SRH University Heidelberg
School of Business

Studies Folder
Business Administration/
International Business

Bachelor of Arts (Winter Term 2014)
Dear students,

This study guide has been conceived to convey a comprehensive picture of the basic concepts and aims of the Bachelor degree program in Business Administration at the School of Business, SRH University Heidelberg.

Our study concept is derived from applying a new strategic approach that the School of Business has been implementing over quite a few years now with a view to orienting its degree programs more towards the market and its actual practices. These years have generated a great deal of practical experience, which has enabled us to render the “Heidelberger Studienmodell” even more attractive to you.

We have done this by implementing the PRIMUS Concept that establishes the following university principles:

| P | Professional work |
| R | Relevant know-how needed in entrepreneurial ventures |
| I | Individual specialization |
| M | Methodological competence |
| U | Entrepreneurial mindset |
| S | Social and ethical behavior |

It is the combination of these aspects that sets the unique offering of SRH University Heidelberg apart from other German universities.

We continue to be loyal to our often repeated goal that we want to train students to be “entrepreneurs”. This is proven by the fact that

- Our graduates are capable of handling real business problems especially well.
- Because of this, they are able to play their part in the value-adding process of a company from their very first day on board.
- They possess the basic know-how and skills related to methods of management, especially in project management.
- They know how to set priorities because they had to do so time and again in the course of their compact and challenging course of studies.
- They have a solid academic degree in the most important business subjects plus the extra icing on the cake, i.e. the electives that represent an up-to-date and market-oriented focus.

What is so special about the Heidelberger Modell’s three stages of “Introduction – Internship – Thesis “is that they form a platform for carrying out fundamental technical experiments as well as for students to get to know each other. This means our students can have faith in their chances of finding a good job once they graduate. From the perspective of future cooperation, everyone involved benefits from the Heidelberger Studienmodell – students and companies, let alone the employers, who have fewer costs.

For all these reasons, we wish you a very warm welcome and are looking forward to pleasant and productive cooperation.

Prof. Dr. Henning Werner  
Dean of the School of Business  
SRH University Heidelberg

Prof. Dr. Andreas Klein  
Vice Dean of the School of Business  
Head of Examination Board at the School of Business, SRH University Heidelberg

As of: Oktober 2014
Welcome to SRH University Heidelberg

You have a university-entry qualification or initial experience on the job. You are an involved person, with unflagging drive and want to use the chance to obtain hands-on knowledge within a very short time in order to give your future career direction. You are looking for a practical focus and challenging tasks in your studies so that you can push your own job-related and personal development.

The success of our Heidelberger Studienmodell is based on a number of central factors. The following list gives some of the most important:

- **Compacted Studies**
  Our University’s concept is to enable you to obtain the Bachelor degree within no more than three years and to prepare you especially well to succeed in professional life.

- **Intensive Supervision in Small Study Groups**
  At SRH University Heidelberg, each lecturer supervises about 30 to 35 students on average. In addition to this, more than 30 highly qualified and experienced free-lance lecturers pass on their hands-on experience in their respective fields.

- **Result-Oriented Learning Concepts**
  In addition to lectures and tutorials, you will take part in hands-on project work, block courses, seminars, case studies and simulations. We also use modern instruction methods for large groups of students and organize interesting excursions.

- **Excellent Learning Environment**
  The main university building, which was only constructed in October 2004, provides modern facilities that support the acquisition of the ambitious study skills you require. All rooms and facilities on the premises are of course accessible for wheelchairs.

- **Holistic Qualification with a Focus on Job Perspectives and Personal Development**
  One of the general study principles of the SRH University Heidelberg is to integrate the basics for professional success with a sense of responsibility and social competence.

- **Close Links to State-of-the-Art Management Practice**
  The University's tried and tested networking with successful regional, national and international companies will help you to establish important business connections during the course of your studies.

- **Certified Quality**
  SRH University Heidelberg was the first German university to be DIN-certified (DIN ISO EN 9001). This quality standard continues to be upheld to this day.

