentation in form of a field visit report)
- Application of entrepreneurship and strategic management methods
- Continuous communication with a startup company
- Reflection of the process
- Project management
- Presentation of the results
- Evaluating the work of another team

### Teaching and learning methods

- Experience-based learning in small groups (3 to 5 persons)
- Development of solutions in collaboration with the startup
- Field coaching at the startup partner's location
- Coaching sessions with the instructors
- Presentations and discussions

## SIE2 - Refining Business Models - BWBh302

### Literature

Optional readings:

Fueglistaller, U., Fust, A., Müller, C., Müller, S., & Zellweger, T. (2019). Entrepreneurship. Modelle - Umsetzung - Perspektiven. Mit Fallbeispielen aus Deutschland, Österreich und der Schweiz. (5., überarb. Aufl.). Wiesbaden: Springer Gabler.

Neck, H. M., Neck, C. P., & Murray, E. (2019). Entrepreneurship: The Practice and Mindset. Thousand Oaks: SAGE Publications. 2. Edition.

Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. A Handbook for Visionaries, Game Changers and Challengers. Hoboken: John Wiley.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value Proposition Design: How to Create Products and Services Customers Want. Hoboken: John Wiley.

Ries, E. (2017). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Currency.

### Workload

180h (6 ECTS)

### Contact lessons

22 contact lessons (incl. plenary sessions and coaching sessions)

### Attendance requirement

Attendance is compulsory for all of the following sessions: Non-attendance of the "Kickoff" event leads to the exclusion of the module.

- **Session 1 | Kickoff (plenary session with startup partners):** September 18, 2024, 13:25 to 17:00
- **Session 2 | Field visit to the startup partner's location, if possible, with your coach (team activity):** This activity should be completed until October 4, 2024 through individual time arrangements.
- **Session 3 | Coaching sessions 1 (team activity):** October 16, 2024, 13:25 to 17:00
- **Session 4 | Coaching sessions 2 (team activity):** November 6, 2024, 13:25 to 17:00
- **Session 5 | Final presentation rehearsal session (plenary session, split in two groups):** November 27, 2024, 13:25 to 17:00
- **Session 6 | Final presentations (plenary session with startup partners):** December 11, 2024, 13:25 to 20:00
- **Session 7 | Optional reflection session:** December 18, 2024, 13:25 to 17:00

However, please reserve all weekly time slots of the module for meetings with your group or startup partner or for individual work on your project.

### Competency assessment

- 60 points for content (group work, all members of the group will receive the same grade)
- 20 points for quality of the presentation (group work, all members of the group will receive the same grade)
- 20 points for the peer analysis of another team's project (individual grade)
- Report of field visit (pass/fail, group work)

To pass the course, the overall grade must be 4.0 or better. Students can pass the course if one or more partial proofs of competences are 4.0 or lower as long as the overall grade is 4.0 or better.

### Mode of repetition

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

## SIE2 - Refining Business Models - BWBh302

### Degree programme, semester

BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 5 HS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern

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## SIE3 - Decision Making of Consumers and Managers - BWBh303

|  |   |
|--|---|
| <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>                     | Murmann Martin, Risi David  |
| <b>Module responsibility</b>           | Risi David  |
| <b>Short description of the module</b> | Making the right decisions is the basis for the success of companies. Based on current issues, students in this module analyze the decision-making processes of managers, consumers, and other stakeholders.  |
| <b>Entry requirements</b>              | Fundamentals of Business Administration and Marketing   |
| <b>Competencies upon completion</b>    | <p>The module aims to help students understand the decision criteria of actors (e.g., environmental aspects, price), individual decision styles (e.g., rational, intuitive), decision theories (e.g., expected utility theory, prospect theory), methods of multi-criteria decision making (e.g., conjoint analysis, analytic hierarchy process), and cognitive biases in decision making under uncertainty (e.g., overconfidence, availability heuristic).</p> <p>Students learn to grasp complex issues and understandably present them by developing and presenting their scientific posters. By providing and receiving interim feedback on the projects, students develop the ability to give constructive feedback and implement feedback on their own scientific posters. Developing these skills will be helpful concerning the conduction of research projects for bachelor theses.</p>  |
| <b>Content</b>                         | <p>Decision-making processes and actual decisions of internal and external stakeholders are crucial for whether a company is successful in the market or lags behind the competition. This module provides an in-depth analysis of current issues in decision-making by managers in companies and key external stakeholders such as consumers, investors, and suppliers.</p> <p>This module will cover managerial and entrepreneurial decision-making processes such as strategic firm positioning, new product development decisions, internationalization, and vertical or horizontal integration. We will also examine stakeholder decision-making processes, such as consumption decisions for products and services or investors' decisions to finance a venture. The module will address specific current decision-making issues, such as the role of emotions in decision-making, the relationship between neuroscience and decision-making, ethical decision-making, group decision-making approaches, political voting decisions, and heuristics and biases.</p> |
| <b>Teaching and learning methods</b>   | <p>As part of the module, students will analyze and answer a scientific and practice-relevant question in small teams and create a scientific poster. Students will be continuously supported during coaching sessions.</p> <p>Students will present the state of their scientific posters in intermediate recorded presentations and provide and receive constructive feedback in a peer-review process.</p>   |
| <b>Literature</b>                      | Literature and materials for the module will be provided on Moodle.   |
| <b>Workload</b>                        | 6 ECTS  |

## SIE3 - Decision Making of Consumers and Managers - BWBh303

|                                   |   |
|-----------------------------------|---|
| <b>Contact lessons</b>            | The kick-off event, the coaching sessions, and the final presentation of the scientific poster will take place on-site. Further online coaching appointments may be arranged.   |
| <b>Attendance requirement</b>     | Attendance in the kick-off event and the final presentation(s) of the scientific poster is mandatory. We also highly recommend attending all other events on site in order to successfully complete the course.   |
| <b>Competency assessment</b>      | <p>The scientific poster accounts for 50% of the module grade and is graded collectively for the team.</p> <p>The presentation of the scientific poster accounts for 30% of the module grade and is graded individually.</p> <p>The quality of feedback accounts for 20% of the module grade and is graded individually.</p> <p>Timely submission of an intermediary recorded presentation (not graded) is mandatory to complete the module.</p>  |
| <b>Mode of repetition</b>         | In the event of failure, the module can be repeated a year later. If repeating the module, a student must repeat the module in its entirety (i.e., all three parts mentioned under "proof of competence" must be repeated).   |
| <b>Comment</b>                    | Maximum number of participants is 36  |
| <b>Degree programme, semester</b> | <p>BSc Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Business Administration, 2024-2025, 5 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Business Information Technology, 2024-2025, 5 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br/>         BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern<br/>         BSc Business Administration, 2024-2025, 3 HS, VZ, Bern<br/>         BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br/>         BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern<br/>         BSc Business Administration, 2024-2025, 7 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern</p> |

## SMM2 - Consumer Behavior - BWBh362

|                                    |  |
|------------------------------------|--|
| <b>ECTS</b>                        | 6  |
| <b>Unterrichtssprache</b>          | Deutsch  |
| <b>Modultyp</b>                    | Wahlpflichtmodul   |
| <b>Modulniveau Zusatz</b>          | Hauptstudium   |
| <b>Dozierende</b>                  | Feurer Sven, Knutti Anna   |
| <b>Modulverantwortung</b>          | Sven Feurer, Anna Knutti   |
| <b>Kurzbeschreibung des Moduls</b> | <p>Das Gebiet der Konsument*innenforschung ist verhältnismässig jung. Es ist geprägt von Interdisziplinarität und betrifft jede und jeden von uns. Die Student*innen des Moduls Consumer Behavior (CB) beschäftigen sich fokussiert mit den aktuellen Ansätzen des Konsument*innenverhaltens und setzen dieses in Beziehung mit eigenen Erfahrungen und Verhaltensweisen ihrer selbst und ihres (beruflichen) Umfelds. Die Unterrichtssprache ist deutsch, es werden aber englischsprachige Fachartikel behandelt.</p> |
| <b>Eingangskompetenz</b>           | Grundlagen des Marketings  |

## SMM2 - Consumer Behavior - BWBh362

### Kompetenz

#### Fachkompetenzen: Die Studierenden

- sind in der Lage, die grundlegenden Begriffe und Konzepte von CB zu erläutern,
- verstehen die verschiedenen Arten der Entscheidungsfindung,
- sind sensibilisiert für kulturelle Unterschiede im CB
- können die Folgen von unternehmerischem und kund\*innenseitigem Handeln hinsichtlich ethischer und nachhaltiger Fragestellungen bewerten.
- können interne und externe Einflüsse auf CB erläutern und auf die eigene Praxis anwenden,
- können anhand verschiedener Modelle CB beobachten, beschreiben und ggf. erklären.