- **Campus Location: Heidelberg**
  On top of the benefits of a modern education facility, SRH University Heidelberg enables you to study in one of the most beautiful cities in Germany.
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1. Study concept

1.1. Studying at SRH University Heidelberg: An overview

The degree program in Business Administration at SRH University Heidelberg is a 3-year full-time program, after which students graduate with a state-recognized degree as "Bachelor of Business Administration (Bachelor of Arts)".

The CORE Principle

The CORE principle is about the “shift from teaching to learning” and about activating the students. This means lectures are conceived in such a way as to match certain learning goals, so that lecturers are duty-bound to apply a variety of teaching, studying and examination methods. Adapting the learning method and method of examination to the desired learning outcome is called Constructive Alignment.

SRH University Heidelberg places the highest priority on the acquisition of competence. With this in mind, we have developed a sophisticated study model and have consistently reorganized all degree programs – all according to the CORE principle. The new study model places active and self-dependent studying in the center and integrates competence, knowledge and the joy of learning. Our students possess everything needed for a successful career: knowledge, know-how and key skills.

The most important features of the CORE Principle:

- Subject-Oriented 5-Week Blocks – There are only a few classic lectures. Instead, students focus intensely on practice-oriented issues for a five-week period.

- The various teaching and learning methods as well as different types of examinations like projects, case studies, learning diary etc. are consistently in line with the respective learning goal.

- Personal responsibility of the students – Only if you take responsibility for your own actions and how you study, will you be able to excel and acquire the necessary knowledge and skills to take on responsibility – for yourself and for others.

- Learning partnership - In their roles as mentors and coaches, the teaching staff offers their students intensive help, be it with subject-specific content, study organization or in personal matters.

- Employability – Our aim is to ensure that our graduates are capable of proving themselves in a real business environment after their studies.

- Innovation and research – We are always state of the art.
In implementing the CORE Principle, SRH University Heidelberg sets great store by the following guidelines:

- The CORE Principle aims at **competence-oriented learning**.
- The CORE Principle is based on **efficient organization**.
- The CORE Principle goes together with **open communication**.
- The CORE Principle requires **a constant readiness to help others**.
- The CORE Principle can be **measured in terms of success**.
### 1.2. The course of studies

If you start your degree program in Business Administration at SRH University Heidelberg on 01 October 2014, your courses will probably be scheduled as follows (model timetable):

#### 1. Academic Year

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<th>Period</th>
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<th>Christmas Holidays</th>
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**Key Competences:**
- **Skills & Tools (Academic Skills):**
- **Skills & Tools (Interpersonal Skills):**
- **Intercultural Communication (Organisation):**
- **Intercultural Communication (Advising):**
- **Intercultural Communication (Employment):**

**LETS (Key Competences):**
- **Block 1:** 2
- **Block 2:** 2
- **Block 3:** 2
- **Block 4:** 2
- **Block 5:** 2
- **Block 6:** 2
- **Block 7:** 2
- **Block 8:** 2

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As of: Oktober 2014
For the actual sequence of courses, please refer to your current timetable. The model timetable only shows the number of courses, the number of lectures prescribed and the maximum number of ECTS that can be achieved.

**Approach to the central goals of personal development:**

**Sense of responsibility**
When asked to work in teams, students are meant to develop two skills: apart from improving their subject-related knowledge, they are meant to develop a sense of responsibility with regard to the overall result of the group’s work.

**Ability to work under pressure**
When working towards some group output, students have to process a great deal of information within a tight schedule. This is meant to improve their ability to work under pressure.

**Communication skills**
During their courses, students constantly receive structured feedback through having to hold presentations as a group or as an individual. This contributes enormously to improving their communication skills.

**Ability to draw up structures**
Financial transactions are characterized by a high degree of complexity. This is why students need to learn how to structure problems in this context and to develop different approaches to solutions or to apply existing solution concepts. Furthermore, when working on company audits they need to learn how to structure and apply or sometimes modify the information supplied by a particular company.