#### Methodenkompetenzen: Die Studierenden

- verstehen Aufbau, methodisches Vorgehen und Interpretierbarkeit von experimenteller Konsumforschung
- können sich kritisch mit wissenschaftlichen Quellen im Forschungsgebiet CB auseinandersetzen
- sind in der Lage, verschiedene Modelle/Konzepte zu bewerten,
- verbinden Theorie und Praxis
- können eine Unterrichtssequenz konzipieren und in einem aktivierenden Stil durchführen

#### Sozialkompetenzen: Die Studierenden

- sind fähig, allein und in der Gruppe die Lerninhalte auf aktuelle Ereignisse in der Wirtschaft zu übertragen und eigene Verhaltensweisen zu hinterfragen,
- nutzen persönliche Ressourcen sowie Ressourcen der Gruppe,
- organisieren sich selbstständig in Bezug auf den Teilkompetenznachweis (Gestaltung der gemeinsamen Unterrichtssequenz)

#### Selbstkompetenzen: Die Studierenden

- vertiefen das persönliche Analyse-, Urteils- und Entscheidungsvermögen,
- organisieren sich vorausschauend in Bezug auf die Teilkompetenznachweise
- decken eigenständig und selbstverantwortlich Wissensdefizite auf und gleichen diese durch Selbststudium aus.

### Inhalt

- Theoretische Grundlagen des CB
- Vertiefungsstudien aus aktueller Forschung
- Beispiele aus der Praxis

### Lehr- und Lernmethode

- Flipped-Classroom-Konzept (Gestaltung einer gemeinschaftlichen Unterrichtssequenz)
- Lehrvortrag und Diskussion
- Gastreferate (geplant)
- Selbststudium
- Coachings

### Fachliteratur

Pflichtliteratur: Solomon, Michael R. (2016): Konsumentenverhalten. 11. aktualisierte Auflage, Pearson: Hallbergmoos  
Weiterführende Literatur wird fortlaufend angegeben.

### Workload

180 Stunden

### Kontaktstudium

wöchentlich je 4 Lektionen



## SMM2 - Consumer Behavior - BWBh362

### Präsenzpflicht

entsprechend den Angaben der Dozierenden zu Beginn des Semesters

### Kompetenznachweis

- Gestaltung einer gemeinschaftlichen Unterrichtssequenz zu einem ausgewählten Kapitel der Pflichtliteratur (inkl. Vorstellung eines wissenschaftlichen Fachartikels und dessen Praxisimplikationen).  
Während des Semesters, Einzelbewertung; Gewichtung 50 %.
- Erstellen eines Consumer Video Diary auf Basis der Veranstaltungsinhalte.  
Während des Semesters, Einzelbewertung; Gewichtung 50 %.

Die beiden Teilkompetenznachweise müssen jeweils einzeln bestanden werden.

### Bemerkung

Es gilt ein Limit für die Teilnehmerzahl an diesem Modul von maximal 60 Studierenden.

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern

## SMM4 - Services Marketing - BWBh364

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 6   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Modulniveau Zusatz</b>          | Hauptstudium  |
| <b>Dozierende</b>                  | Fuhrer Urs, Konya-Baumbach Elisa  |
| <b>Modulverantwortung</b>          | Konya-Baumbach Elisa, Fuhrer Urs  |
| <b>Kurzbeschreibung des Moduls</b> | <p>Klassische Dienstleistungsunternehmen wie Banken, Versicherungen, Fluggesellschaften und Hotels prägen die Wirtschaft nicht nur der Schweiz. Gleichzeitig steigt der Stellenwert innovativer digitaler Dienstleistungen immer weiter. Im Vergleich zur Vermarktung tangibler Produkte gibt es jedoch einige Besonderheiten zu beachten, mit wichtigen Implikationen für die Marketingpraxis.</p> <p>Zielsetzungen: Die Studierenden</p> <ul style="list-style-type: none"> <li>• Kennen und verstehen die Grundlagen des Dienstleistungsmarketings und die Ausgestaltung des erweiterten Marketing Mix</li> <li>• Kennen und verstehen die Besonderheiten von klassischen und digitalen Dienstleistungen</li> <li>• Sind sicher im Umgang mit Konzepten des Dienstleistungsmarketings, bspw. Dienstleistungsqualität; Service Failure, Service Recovery</li> <li>• Verstehen die Wichtigkeit eines professionellen Beschwerdemanagements</li> <li>• Können Kundenreaktionen auf digitale und KI-basierte Dienstleistungen verstehen und antizipieren</li> <li>• Kennen und verstehen wichtige Ansätze zur Wahl einer Preisstrategie und zur tatsächlichen Preisbestimmung</li> <li>• Wissen auch um die Wichtigkeit von Dienstleistungen im B2B-Bereich</li> </ul> |
| <b>Eingangskompetenz</b>           | Grundlagen des Marketing  |
| <b>Kompetenz</b>                   | <p>Fachkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> <li>• Kennen die Besonderheiten des Dienstleistungsmarketings</li> <li>• Hinterfragen und beurteilen tatsächliche Entscheidungen ausgewählter operierender Dienstleistungsunternehmen</li> </ul> <p>Methodenkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> <li>• lernen, sich in der Gruppe zu organisieren</li> <li>• erarbeiten Analysen und Lösungen unter Zeitdruck</li> <li>• adaptieren und revidieren ihr Wissen konsequent auf die Aufgabenstellungen</li> <li>• erweitern ihre Kompetenz im Bereich Problemlösungen</li> <li>• verknüpfen theoretische Grundlagen mit praxisbezogenen, realen Umsetzungen</li> </ul> <p>Sozialkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> <li>• sind in der Lage, ihre eigenen Reaktionen auf Herausforderungen im Dienstleistungsmarketing kritisch zu hinterfragen und zu reflektieren</li> <li>• setzen sich aktiv mit unternehmerischen Realisierungen auseinander</li> <li>• setzen sich konstruktiv mit Ansichten Anderer auseinander</li> </ul>  |

## SMM4 - Services Marketing - BWBh364

|  |   |
|--|---|
| <b>Inhalt</b>                                | <ul style="list-style-type: none"> <li>• Theoretische Grundlagen zum Thema klassisches und digitales Dienstleistungsmarketing; Einsetzbarkeit und Wahrnehmung von künstlicher Intelligenz</li> <li>• Transferleistungen auf die Unternehmenspraxis</li> <li>• Beispiele aus der Praxis</li> </ul>   |
| <b>Lehr- und Lernmethode</b>                 | <ul style="list-style-type: none"> <li>• Vorlesung und Diskussion</li> <li>• Gastvorträge (geplant)</li> <li>• Gruppenarbeit (Fallstudie)</li> <li>• Prüfung</li> <li>• Selbststudium</li> <li>• Nutzung eines generativen KI-Tools</li> <li>• Hinweis: von den Studierenden wird ein hohes Mass an Eigeninitiative erwartet.</li> </ul>  |
| <b>Fachliteratur</b>                         | <p>Empfohlene Literatur</p> <ul style="list-style-type: none"> <li>• Homburg, Christian (2020), Marketingmanagement, 7. Auflage, Springer Gabler.</li> <li>• Meffert, Heribert, Bruhn, Manfred, &amp; Hadwich, Karsten (2018), Dienstleistungsmarketing, 9. Auflage, Springer Gabler.</li> </ul>  |
| <b>Workload</b>                              | 180 Stunden   |
| <b>Kontaktstudium</b>                        | <p>36 - 40 Stunden Kontaktstudium</p> <p>140 - 144 Stunden Selbststudium und Reflexion</p>  |
| <b>Präsenzpflicht</b>                        | ja, bei Gastvorträgen   |
| <b>Kompetenznachweis</b>                     | <p><b>Gruppenarbeit: 50 %</b><br/>Während des Semesters, Bearbeiten einer Fallstudie mit einem generativen KI-Tool, gleiche Note für jedes Teammitglied vorbehaltlich individueller Abweichungen auf Basis einer Peer-Evaluation.</p> <p><b>Einzelarbeit: 50 %</b><br/>Am Ende des Semesters, KW 3/4 (schriftlicher Kompetenznachweis; 60 Minuten Bearbeitungszeit).</p> <p>Die beiden Teilkompetenznachweise müssen einzeln bestanden werden.</p>  |
| <b>Hilfsmittel bei schriftlicher Prüfung</b> | <ul style="list-style-type: none"> <li>• Taschenrechner Modell TI-30</li> <li>• Gedrucktes Wörterbuch (Muttersprache - Sprache Kompetenznachweis)</li> <li>• DeepL</li> </ul>   |
| <b>Bemerkung</b>                             | Das Modul ist teilnahmebeschränkt, es gilt eine maximale Studierendenzahl von 60.   |
| <b>Studiengang, Semester</b>                 | <p>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern<br/>         BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern<br/>         BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern</p> |



## SP01 - Auditing - BWBh381

|                           |                                  |
|---------------------------|----------------------------------|
| <b>ECTS</b>               | 6                                |
| <b>Unterrichtssprache</b> | Deutsch                          |
| <b>Modultyp</b>           | Wahlpflichtmodul                 |
| <b>Modulniveau Zusatz</b> | Hauptstudium                     |
| <b>Dozierende</b>         | Frecè Jan Thomas, Gutsche Robert |
| <b>Modulverantwortung</b> | Frecè Jan Thomas                 |

|                                    |  |
|------------------------------------|--|
| <b>Kurzbeschreibung des Moduls</b> | <p>Was ist der Unterschied zwischen prüfen oder/und geprüft werden?</p> <p>Anhand von Praxisbeispielen bringen wir das Konzept der Abschlussprüfung von der Prüfungsplanung über die Prüfungsdurchführung bis hin zur Berichterstattung näher. Dabei werden die verschiedenen Prüfungsvorgehen, basierend auf den gesetzlichen Vorgaben sowie den Rechnungslegungsvorschriften, detailliert näher gebracht.</p> <p>Neben den praxisnahen Beispielen wird auch ein Einblick in die Datenanalyse und weitere Spezialthemen vermittelt.</p> <p>Die Bedeutung eines nachhaltigen Geschäftsgebarens und des Nachhaltigkeitsreportings im Rahmen der Unternehmensberichterstattung nimmt stetig zu. Aus diesem Grund stehen im Modul auch die Themen Nachhaltigkeitsberichterstattung, Nachhaltigkeitsratings so wie Prüfung des Nachhaltigkeitsberichts im Vordergrund.</p> |
| <b>Eingangskompetenz</b>           | <p>Fachkompetenzen: Basiswissen im finanziellen und betrieblichen Rechnungswesen.</p> <p>Ausserfachliche Kompetenzen: analytische Skills, Umgang mit Komplexität und Selbstmanagement.</p>   |

## SP01 - Auditing - BWBh381

### Kompetenz

### Fachkompetenzen

Die Studierenden:

- Erkennen die Kriterien der und die Anforderungen an eine eingeschränkte und ordentliche Revision;
- erkennen Risiken und den Zusammenhang zwischen dem Unternehmensumfeld und den Unternehmensprozessen und den möglichen Einfluss auf die Finanzzahlen;
- beurteilen Risiken und deren Auswirkungen auf die Abschlussprüfung;
- erstellen einfache Prüfungsprogramme anhand von erkannten Risiken;
- beurteilen den Einfluss von verschiedenen Prüfungshandlungen und deren Auswirkung auf die Prüfung;
- können selbständig einfache Prüfungshandlungen durchführen und dokumentieren;
- verstehen die Auswirkung von Fehlern bei einer Stichprobenprüfung;
- verstehen den Zusammenhang von Prüfungsfehlern und Auswirkungen auf die Berichterstattung;
- kennen die verschiedenen Anspruchsgruppen und die Auswirkung auf die Prüfung der finanziellen Berichterstattung;
- verstehen die gesetzlichen und die regulatorischen Anforderungen an den Abschlussprüfer;
- erstellen einfache Revisionsberichte, inklusive allfällige Abweichungswortlaute infolge von Mängeln an der Jahresrechnung;
- sind in der Lage, eine konzeptionelle Einordnung von Sustainability-Report Ratings und einigen dazu verwendeten Frameworks vorzunehmen, und verstehen deren Funktionen und Begrenzungen; und
- sind in der Lage, generische Erwartungen an einen Sustainability Report zu formulieren und zu überprüfen, ob diesen Erwartungen genügt wird.

### Ausserfachliche Kompetenzen

Die Studierenden:

- Erweitern ihre analytischen Fähigkeiten;
- üben sich im gesamtheitlichen Denken und in der Fähigkeit im Umgang mit komplexen Sachverhalten;
- üben sich im Rahmen des angeleiteten und des nicht angeleiteten Selbststudiums in Selbstmanagement; und
- verstehen die Anforderungen an und die Arbeit des Wirtschaftsprüfers.

### Inhalt

Nachfolgende Themenbereiche werden behandelt, wobei die Theorie immer wieder mit Praxisbeispielen unterlegt werden soll:

1. Einführung;
2. Mandatsannahme und Prüfungsplanung;
3. Prüfungsdurchführung;
4. Berichterstattung;
5. Abschluss der Prüfung; und
6. Nachhaltigkeits-Reporting.

### Lehr- und Lernmethode

Inputreferate von Dozenten und Vorträge von Fachspezialisten der Wirtschaftsprüfungsgesellschaft Ernst & Young AG (EY).

Die Modulthemen werden durch betreutes Umsetzen in die Praxis anhand von Fallbeispielen im Unterricht vertieft.

Zusätzlich werden am Beispiel einer Muster-Unternehmung die verschiedenen Themen im Selbststudium erarbeitet.

## SP01 - Auditing - BWBh381

**Fachliteratur** Die von den Dozierenden und Vortragenden zur Verfügung gestellten Materialien (Skripten, Präsentationen, Fachartikel usw.).

**Workload** 6 ECTS, d. h. ca. 180 Stunden.

**Kontaktstudium** Wöchentlich 4 aufeinanderfolgende Lektionen während des Semesters, d. h. 56 Lektionen Kontaktstudium.

**Präsenzpflicht** Keine

**Kompetenznachweis** Schriftliche Prüfung auf Moodle (90 Min.) am Ende des Semesters, zählt 100 %.

**Hilfsmittel bei schriftlicher Prüfung** Open Book  
Taschenrechner Modell TI-30  
1 gedrucktes Wörterbuch Muttersprache - Sprache Kompetenznachweis

**Wiederholungsmodalitäten** Schriftliche Moodle-Prüfung, zählt 100 %.

**Weiterführende, vertiefende Module** Die Module der Vertiefung Accounting & Conrolling, d. h.: Höhere Rechnungslegung (SAC1), Life-Cycle Accounting & Tax (SAC2) und Controlling & Digitalization (SAC3).