### 1.3. **Extract of the Examination Regulations**

The current Examination Regulations can be found at:

I:\Prüfungsamt SPO\Modultabellen Bachelor CORE-Prinzip\Fakultät für Wirtschaft
1.4. **Key factors for implementing the curriculum**

1.4.1. **Innovative teaching formats for study courses**

**Interactive lectures**

At SRH University Heidelberg, there are lectures for different sizes of student group (comprising between 20 and 120 students). Regardless of group size, however, the governing didactic principle is interaction. The lecturers demand active participation from the students by directly asking for answers and having them work on small case studies. This also challenges the social skills of the students and helps them to link different subject areas.

**Tutorials**

To support the main lectures, tutorials are offered to students to work through more comprehensive tasks and case-related examples. The students do this more or less independently, with the lecturer answering questions and supervising as well as supporting the work process.

**Group work**

From the very beginning of the degree program, tasks and term papers are part of the curriculum and have to be completed by the students independently in small study groups. The results are usually presented in a plenary session and/or evaluated.

In addition to this, the students are encouraged right from the start to form efficient study groups so that they can acquire the knowledge and skills they will be tested on. They are also advised on the best methods of doing this.

**Individual work**

It is taken for granted that students prepare the course work and systematically follow it up. This is the only way to acquire the wealth of knowledge and skills they need within three years.

**Tutoring fellow students**

Learning by teaching is one of the major didactic principles of the Heidelberger Modell. This means that the more senior students pass on their know-how and skills to fellow students in the lower years of study. This principle applies especially to business simulations, presentations and internship seminars as well as to subjects that students want to work on in private study. Systematic training workshops (Train-the-Trainer) prepare the tutors for their job.

**Revision courses**

Revision courses are offered as needed to prepare students for examinations. In these, all the contents of a particular course are revised in a condensed fashion, open questions are clearly addressed and sometimes mock exams are set and the results analyzed.

**Colloquiums**

Colloquiums are intended to supervise students individually just before exams are due. In this instance, the lecturer sets up very small groups of students who need extra tuition and deals intensively with special issues.

As of: Oktober 2014
the case is urgent, a colloquium can also be held for just one student, mostly combined with a general session to analyze his or her needs.

**Practice guidance**

During his or her internship, each student has a certain contact person on the faculty who supervises the actual tasks that the internship involves. This professor is constantly available via e-mail and telephone in order to support the intern whenever necessary.

### 1.4.2. Implementing the didactic success factors

**Focusing on learning goals/ Transparency**

Each course has a stipulated amount of learning goals and detailed content. In addition, a number of related books are indicated so that the course can be prepared and follow-up work done. These curricula are included in the module manual, which also shows how the different courses interconnect.

**Institutional learning environment**

To enhance transparency as much as possible, students are given a thorough introduction to the Heidelberger Modell. This is intended to help them understand the details of the study model that forms the structural basis for the courses and how they interconnect so that the students can then develop their own studies strategy.

**Focusing on the student as an individual**

Interactive teaching methods as well as small learning groups allow the lecturer to deal with students’ questions during classes. On top of that, institutionalized and individual supervision and support as well as colloquiums enable the teaching staff to adapt the way they teach to the personal learning situation.

**Mental ties and association of ideas**

Business simulations as well as the frequent case studies and the illustrating graphics used in all subjects help students to understand interconnections and develop mental ties.

**Emotions**

Dealing with emotions in an appropriate way is an essential success factor in developing one’s own social competency. For this reason, there is special room for emotions within the learning process, on the one hand by explicitly setting up emotional ties during the actual learning procedure, and on the other by initiating a dialogue between lecturers and learners and by developing a personal interest in one another. This can also produce conflict situations or lead to friction between the two parties.