**Studiengang, Semester**  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern

## SP02 - Sportmanagement und Sportmarketing - BWBh382

|                                    |   |
|------------------------------------|---|
| <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>          | Anderegg Urs (BFH) und Ariane Weber (EHSM)  |
| <b>Kurzbeschreibung des Moduls</b> | <p>Das Modul besteht aus den gleichberechtigten Themen "Sportmanagement" und "Sportmarketing"</p> <p><b>Sportmanagement:</b> Um einen Sportevent professionell und effizient zu gestalten und durchzuführen, braucht der Sportmanager solide Planungs- und Organisations-Kenntnisse, die sich in den letzten Jahren im Bereich des Strategischen Managements stark weiterentwickelt haben. Nach einem einführenden Einblick in die sozialen und sportlichen Transformationen der Gesellschaft, die neue Herausforderungen für den Sportmanager mitbringen (z.B. Individualisierung, Ökonomisierung, Legacy), erwerben die Studierenden fachliche Kenntnisse über die strategische Führung eines Sportevents (z.B. Vision, Mission, strategische Ziele, Werte, Organisationsstruktur, Governance, Governance).</p> <p>Hauptdozierender: Florian Droux</p> <p><b>Sportmarketing:</b> Das Sportmarketing folgt nicht immer den Regeln des klassischen Marketings, sondern unterliegt eigenen Regeln. Zudem müssen, um einen Event erfolgreich zu vermarkten, die Besonderheiten des Sportmarketings, aber auch die Wechselbeziehungen zwischen Sport, Wirtschaft und Medien (magisches Dreieck) mitberücksichtigt werden. Diese Unterschiede werden im ersten Teil des Moduls behandelt. Im zweiten Teil werden die Mechanismen und die einzelnen Instrumente der Vermarktung (z.B. Sponsoring) näher betrachtet. Wie funktioniert die Vermarktung im Sport und welche Möglichkeiten der Vermarktung gibt es? Dabei werden nicht nur Athleten, Mannschaften und Events analysiert, sondern auch Sportstätten oder Sportverbände berücksichtigt.</p> <p>Hauptdozierende ist Ariane Weber.</p> |
| <b>Eingangskompetenz</b>           | Grundlagen BWL und Marketing aus dem Grundstudium BBA/IBA   |

## SP02 - Sportmanagement und Sportmarketing - BWBh382

### Kompetenz

#### Fach- und Handlungskompetenzen: Die Studierenden

- können die Grundlagen des Sportmanagements formulieren.
- können ausgewählte Instrumente am Beispiel eines Sportevents anwenden (z.B. Risikomatrix)
- können die optimale Durchführung einer Veranstaltung erläutern.
- können komplexe Phänomene aus einer Management-Perspektive heraus bearbeiten.
- begreifen die Besonderheiten des Sportmarketings.
- kennen die Grundlagen der Vermarktung im Sport im Allgemeinen und für einen Sportevent oder eine Sportstätte im Besonderen.
- entwickeln ein strategisches, sportmarketing- und eventorientiertes Denken.
- können Bedürfnisse und Erwartungen von wichtigen Stakeholdern im Sport bestimmen.

#### Problemsolving/Umgang mit Komplexität: Die Studierenden

- können komplexe Phänomene aus einer Management-Perspektive heraus bearbeiten.
- entwickeln ein strategisches und eventorientiertes Denken.
- können ausgewählte sportmarketing-spezifische Tools anwenden (Sportmarketing-Modell).
- entwickeln ein sportmarketing- und event-orientiertes Denken.
- können Bedürfnisse und Erwartungen von wichtigen Stakeholdern im Sport bestimmen.

#### Kollaboration: Die Studierenden

- sind in der Lage eigenverantwortlich und im Team zu arbeiten.
- verbessern ihr professionelles und zielgruppengerechtes Auftreten und ihre Kommunikation.
- können als Team/Gruppe Lösungen für konkrete Praxissituationen konstruieren.

#### Selbstmanagement: Die Studierenden

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

### Inhalt

- Management und Sportmanagement
- Eigenschaften und Beispiele von Sportevents
- Strategisches Sportmanagement
- Risikomanagement
- Planung und Organisation
- Stakeholdermanagement
- Besonderheiten des Sports und Sportmarketings
- Vermarktung im Sport
- Sportstättenmanagement
- Sport-Sponsoring
- Event-Marketing

### Lehr- und Lernmethode

Vorlesungen, Referate, Übungen, Diskussionen, Gruppen- und Plenumsarbeiten, Selbststudium



## SP02 - Sportmanagement und Sportmarketing - BWBh382

### Fachliteratur

Für den Kompetenznachweis unerlässliche Literatur:

Unterlagen der Dozierenden

Empfohlene Literatur:

- Parent, M. M., & Ruetsch, A. (2020). Managing major sports events: Theory and practice. Routledge.
- Nufer, G., Bühler, A. (2013). Marketing im Sport - Grundlagen und Trends des modernen Sportmarketings (3. Auflage). Berlin: Erich Schmidt Verlag

Zusätzliche, weiterführende Literatur:

- Bruhn, M., & Rohlmann, P. (2022). Sportmarketing: Grundlagen -## Strategien -## Instrumente. Wiesbaden: Springer Gabler
- Bruhn, M., & Rohlmann, P. (2024). Voraussetzungen und Praxisbeispiele für erfolgreiche Partnerschaften. Wiesbaden: Springer Gabler

Literaturhinweise werden zu Modulbeginn abgegeben.

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### Workload

180 h

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### Kontaktstudium

56 (inklusive Blocktag).

Eine Vorlesung wird am 25. Oktober **vormittags** an der EHSM (Magglingen) stattfinden.

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### Präsenzpflicht

Blocktag (Event-Besuch). Das Datum wird zu Beginn des Semesters kommuniziert.

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### Kompetenznachweis

Schriftliche Einzel-MS-Prüfung (25 %, digitale Prüfung, 60 Min.) und Gruppenpräsentation (75 %, mündlich Prüfung, 40 Min.). Beide Teile finden während den offiziellen Prüfungswochen statt.

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### Hilfsmittel bei schriftlicher Prüfung

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

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### Weiterführende, vertiefende Module

- Modul SP03 - Ressourcenmanagement im Sport und Sportsystem Schweiz.
- Master Spitzensport an der EHSM in Magglingen
- CAS EHSM Strategie und Governance in Sportorganisationen (SGOV)
- CAS ESHM Strategische und nachhaltige Sportsystementwicklung (SNS)
- Executive Master of Business Administration (EMBA) in «Excellence in Sportmanagement»

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### Bemerkung

- Am 25. Oktober 2024 findet der Kurs in Magglingen statt (09:00 h-11:30 h): Backstage- Besuch der temporären Event-Infrastruktur einer grösseren Anlass-Serie. Detaillierte Infos folgen zu Kursbeginn.
- Detaillierte Angaben zum Programm des Blocktags (Kosten, Programm, etc.) folgen zu Kursbeginn. Transport und Verpflegung gehen zulasten der Studierenden.

**Maximale Studierendenzahl: 40**

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## SP02 - Sportmanagement und Sportmarketing - BWBh382

### Studiengang, Semester

BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern

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## 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>           | Kunz Nathan Michael  |
| <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. It will be offered again in spring 2025 (and every spring semester after that).</p>                          |
| <b>Entry requirements</b>              | None   |
| <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 take place online on Thursdays from 17h to 19h.

#### Introduction session for BFH students

General information for BFH students: 19.09.2024

#### Course Intro & Welcome

Organisation and kick-off: 26.09.2024

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

- *Public Holiday (Germany)*, no class: 03.10.2024
- Lecture: 10.10.2024
- *Holiday Week (Finland)*, no class: 17.10.2024

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

- Lecture: 24.10.2024
- Q&A Block 1 & 2, in Plenum: 31.10.2024
- Interim Presentation: 07.11.2024

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

- Lecture: 14.11.2024
- Q&A Block 3, in Plenum: 21.11.2024
- Interim Presentation: 28.11.2024

#### Final Presentation

- Half class: 02.12.2024
- Half class: 05.12.2024

### Attendance requirement

See contact lessons, all virtual

### Competency assessment

- Individual assignments during the semester (15%)
- Final presentation, groupwork (65%), each member of the group receives the same grade
- Final report, groupwork (20%), 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. Please note that the module will be offered again in spring 2025, and every spring after that (2024 is the last time it will be offered during the fall semester).