**Practice-related relevance**

The Heidelberger Modell is fundamentally based on practice-oriented relevance, which represents its general didactic principle, and is implemented by the method of teaching itself (business simulations, case studies) as well as by the numerous structural features of study organization. Theoretical content is invariably linked to the question of its practical consequences or usability.
1.4.3. **Interweaving the teaching content**

Since the degree program is clearly limited to three years, this is a big challenge for the efficiency and effectiveness of teaching. This is compensated in a formal and structural way by using different teaching and course formats as well as by offering students the chance to acquire additional qualifications. This requires linking and adapting the different subjects in the curriculum and refers both to the courses within one teaching block (vertical interweaving) and to the chronological series of courses over the entire degree period (horizontal interweaving).

Interweaving is intended to create a compact and self-contained teaching program. This means:

- Adjusting the teaching content and avoiding redundancies
- Optimizing the link between separate modules and avoiding gaps in what is taught
- Enhancing overall comprehension by content-oriented links to related subjects

**Horizontal Interweaving**

The instructor in charge of a certain subject-related field of learning ensures that there is horizontal interweaving by establishing that the sub-topics are related to each other, that there is adequate adaptation and that the field itself has a consistent and coherent structure.

**Vertical Interweaving**

The different instructors in charge of the subjects confer with each other, thus ensuring the adjustment of the sub-topics within one study period. The modules within the traditional core subjects are scheduled in such a way that there are no gaps for the students. Furthermore, it then becomes possible to establish cross-references to the content-related interfaces of the sub-topics.

1.4.4. **Multidisciplinarity**

From a methodological and didactic perspective, multidisciplinarity is a special challenge to a study program. This is because you have to go beyond your own subject and look at those related to it without, however, ignoring the existing and, in part, reasonable boundaries of each.

The first step towards teaching in this truly interdisciplinary way is an interactive exchange of the subject-related perspectives under the umbrella of shared classes.

The curricula of the Business Administration program have been adapted to the essential core subjects in such a way that the classes can be taught together. Here, the goal – apart from conveying the content of both subjects in a focused manner – is the discussion of the different perspectives and approaches of the separate fields.

The students thus learn from the very start to understand the special problem of functionally-oriented perspectives, which makes communication across the different sections of many companies so difficult. By looking at hands-on examples, students practice taking on the role and perspective of another party without giving up their own professional point of view.
1.5. General framework for holistic education and for the quality of study programs

1.5.1. Overall concept of education at SRH University Heidelberg

Integration mandate

SRH University Heidelberg is the only university in the Federal Republic of Germany that has a mandate to educate students in the context of vocational rehabilitation. This mandate for integration is implemented by both the teaching staff and the students.

Achieve a lot within a short period of time

At mass universities, students are lost in the anonymous operation of study programs and lose a lot of time trying to orient themselves in the “jungle” of university administration. It is exactly the opposite for our students, who can concentrate straight away on the content and start their studies immediately. There are hardly any reasons for delay unless important health issues are involved.

Challenging the students and promoting them

Our requirements are high, but we do not believe in extreme failure rates as an indicator for the quality of teaching. Instead, we prove the integrated quality of our education by systematically boosting the drive for results and the involvement of our students (see our supervision scheme). If required, additional individualized support is offered. This is how solid talent is sustained and enhanced.

Focusing on the essential

There is a manageable and balanced choice of programs and qualifications available to our students. This provides a very compact selection and facilitates individual goal alignment.

Social coherence

As a counter pole to the competitive character of the individual study strategy, we deliberately create islands of interaction and cooperation. Group work is promoted within the curriculum, and voluntary activities help students develop social competencies, too.

Personal development objectives

Under the conditions described above, you can often observe a definite personal development in the students even in the first few months. Systematic intervention by mentors, lecturers and supervisors further boosts this process. Meetings with your mentor become an institution and serve as a kind of “check along the way”, thus helping the students to develop their own individual resources.

Quality instead of quantity

As a comparably small university, we only want to accept a limited number of students. Thus, the benefits of an individualized university operation can be reliably maintained for the students. On top of that, it also means that we give priority to qualitative growth, such as the didactic development, topicality and marketability of the content, innovative methods etc.
More of a trustee than a service provider

A private, yet officially recognized education institution has to ask itself what its “service to the customer” may or can include. We see ourselves as a trustee of the students with a mandate to enhance their existing potential as much as possible in order to supply qualified employees who are tailored to the needs of the common customer “company”. An average placement quota of well over 90% surely speaks for itself.