### Degree programme, semester

BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern  
 BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 5 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern

## SP06 - CFA Challenge - BWBh386

|  |  |
|--|--|
| <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>                     | Gimeno Raúl Diego, Hadji Misheva Branka, Längin Thomas, Rascón Alberto, Zihlmann Christian   |
| <b>Module responsibility</b>           | Raul Gimeno  |
| <b>Short description of the module</b> | <p>The CFA Institute Research Challenge is an annual global competition that provides students with hands-on mentoring and intensive training in the financial analysis and valuation of a Swiss company.</p> <p>This module develops in the context of this CFA challenge and provides intense training in company analysis and valuation. Presentation skills are also trained.</p> <p>Groups of 4 to 5 students carry out an in-depth analysis of a Swiss company as if they were practicing equity analysts.</p> <p>Each group writes an equity research report and do a short presentation of their valuation case. Each group is mentored by an industry professional who gives feedback during the preparation of the report and the oral presentation.</p> |
| <b>Entry requirements</b>              | No requirements but the module financial management would be an advantage.   |
| <b>Competencies upon completion</b>    | <p>Students are able to</p> <ul style="list-style-type: none"> <li>- analyse the business model of a company</li> <li>- apply valuation tools in Excel</li> <li>- present the results in a convincing form</li> <li>- discuss complex issues and interactions</li> <li>- work in group</li> </ul>  |
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>- Several company valuation techniques will be presented with a particular focus on DCF method.</li> <li>- Free-cash flow derivation is explained</li> <li>- SWOT-analysis</li> <li>- Competition analysis</li> <li>- Risk-free discount rate</li> <li>- Business model analysis</li> </ul>   |
| <b>Teaching and learning methods</b>   | The teaching includes contact lessons, workshops, guest presentations, events, discussion meetings and coaching  |
| <b>Literature</b>                      | <p>Valuation: measuring and managing the value of companies<br/>Koller/Goedhart/Wessels<br/>Wiley 7th edition<br/>ISBN 1119611865</p>  |
| <b>Workload</b>                        | 180 hours  |

## SP06 - CFA Challenge - BWBh386

|                                     |  |
|-------------------------------------|--|
| <b>Contact lessons</b>              | 14x4 lessons   |
| <b>Attendance requirement</b>       | Attendance in the first two workshops in week 36 (Wednesday and Thursday) is <b>compulsory</b> for team building purposes.   |
| <b>Competency assessment</b>        | 60% written group report (group assessment)<br>40% oral group presentation (group assessment)  |
| <b>Aids for written examination</b> | Open book  |
| <b>Mode of repetition</b>           | Written report + oral exam   |
| <b>Comment</b>                      | The first two full-day workshops during the special weeks, in week 36 are compulsory for team building purposes.   |
| <b>Degree programme, semester</b>   | BSc Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc Business Administration, 2024-2025, 3 HS, VZ, Bern<br>BSc Business Administration, 2024-2025, 5 HS, VZ, Bern<br>BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern<br>BSc Business Administration, 2024-2025, 7 HS, TZ, Bern<br>BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern |

## SRE3 - Real Estate Valuation - BWBh403

|  |  |
|--|--|
| <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>                     | Gutsche Robert, Rascón Alberto   |
| <b>Module responsibility</b>           | Gutsche Robert, Rascón Alberto   |
| <b>Short description of the module</b> | <p>In the Real Estate Valuation module, the perspective of the buyer and seller is taken. Analysis and report on the market value of a property is elaborated in detail. The conditions on the real estate market are analysed. Analogue and digital valuation methods are taught and the value levers are explained. Principle of negotiation are reviewed. International and national valuation accounting standards are important as a basis in financial management (basic studies/main studies: financial management and accounting).</p> |
| <b>Entry requirements</b>              | <p>The students have completed the basic studies.</p> <p>Students have completed the accounting module.</p> <p>Students have completed/or enrolled at the financial management module and accounting module.</p>   |

## SRE3 - Real Estate Valuation - BWBh403

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

At the completion of the module students will

- understand the structure and players of the Swiss real estate market
- will apply the theoretical models of the market mechanism.
- be able to obtain, analyse and interpret market data according to location and property.
- form conclusive scenarios for market development and derive the consequences for a property or a location.
- know the different valuation methods and the relevant value levers.
- make plausible valuation assumptions and model them sensibly.
- be able to set up, carry out and check the plausibility of the calculation of an income-oriented valuation.
- acquire some negotiations skills

### **Methodological skills**

At the completion of the module students will

- be able to apply and evaluate the various concepts of capital budgeting in the context of business cases.
- be able to select the appropriate methods.
- make the calculations and present the findings and solutions in an adequate way

### **Social skills**

At the completion of the module students will

- enhance their ability to analyze and discuss problems in working groups, taking into account, evaluating, justifying and refuting different arguments.
- enhance their ability to constructively lead argumentative discussions and clearly separate them from subjective attitudes.

### **Self-competence**

At the completion of the module students will

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

### **Digital skills**

At the completion of the module students will

- be able to ensure access and use of digital tools and use them efficiently.
- strength their skills in online learning and digital communication with teachers.

### **Content**

- Technical terms
- Value theory
- Rent, rental value, tenancy law
- Interest rate and capitalised earnings value
- Reproduction costs and technical devaluation
- Financial mathematics / Present value and location class
- Land register and easements
- Negotiation
- Real Estate for financial Reporting
- Real Estate and Firm Valuation



## SRE3 - Real Estate Valuation - BWBh403

|                                      |   |
|--------------------------------------|---|
| <b>Teaching and learning methods</b> | <p>The module will be taught in English (100%).</p> <p>Lectures, Exercises, Presentations, Case studies</p>   |
| <b>Literature</b>                    | <p>Several Papers and documents will be provided in class</p> <p>Reccomended Literature:</p> <p>Hartzell, D., &amp; Baum, A. E. (2021). Real Estate Investment and Finance: Strategies, Structures, Decisions. Wiley. 978-1119-526155</p> <p>Archer, W., &amp; Ling, D. C. (2023). ISE Real Estate Principles: A Value Approach. McGraw-Hill Education. 978-1266284960</p>  |
| <b>Workload</b>                      | <p>180 hr.</p>  |
| <b>Contact lessons</b>               | <p>14 x 4 lessons of 45 minutes.</p>  |
| <b>Attendance requirement</b>        | <p>Presentations and Tests dates that will be announced in the firsts week of the semester.</p> <p>In case of a guest speaker the presence is compulsory. Students will be informed with enough time.</p>   |
| <b>Competency assessment</b>         | <p>(i) 2x tests in Moodle (45 minutes) (60%) (Weighted average of the tests: the best will be 60% of the grade and the other 40%), in class.</p> <p>Test a, Test b; If grade <math>a &gt; b</math> --&gt; grade <math>i = 60\% a + 40\% b</math> otherwise <math>i = 40\%a + 60\%b</math></p> <p>(ii) 1x Presentation presentation of cases studies in group. (40%) (group proof of competence =&gt; collectively evaluated)</p> <p>Given the complexity of the tasks the cases presentations must be done in groups, following what it happens in real life.</p> <p>Each member of the team will evaluate their peers.</p> <p>Final Grade = 60% (i) + 40% (ii)</p> |
| <b>Aids for written examination</b>  | <p>The written exams will be done in Moodle under Safe Exam Browser.</p> <p>The test will be completed at the school.</p> <ul style="list-style-type: none"><li>- Print dictionary (mother tongue - examination language)</li><li>- Summary - Number of A4 sheets/pages: 2 (2 sheet/page double-sided)</li><li>- Any Pocket calculator can be accepeted (No 2nd laptop is allowed)</li></ul> <p>For details to the aids allowed during written exams see "written examination regulations" on the Campus App.</p>   |

## SRE3 - Real Estate Valuation - BWBh403

### Mode of repetition

- If the overall grade is unsatisfactory (< 4.0) only because of the poor grade on the written tests, the tests that the student has failed may be repeated during the second official examination period of the same semester.  
- If both (i) and (ii) grades are insufficient (< 4.0), tests may NOT be repeated and the entire module with all proofs of competence must be taken again one year later in the next course.