1.5.2. Individual supervision of students

Mentors as part of the supervision scheme

At the beginning of the degree program, each student is allocated one personal mentor from among the teaching staff who will support and accompany this student throughout the three years of his or her studies.

Once each term, meetings between the mentor and the student are scheduled (“mentor reviews”), during which the current situation and the goals that the student has so far met are critically discussed and constructively assessed.

If the curricular goals seem to be in danger, there are additional talks with the specific lecturer or professor on the faculty to enable supportive measures to be implemented as soon as possible.

The mentor takes on the following tasks:

- He or she is available to the student as his or her contact person (a kind of “lecturer of trust”).
- He or she helps to clarify significant issues such as coping with the studies themselves, defining study goals etc.
- He or she motivates the student to become involved in the student community in a constructive manner.

For the mentor, this means:

- He or she is the active contact person for the student he or she is allocated to.
- He or she conducts the mentor reviews with all the students he or she is in charge of.

Central study guidance during the degree program

In addition to the mentors, all the lecturers on the faculty are available for consultation on a one-to-one basis if requested. Personal contact between the students and teaching staff is intended to be as uncomplicated as possible.

For specific issues, such as student loans, additional qualifications etc. there are pre-defined contact persons in the faculty.

Special supervision of retrainees

On top of this, retrainees are offered systematic counseling regarding all issues and questions that are not directly linked with the courses or study organization. At the same time, this service is the interface to the payer organizations as well as to the students’ medical and psychological supervisors.
1.5.3. Additional qualifications

- Foreign languages (e.g. Spanish, French, Japanese, etc.) in term courses
- International Computer Driving License, certified by the International Computer Society
- Ausbildung der Ausbilder (in English: Train the Trainers), certified by the Chamber of Industry and Commerce (AdA certificate)
- Internship and Application seminars
- Assessment center training
- Individual coaching
- Free choice of open seminars (various one-day or multi-day seminars)
- Excursions to local companies

1.5.4. Voluntary activities/ extra-curricular activity platform

Through their voluntary activities, the students acquire hands-on skills in project management and co-operation. They increase their personal resilience and tolerance of frustration, besides learning how to organize themselves within the framework of common goals and tasks. This voluntary work is an important contribution to the student community and to the identity of the university.

Tutor forum
Here, students contribute their share to the student community by passing on class content and skills to their younger co-students in standardized block seminars. Each of the subjects is covered by several tutors, who are explicitly prepared for their job in a train-the-trainer seminar (content, didactics, how to handle groups). Depending on the topic in question, the tutorials are held as seminars to groups of 8 to 20 students.

a) Business simulations
For the business simulations, tutors are employed as co-supervisors and supporters of the respective lecturer at the beginning of the winter term. They supervise the team work and help to assess and visualize the results.

b) Revision courses
During the preparation period for exams, the tutors offer revision courses for certain subjects (revising content, applying know-how to case studies). For this, tutors and lecturers devise a special trainer guide. The lecturer is also responsible for the quality of the revision course.

Tutors are employed to manage block seminars for the following subjects:
- Self-organization / Time and Stress Management
- Presentations / Managing a discussion
- Communication
- Effective meeting management

Student Internship Fair

Every year, there is an internship fair at the university. Here, 3rd-year students present the internship they have just completed. This allows students who are interested to quickly get in touch and profit from the existing networks of their fellow-students.

Alumni Club of SRH Hochschule Heidelberg

The Alumni Club of SRH University Heidelberg aims at keeping up contacts to former students of the university. Current students work on setting up a database, organizing events and soliciting students of the graduation year as future members. The former students are expected to become involved in the running of university activities and in helping to intensify the relationship between teaching and practice.
2. The first year of study

2.1. Schedule for the first year of study: Concept

2.1.1. Introduction

On their first day, the students receive all the necessary information needed to cope quickly with the first weeks of studies. This kick-off for all students starting a degree at the university helps them to get to know each other and to clarify all important study-related procedures. From day one on, the faculty’s mentors and assistants are available as contact persons.