### Follow-up modules

-

### Degree programme, semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern

## SSB1 - Angewandte Unternehmensethik - BWBh321

|                           |                                      |
|---------------------------|--------------------------------------|
| <b>ECTS</b>               | 6                                    |
| <b>Unterrichtssprache</b> | Deutsch                              |
| <b>Modultyp</b>           | Wahlpflichtmodul                     |
| <b>Modulniveau Zusatz</b> | Hauptstudium                         |
| <b>Dozierende</b>         | Risi David, Schmidpeter René Reinald |
| <b>Modulverantwortung</b> | Risi David                           |

|                                    |   |
|------------------------------------|---|
| <b>Kurzbeschreibung des Moduls</b> | <p>Der Zusammenbruch der Credit Suisse, Kinderarbeit in der Textilindustrie, die Ölkatastrophe im Golf von Mexiko, Greenwashing sowie die Debatte um faire Managementlöhne rütteln die Öffentlichkeit regelmässig auf und rücken ethische Unternehmensverantwortung ins Zentrum der Betrachtung.</p> <p>Die Folge daraus ist, dass in der Öffentlichkeit und in der Wirtschaft die Forderung immer lauter wird, dass Unternehmen aktiv(er) Verantwortung übernehmen müssen. Vor diesem Hintergrund übernehmen Unternehmen vermehrt auch ökologische, soziale und ethische Aspekte in ihre Geschäftspraxis. Unternehmensethische Konzepte zur Integration von sozialen, ökologischen und ethischen Belangen in die Unternehmenspraxis in Verbindung mit Stakeholdern wie etwa Corporate Social Responsibility (CSR) haben sich dabei weithin als Best Practice etabliert.</p> <p>CSR als Managementansatz und die konkrete Anwendung in der Betriebswirtschaftslehre geben einen Ausblick, wie ethische Kompetenzen in der Praxis umgesetzt werden können.</p> <p>In diesem Modul sollen die Teilnehmer die Möglichkeiten und Grenzen einer angewandten Ethik in Unternehmen beurteilen können, dabei die wichtigsten Ansätze der Ethik kennen lernen und auf verschiedene Probleme, Dilemmata und Risiken, die im beruflichen Alltag auftauchen, anwenden.</p> <p>Darüber hinaus erfahren sie, wie Ethik mit den anderen Dimensionen der Unternehmensverantwortung zusammenhängt. Nach dem Absolvieren des Kurses können die Teilnehmer ihre unternehmerischen Entscheidungen ethisch vertretbarer gestalten, besser gegenüber dritten argumentativ vertreten und vor der Öffentlichkeit verantworten.</p> <p>Zudem können die Studierenden ethische Zusammenhänge auf betriebswirtschaftliche Ansätze übertragen, und so CSR in betriebswirtschaftliche Fragestellungen integrieren.</p> |
|------------------------------------|---|

|                          |   |
|--------------------------|---|
| <b>Eingangskompetenz</b> | Die Studierenden bringen ein moralisches Verständnis und Interesse für gesellschaftlich relevante Probleme mit und sind mit den wesentlichen betriebswirtschaftlichen Konzepten vertraut. |
|--------------------------|---|

|                  |   |
|------------------|---|
| <b>Kompetenz</b> | <p>Im Rahmen dieses Moduls entwickeln die Studierenden eine Vielzahl an verschiedenen Kompetenzen:</p> <ul style="list-style-type: none"> <li>• Sie werden für moralisch relevante Situationen in der Wirtschaftspraxis sensibilisiert.</li> <li>• Sie erhalten einen Überblick über die wichtigsten ethischen und wirtschaftsethischen Theorien und können diese auf konkrete Situationen anwenden.</li> <li>• Sie kennen verschiedene Ansätze und wissen, wie wirtschaftsethische Ansätze implementiert werden.</li> <li>• Sie entwickeln ihr analytisches Denkvermögen systematisch weiter.</li> <li>• Sie erlernen die Anwendung ethischer Reflexion auf betriebswirtschaftliche Fragestellungen</li> </ul> |
|------------------|---|

|               |  |
|---------------|--|
| <b>Inhalt</b> | <ul style="list-style-type: none"> <li>• Was ist Wirtschaftsethik und braucht es sie überhaupt?</li> <li>• Wirtschaftliche und ethische Werte und ihre Anwendung in der Praxis</li> <li>• Überzeugend argumentieren: Fehlschlüsse erkennen und vermeiden</li> <li>• Die grossen Theorien der Ethik</li> <li>• Begründung und Implementierung wirtschaftsethischer Ansätze</li> <li>• Ansätze der CSR und ethische Reflexion betriebswirtschaftlicher Konzeptionen</li> <li>• Fallbeispiele (z. B. Greenwashing, Korruption, Diskriminierung, Managerlöhne, Medikamentenpreise, Konsumverhalten)</li> </ul> |
|---------------|--|

## SSB1 - Angewandte Unternehmensethik - BWBh321

### Lehr- und Lernmethode

#### FLIPPED CLASS-ROOM:

Alle relevanten Materialien/Filme/Podcasts, die zur Verfügung gestellt werden, müssen vor dem Unterricht aktiv reflektiert werden. Bitte machen Sie sich auch Notizen und bereiten Sie sich immer vor, bevor Sie in den Unterricht kommen. Im Klassenzimmer liegt der Schwerpunkt auf interaktiver Reflexion, Diskussion und Gruppenarbeit.

#### Projektbasiertes Lernen:

Die Studierenden verfassen in Gruppen einen kurzen Dokumentar-Film. Es geht um die teambasierte Erarbeitung einer Greenwashing-Video-Dokumentation.

[siehe auch weitführende Informationen unter «Kompetenznachweis»]

### Fachliteratur

- Schneider, A., & Schmidpeter, R. (Hrsg.) (2015). Corporate Social Responsibility: Verantwortungsvolle Unternehmensführung in Theorie und Praxis. Springer Gabler.
- Schüz, M. (2016). Angewandte Unternehmensethik - Grundlagen für Lehre und Praxis. Pearson Studium.
- Wickert, C. W., & Risi, D. (2019). Corporate social responsibility (Elements in Business Strategy). Cambridge: Cambridge University Press.

Weitführende Literatur wird auf Moodle zur Verfügung gestellt.

### Workload

ECTS credits: 6

### Kontaktstudium

[siehe unter Lehr- und Lernmethode]

### Präsenzpflicht

Präsenz empfohlen.

### Kompetenznachweis

**Einzelleistung:** Multiple-Choice-Prüfung während des Semesters

Gewichtung: 70 %

**Gruppenarbeit** (Gruppenbenotung): Greenwashing-Video-Dokumentation; die Studierenden finden in ihrem Team einen Fall von Greenwashing und erstellen eine 5-minütige Videodokumentation (+/- 1 Minute). Das Video könnte zum Beispiel eine kritische Analyse eines Verbraucherprodukts oder einer Dienstleistung sein, die Sie in den Strassen von Bern (oder anderswo) finden. Die Einreichung der Gruppenarbeit fällt ca. auf Semestermitte. Der genaue Einreichungs-Termin wird auf Moodle bekannt gegeben.

Gewichtung: 30 %

### Hilfsmittel bei schriftlicher Prüfung

-

### Wiederholungsmodalitäten

Das Modul kann bei der nächsten Durchführung wiederholt werden.

## SSB1 - Angewandte Unternehmensethik - BWBh321

### Bemerkung

Unterstützung beim Verfassen des Kompetenznachweises Gruppenarbeit:

- Q&A Sessions
- per E-Mail

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern

## SSB3 - Sustainable Start-up Challenge - BWBh323

|                       |                                   |
|-----------------------|-----------------------------------|
| ECTS                  | 6                                 |
| Study language        | English                           |
| Module type           | Elective module                   |
| Module level additive | Advanced level                    |
| Lecturer(s)           | Kunz Nathan Michael, Müller Susan |
| Module responsibility | Nathan Kunz & Susan Müller        |

**Short description of the module** Sustainable startups combine environmental, social, and economic sustainability. They therefore have a special potential to contribute to the transformation to a new, more sustainable economy. However, a particular challenge for sustainable startups is achieving economic sustainability, i.e., long-term financing and profitability through a functioning business model. Economic sustainability is a critical prerequisite for startups to scale their impact. To create a successful business model, many aspects must come together and require careful planning of business activities.

The goal of the seminar is to conduct business modelling and business planning activities for selected sustainable startups, i.e., startups that achieve environmental and social impact through their core business. The lecturers are responsible for the acquisition of the startup partners. However, students who have founded a sustainable startup themselves or students who know a sustainable startup that might be suitable as a startup partner are encouraged to contact the lecturers to discuss the suitability of their cases (at least one month before the start of the semester).

Students will work in small teams and each team will work for a sustainable startup partner. The seminar includes a kick-off event, a site visit to the startup partner, a rehearsal for the final presentation, and at least two coaching sessions with one of the lecturers. In addition to these events, teams organize their collaboration independently. To allow for an intensive learning experience it is expected that the teams work side by side with their startup partner. At the final presentations, the teams present their results and their work process.

**Important note:** Please note that although this module has a different focus (i.e., students work with social enterprises), it is structured similarly to the [SIE2 Refining Business Models](#) module (of the [Innovation and Entrepreneurship](#) specialization). Therefore, we recommend taking either one of the two modules based on your interest.

## SSB3 - Sustainable Start-up Challenge - BWBh323

### Competencies upon completion

#### Subject:

Students ...

- know the characteristics and specifics of sustainable startups (from here on "startup").
- develop an understanding of possible success factors for startups.
- develop and verify recommendations for and with the startup they are working on.
- can understand the context of a startup and analyze it with appropriate methods.
- know the overall situation of a startup and the different roles that founders take on.

#### Method:

Students ...

- apply tools and procedures for business modeling and business planning.
- select and combine different entrepreneurship and management tools.
- are able to analyze a startup considering the respective context.

#### Social:

Students ...

- work with clients and convince them of their ideas, proposals, and approaches.
- practice working and cooperating in teams, including resolving team conflicts.
- recognize and accept different points of view and approaches.

#### Self:

Students ...

- strengthen their communication and presentation skills when working with representatives of the startup partner.
- work on important steps of the startup process proactively, engaged, and independently.
- recognize and strengthen their own teamwork skills.
- reflect on their entrepreneurial intentions.
- can develop an entrepreneurial mindset.

### Content

- Coordination and, if necessary, adaptation of the task with the startup partner
- Depending on the startup partner, tasks could include, for example: the development or adaptation of a business model, the validation of a business model (e.g., with the help of a Minimum Viable Product, a prototype, qualitative interviews, or a target group survey) or business planning activities
- Site visit to the startup partner's location
- Presentation of the results
- Application of entrepreneurship and strategic management methods
- Continuous communication with a startup company
- Reflection of the process

### Teaching and learning methods

- Experience-based learning in small groups (3 to 5 persons)
- Development of solutions in collaboration with the startup
- Field coaching at the startup partner's location
- Coaching sessions with the instructors
- Presentations and discussions

### Literature

Optional readings:

Neck, H. M., Neck, C. P., & Murray, E. (2019). *Entrepreneurship: The Practice and Mindset*. Thousand Oaks: SAGE Publications. 2. Edition. ISBN 9781544354651

Carlson, E., & Koch, J. (2018). *Building a Successful Social Venture: A Guide for Social Entrepreneurs*. Berrett-Koehler Publishers.

Hahn, R. (2022). *Sustainability Management - Concepts, Instruments, and Stakeholders from a Global Perspective*. ISBN 9783982321103 (paperback) / 9783982321110 (ebook).

Examples of social enterprises can be found on this platform:

- Ashoka: [www.ashoka.org](http://www.ashoka.org)
- Skoll Foundation: <https://skoll.org/>
- Social Entrepreneurship Network Switzerland: <https://sens-suisse.ch>

### Workload

180h (6 ECTS)

## SSB3 - Sustainable Start-up Challenge - BWBh323

### Contact lessons

22 contact lessons (incl. plenary sessions and coaching sessions)

### Attendance requirement

Attendance is compulsory for all of the following sessions:

- **Session 1: Kickoff (plenary sessions with startup partners):** September 20, 2024, 8.15 am to 11.40 am
- **Session 2: Field visit to the startup partner's location, if possible, with your coach (team activity):** This activity should be completed before October 4, 2024 through individual time arrangements.
- **Session 3: Coaching sessions 1 (team activity):** October 18, 2024, between 8.15 am and 11.40 am
- **Session 5: Coaching sessions 2 (team activity):** November 8, 2024, between 8.15 am and 11.40 am
- **Session 6: Final presentation rehearsal session (plenary session, split in two groups):** November 29, 2024, 8.15 am to 11.40 am
- **Session 7: Final presentations:** December 13, 2024, 8.15 am to 3.10 pm (detailed arrangements will be discussed with the presenting groups since there might be time conflicts for some students)
- **Session 8: Reflection session (plenary session):** December 20, 2024, 8.15 am to 11.40 am

However, please reserve all weekly time slots of the module for meetings with your group or startup partner or for individual work on your project.

### Competency assessment

- 60 points for content (group work, all members of the group will receive the same grade)
- 20 points for quality of the presentation (group work, all members of the group will receive the same grade)
- 20 points for the peer analysis of another team's project (individual grade)
- Report of field visit (pass/fail, group work)

### Mode of repetition

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

### Degree programme, semester

BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc Business Administration, 2024-2025, 7 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, TZ, Bern  
 BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Administration, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 5 HS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 3 HS, VZ, Bern  
 BSc Business Information Technology, 2024-2025, 5 HS, TZ, Bern  
 BSc Business Information Technology, 2024-2025, 7 HS, TZ, Bern  
 BSc Business Administration, 2024-2025, 5 HS, VZ, Bern



## SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

|                                    |   |
|------------------------------------|---|
| <b>ECTS</b>                        | 6   |
| <b>Unterrichtssprache</b>          | Deutsch   |
| <b>Modultyp</b>                    | Wahlpflichtmodul  |
| <b>Modulniveau Zusatz</b>          | Hauptstudium  |
| <b>Dozierende</b>                  | Steiner Marc Daniel   |
| <b>Modulverantwortung</b>          | Dozent: Steiner Marc Daniel, Richter am Bundesverwaltungsgericht<br><br>Modulverantwortlich: Prof. Dr. Koch Rika  |
| <b>Kurzbeschreibung des Moduls</b> | Aufbauend auf dem SWD1 (Law for Business) BWBh421 wird die Frage, wie Juristinnen und Juristen ticken, weiter vertieft. Das mit besonderem Fokus auf dem öffentlichen Recht, das das Verhältnis von Staat einerseits und Unternehmen (und Individuen) andererseits regelt. Die Studierenden sollen in die Lage versetzt werden, im Businesskontext ein Gespuehr dafür zu entwickeln, warum sich der Rechtsdienst des Unternehmens fuer eine Frage aus dem Bereich des öffentlichen Rechts interessiert oder interessieren sollte.   |
| <b>Eingangskompetenz</b>           | Für das Modul SWD2 - öffentliches Wirtschaftsrecht - wird der Besuch von SWD1 - Law for Business - oder eines der Module Wirtschaftsrecht oder Informatikrecht vorausgesetzt. Dabei geht es vor allem um eine gewisse Erfahrung mit dem Lesen juristischer Texte. Wenn sonst vergleichbare Vorkenntnisse nachgewiesen werden, kann der Modulbesuch in Absprache mit dem Dozierenden trotzdem - allenfalls unter Auflagen - bewilligt werden.  |
| <b>Kompetenz</b>                   | <ul style="list-style-type: none"> <li>- Generelle Argumentationsfähigkeit zum juristischen Kontext, in welchem Unternehmen unterwegs sind</li> <li>- Vertrautheit mit Aufbau und Interpretationsmöglichkeiten juristischer Texte</li> <li>- Vertrautheit mit der Rechtsordnung (Gesetze, Urteile, Behördeninformationen, Fachliteratur): Wissen, wie die relevanten Informationen beschafft werden können, um in einen juristischen Fall einzusteigen</li> <li>- Voraussetzungen für den Umgang mit Behörden (möglichst auf Augenhöhe) aus unternehmerischer Sicht werden geschaffen, insbesondere auch aufgrund des Bewusstseins, wie der öffentliche Sektor tickt</li> <li>- Gespür erarbeitet für die Fragen, die den Rechtsdienst des eigenen Unternehmens (oder eine Anwältin, die die Interessen des Unternehmens vertreten soll) interessieren oder interessieren sollten</li> <li>- Rechtsmittelsystem ist gedanklich so operationalisiert, dass es als Instrumentarium wahrgenommen wird, mit dessen Hilfe sich ein Unternehmen wenn nötig gegen den Staat wehren kann</li> <li>- schriftliche und mündliche Kommunikationsfähigkeit: Schulung der Auftrittskompetenz und des juristischen Schreibens</li> <li>- passive und aktive Kritikfähigkeit: Entgegennehmen und Abgeben von konstruktivem Feedback</li> </ul> |

## SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

### Inhalt

Seit der Finanzkrise und erst recht seit Corona und dem Ukrainekrieg mitsamt den damit verbundenen Energiethemen ist der politische Claim, dass möglichst wenig Regulierung der Wirtschaft am besten dient, zum Mythos geworden. Fakt ist: Je mehr Risiken mit dem Verhalten von Wirtschaftsakteuren verbunden sind und je dringender die Businessmodelle neu ausgerichtet werden müssen, desto mehr Regulierung braucht es. Das zieht sich von Kernkraftwerken bis zur Energiewende (Stromgesetz) und dem Thema «kuenstliche Intelligenz» durch.