2.1.2. Course achievements and examinations

In each term, certain course achievements have to be fulfilled and examinations have to be taken. In this context, the course achievements are not assessed by a grade, but simply have to be passed and are the prerequisite for being admitted to the respective examination.

To allow for international comparability and transparency, examinations are allocated ECTS grades. In addition, each course grade is assigned a certain number of credit points (CP). All grades are taken into consideration for the final overall grade (GPA).

<table>
<thead>
<tr>
<th>ECTS grades</th>
<th>Grade</th>
<th>Recommended grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
<td>the best 10%</td>
</tr>
<tr>
<td>B</td>
<td>very good</td>
<td>the next 25%</td>
</tr>
<tr>
<td>C</td>
<td>good</td>
<td>the next 30%</td>
</tr>
<tr>
<td>D</td>
<td>satisfactory</td>
<td>the next 25%</td>
</tr>
<tr>
<td>E</td>
<td>sufficient</td>
<td>the next 10%</td>
</tr>
<tr>
<td>F</td>
<td>fail</td>
<td></td>
</tr>
</tbody>
</table>
### 2.2. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration I</td>
<td>8</td>
<td>E (75%); E (25%)</td>
</tr>
<tr>
<td>Business Administration II</td>
<td>6</td>
<td>OE (100%)</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Marketing</td>
<td>6</td>
<td>P (35%), Pr (35%), E (30%)</td>
</tr>
<tr>
<td>Operations Management</td>
<td>6</td>
<td>P (50%), Pr (50%)</td>
</tr>
<tr>
<td>Skills &amp; Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Skills /Organizational Learning</td>
<td>2</td>
<td>P (33,3%)</td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>2</td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>Intercultural Skills</td>
<td>2</td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>International Law</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Introduction to Accounting</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Intercultural Communication I (Organization)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication I (Advertising)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication I (Employment)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Business Simulation</td>
<td>4</td>
<td>P (100%)</td>
</tr>
</tbody>
</table>

Type of Exam:
- E = Exam
- Es = Essay
- OE = Oral Exam
- P = Paper
- Pr = Presentation
- PE = Portfolio Exam
## 2.3. Courses Outlines

### 2.3.1. Business Administration I

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: Business Administration Block I (compulsory)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
</table>
| One Five week block | Annually | None | Exam (75%) | 8 ECTS | Lectures 80h (40%)  
Self-study 120h (60%)  
Total of 200 hours |

### Learning Outcomes

The undergraduate student understands the methods of economics, business administration as theoretical and an applied science. This includes understanding the structure of a business including business management and principles of strategic management. This is achieved through planning and decision making principles. The constituent decisions in the choice of legal forums, the definition of public enterprises and the resulting forms of cooperation and consolidation, as well as the opportunities and risks will be discussed as a decision problem.

The students should, after completion of the course, be able to calculate business ratios and indices themselves. They should be competent with commercial computing and understand the relationship between cost, revenue and profit, be able to explain and solve graphically and computationally. The pursuit of profit and utility maximization is seen as the basis for economic activity.

### Course Structure

1. Business concepts
2. Theoretical foundations and fundamentals of business issues
3. Plant construction and management
4. Basics of operational and strategic management
5. Planning and decision-making principles
6. Cooperation and consolidation
7. Business-oriented mathematics

### Key Words

Business concepts, plant construction and management, operational and strategic management, planning and decision-making principles, legal forums, cooperation and consolidation, theoretical foundations of business, business law, strategies and paths, business-oriented mathematics.

### Literature

2.3.2. Business Administration II

<table>
<thead>
<tr>
<th>Module: Business Administration Block II (compulsory)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5- Week block</strong></td>
</tr>
<tr>
<td>One Five week block</td>
</tr>
</tbody>
</table>

Learning Outcomes

As a learning outcome the undergraduate student should know how to gain and expand business networking skills and concrete managerial skills on selected examples. Everyday decision-making parameters in economic thinking and action and to learn their effectiveness in market conditions. The individual business decisions are made in a theoretical context. On the basis of scenarios, resulting strategies can be justified, and carried out "tried". Professional activities in companies today require an understanding of the relationships, dependencies and laws of our economic and social order. Entrepreneurial success is inconceivable without effective communication. Current attitudes and behavior patterns of interaction are an important expression of social responsibility.

Course Structure

Business Administration as a descriptive and decision-oriented science
- The enterprise as a system
- Scientific theories
Considerations in economics science
- Functional areas and interfaces
- Operation and enterprise
- Economic process of the enterprise
- Constituent decisions
- Fundamentals of entrepreneurial decision making
- Founding process and decision making
- Legal structures
- Cooperation and concentration between businesses
- Location factors and decisions
Simulation exercise
- Entrepreneurial decisions and their immediate business consequences

Key Words

Basic business skills, planning and decision making principles, corporate finance, investment planning, corporate strategy, policy instruments, portfolio analysis, market and product analysis, strategies and paths, business-oriented mathematics, integrative thinking and methodological competence.

Literature

Topsim I. –Handbuch/ Unterlagen ("Handbook/ Files") von Edusoft

As of: Oktober 2014
2.3.3. Human Resources

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: Human Resources (compulsory)</strong></td>
</tr>
<tr>
<td><strong>5-Week block</strong></td>
</tr>
<tr>
<td>One Five week block</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

After this course, students will:

- Understand behavioral patterns as a basic principle of intervention
- Become familiar with organizational structure and the tools for its implementation
- Understand the various roles of HR work within a company
- Recognize appropriate situations for applying HR tools (by way of examples)

**Course Structure**

Fundamentals of organizations
1. Significance and classification of behavioral patterns
2. Basic terms in organizational studies
3. Components and classic configurations of organizational structures
4. Introduction to process organization and management
5. General organizational tools (manuals, reporting systems, etc)
6. Meetings and regular communication (goals, implementation, success factors)
7. Process management (implementation and organizational integration)

Fundamentals of Human Resources
1. HR work in the company (HR department, operating department, company leaders)
2. Human resource planning and controlling; HR structure
3. Human resource allocation (recruitment, selection, discharge)
4. Labor utilization (placement, time models, working methods)
5. Fundamentals of leadership (leadership situations & instruments)

**Key Words**

Fundamentals of organizations, behavioral patterns, organizational studies, organizational structures, organization, management, manuals, reporting systems, communication, goals, implementation, success factors, process management, implementation, organizational integration, Human Resources, HR, planning and controlling, HR structure, resource allocation, recruitment, selection, discharge, labor utilization, placement, time models, working methods, fundamentals of leadership.

**Literature**

Hentze, J. / Kammel, A. 2001: Personalwirtschaftslehre [Studying human resource management], 2 Bnd., Bern
Scholz, C. 2000: Personalmanagement [Human resource management], München

*The text in brackets constitutes direct translations from the German – not officially published English titles*
2.3.5. Marketing

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Marketing (compulsory)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
</table>
| One Five week block | Annually | None | Paper (35%), presentation (35%) and exam (30%) | 6 ECTS | Lectures 60 hours
|               |           |     | Self-study 90 hours | | Total of 150 hours |

Learning Outcomes

Students will obtain a fundamental understanding of marketing as market-oriented managers. Within the scope of the course, students will learn the central instruments of marketing and basic approaches for applying them.

This course is a central element of the “Foundations of Business Management” course block. An essential concern is to demonstrate the interface between this and other disciplines in business administration, and to contribute to bringing these to life in business practice.