Aufbauend auf dem SWD1 (Law for Business) BWBh421 wird die Frage, wie Juristinnen und Juristen ticken, weiter vertieft. Das mit besonderem Fokus auf dem oeffentlichen Recht, das das Verhaeltnis von Staat einerseits und Unternehmen und Individuen andererseits regelt.

Darauf aufbauend diskutieren wir den Systementscheid: Wo steht eigentlich, dass wir in einem marktwirtschaftlichen System leben wollen und wie soll dieses ausgestaltet sein? Aufbauend auf der Darstellung des Systementscheids zugunsten der Marktwirtschaft sollen einzelne Regulierungsbereiche, namentlich das Kartellrecht, vertieft behandelt werden.

Und schliesslich wird die Frage behandelt, wie sich Unternehmen gegen staatliche Anordnungen wehren kann. Was passiert bis zum Erlass einer sogenannten "Verfuegung", mit welcher der Staat im Sinne einer hoheitlichen Anordnung festhaelt, dass er von einem Unternehmen ein bestimmtes Verhalten erwartet? Und was kann ein Unternehmen tun, wenn es mit einer solchen Verfuegung nicht einverstanden ist?

Wir wollen aber auch die Kunst des Argumentierens wie auch die soziale Interaktion beleuchten, generell darueber reden, wie juristische Texte aufgebaut und zu lesen sind, und die Auftrittskompetenz verbessern.

### Lehr- und Lernmethode

Im Rahmen des Moduls werden verschiedene Lernformen kombiniert. Die Anteile an Vorlesungen (Freitagnachmittag), Selbststudium und Gruppenarbeiten werden vor Semesterbeginn oder laufend bekannt gegeben.

### Fachliteratur

Ralph Trümppler / Fanny de Weck: Repetitorium öffentliches Wirtschaftsrecht, orell füssli Verlag, Zürich 2016 (Hauptlehrmittel)

Nicolas Diebold / Bernhard Rüttsche, Wettbewerbsrecht und Marktregulierung, Band 1: Grundlagen, Schulthess Verlag, Zürich 2023 (nur auszugsweise herangezogen)

Giovanni Biaggini / Andreas Lienhard / Markus Schott / Felix Uhlmann / Markus Kern, Wirtschaftsverwaltungsrecht des Bundes, 7. Auflage, Verlag Helbing Lichtenhahn, Basel 2023 (nur auszugsweise herangezogen)

### Workload

4 Stunden pro Woche (Freitagnachmittag) nebst moderaten Hausaufgaben

### Präsenzpflicht

Der Unterrichtsbesuch ist für das erfolgreiche Absolvieren des Moduls unerlässlich.

### Kompetenznachweis

Präsentation während des Semesters (Thema in Absprache mit Dozent, 50 %) und mündliche Prüfung (50 %). Die Studierenden werden im Vorfeld auf die Prüfung vorbereitet.

### Hilfsmittel bei schriftlicher Prüfung

Gesetzestexte und weitere gemäss Angaben des Dozenten

### Weiterführende, vertiefende Module

Keine

## SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

### Studiengang, Semester

BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern

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## SWD3 - Digitalrecht - BWBh423

|                           |                  |
|---------------------------|------------------|
| <b>ECTS</b>               | 6                |
| <b>Unterrichtssprache</b> | Deutsch          |
| <b>Modultyp</b>           | Wahlpflichtmodul |
| <b>Modulniveau Zusatz</b> | Hauptstudium     |
| <b>Dozierende</b>         | Burkhalter Lara  |
| <b>Modulverantwortung</b> | Burkhalter Lara  |

**Kurzbeschreibung des Moduls** Modul 3 legt den Fokus auf die Digitalisierung und die Immaterialgüterrechte. Die Studierenden werden darauf sensibilisiert wie mit Firmendaten umzugehen ist, die Mitarbeiter\*innen und Kund\*innen betreffen (Personendaten). Vor allem im Hinblick auf die Revision 2023 des Schweizer Datenschutzgesetzes ist dies von grosser Relevanz. Vermittelt wird den Studierenden zudem, wie sie ihre Ideen und Geschäftsgeheimnisse schützen und allenfalls verwerten können. Zuletzt wird das Modul den Zusammenhang zwischen der Künstlichen Intelligenz und dem Recht erläutern. Vermittelt wird den Studenten nicht nur der Stand der Regulierungsansätze für KI sondern auch wie KI im rechtlichen Kontext verwendet werden kann und was bei der Benutzung von KI im Hinblick auf das Urheberrecht und Datenschutzrecht berücksichtigt werden muss.

**Eingangskompetenz** Der Besuch von SWD1 "Law for Business", ODER eines der Module Wirtschaftsrecht oder Informatikrecht ODER eine ähnliche Ausbildung (durch welche man juristische Vorkenntnisse erwerben konnte) wird für das Besuchen des Modules SWD3 vorausgesetzt. Wird diese Voraussetzung nicht erfüllt, kann der Modulbesuch in Absprache mit den Dozierenden unter Auflagen trotzdem erlaubt werden.

**Kompetenz** Vermittelte Fachkompetenz:

- Grundkenntnisse in den folgenden Rechtsgebiete
  - Datenschutzrecht
  - Urheberrecht
  - Marken- und Designrechte
  - Lizenzrecht
- Immaterialgüterrechtliche Tatsachen identifizieren und einordnen (handelt es sich um eine Marke, um ein Design, ein urheberrechtliches Werk oder um eine patentrechtliche Erfindung?)
- Die Studierenden wissen, was die Schutzvoraussetzungen für die jeweiligen Immaterialgüterrechte sind und wie dieser Schutz gewahrt wird
- Sie wissen, was der immaterialgüterrechtliche Schutz beinhaltet und welche Ausnahmen und Grenzen bestehen.
- Die Studierenden wissen, welche Arten von Lizenzen es gibt und wie man Immaterialgüterrechte verwerten kann.
- Sie erkennen, wann Personendaten vorliegen und ob diese gemäss der Definition des schweizerischen Datenschutzgesetzes bearbeitet werden.
- Sie kennen die Pflichten und Rechte, die aus der Bearbeitung von Personendaten entstehen.
- Es werden Grundkenntnisse über KI, dessen Regulierung und dessen Zusammenhang mit den oben genannten Rechtsgebieten vermittelt.
- Die Studierenden lernen offene, interdisziplinäre Fragestellungen im Zusammenhang mit den oben genannten Rechtsgebieten zu erkennen und kollaborative Lösungsansätze zu erarbeiten.

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

## SWD3 - Digitalrecht - BWBh423

### Fachliteratur

Vorlesung basiert auf der folgenden Literatur

- Abegg Barbara, Marmy-Brändli Sandra, Repetitorium Immaterialgüterrecht, 4. Auflage, 2023 Zürich
- Hilty Reto M., Urheberrecht, 2. Auflage, 2020 Bern
- Hausi-Stämpfli Sandra, Morand Anna-Sophie, Sury Ursula, Datenschutzrecht, 2023 Zürich/Genf

Weitere Literatur wird vor Semesterbeginn bekannt gegeben und Pflichtlektüren werden vor der jeweiligen Vorlesung hochgeladen.

### 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

-

### Kompetenznachweis

1 oder 2 kurze schriftliche Prüfungen via Moodle während des Semesters (50 % Gewichtung). Individuelle mündliche Prüfung am Ende des Semesters (50 % Gewichtung).

### Hilfsmittel bei schriftlicher Prüfung

-

### Wiederholungsmodalitäten

Wiederholungsprüfungen für **krankheitsbedigte** Ausfälle möglich.

### 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").

### Studiengang, Semester

BSc Wirtschaftsinformatik, 2024-2025, 3 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, VZ, Bern  
BSc International Business Administration, 2024-2025, 3 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 5 HS, TZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 5 HS, VZ, Bern  
BSc Betriebsökonomie, 2024-2025, 7 HS, TZ, Bern  
BSc Betriebsökonomie, 2024-2025, 3 HS, VZ, Bern  
BSc Wirtschaftsinformatik, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 7 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, TZ, Bern  
BSc International Business Administration, 2024-2025, 5 HS, VZ, Bern