Course Structure

1. Fundamentals
2. Market Research
3. STP Marketing
4. Marketing Mix
   a. Product
   b. Price
   c. Placement
   d. Promotion

Key Words

Above-the-line/below-the-line Marketing, AIDA, Ambush M., Baligh-Richard, BCG Model, Brand Equity, Branding, Brand architecture, Break-Even-Point, Change Management, Complaint management, Commodities, Corporate Identity, Cost-, completion- and demand-oriented pricing, Customer value, Demand function, Direct and indirect communication, Distribution, Economics of Scale, Evoked Set, FMCG, Franchise, Guerilla M., Market research, Marketing controlling, Marketing implementation, Marketing Myopia, Multibranding, Online-M., Price, Price elasticity, PEST, Porter’s 5 Forces, Product, Product concept levels, Product-strategic courses of action, Product Placement, Promotion, PR, Push-/Pull, Segmenting, Skimming, Social Media, Sponsoring, STP, Target Groups, Transaction cost theory, Viral M., Yield Management,

Literature

Kotler/Keller 2011: Principals of Marketing, 14ed
2.3.6. Operations Management

SRH Hochschule Heidelberg International Business B.A.

Module: Operation Management

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>Paper (10-15 Page) Presentation (each 50%)</td>
<td>6 ECTS</td>
<td>Lectures 60 hours Self-study 90 hours Total of 150 hours</td>
</tr>
</tbody>
</table>

Course Overview

This course provides knowledge and insights on how firms design and deliver products and services to their customers, how manufacturing and service firms associate themselves with suppliers and distributors in efficient supply-chains, and how managers use optimization techniques to improve quality and increase productivity. This operations perspective is essential in understanding how firms compete in the marketplace, how they add value for their customers, and how they pursue profitability.

Course Structure and Objectives

1. Global Environment and Operations Strategy
2. Operations and Productivity
3. Process of Customer understanding to final Product Design
4. Link to Supply and Value Chain Management
5. Quality Management and International Standards
6. Process (Manufacturing/ Production)Design
7. Location and layout Decisions

Teaching and Learning Methods

Number of lectures per week including working on case studies

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5 (12 + Exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Coaching / Tutorials: Students describe based on one company example typical operation management tasks and decisions on a 10 to 15 page paper and present the content in an oral session.

Course Materials


Assessment

Develop a 10-15 page paper (Word Document) with a chosen company describing how the company
solves the business problems with OM methods. 10 min Presentation of the paper with PowerPoint with questions and answers.
### 2.3.7. Skills & Tools

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: Skills &amp; Tools</strong></td>
</tr>
<tr>
<td>- Academic Skills/Organizational Learning</td>
</tr>
<tr>
<td>- Presentation Skills</td>
</tr>
<tr>
<td>- Intercultural Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Five week blocks</td>
<td>Annually</td>
<td>None</td>
<td>P (33,3%) PE (33,3%) PE (33,3%)</td>
<td>6 ECTS (2 per every five week block)</td>
<td>Lectures 60 hours Self-study 90 hours Total of 150 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

The three courses enable the students to obtain the necessary competences to successfully accomplish their studies. The students hereby learn how to reflect their own learning and study behaviors, learn different study techniques and how to implement them in their studies.

A key element for academic studies is the structuring of information and the application of scientific work methods. To prepare research papers, presentations as well as the final bachelor-thesis requires the understanding and internalization of the basics for scientific work and research methods. Through regular feedback, the course structure with a mix of classic lectures, group work and practical exercises during every five week block a positive learning progress is ensured.

Every five week block will close with an exam that reviews and reflects the competences learned.

### Course Structure

**Academic Skills/Organizational Learning**
- Basics of scientific work and research
- Researching of professional articles
- Researching in online databases
- Critical analyses of resources
- Referencing of texts and resources
- Formal structure of a scientific article/thesis or abstract
- Introducing and analysis of different learning styles and strategies
- Introduction and application of different study techniques
- Introduction to physiological and psychological effects and factors of the memory and the learning processes

**Presentation Skills**
- Basics of successful and target orientated presentation techniques
- Basic principles of a structured presentation
- Practicing free speaking

**Intercultural Skills**
- Understand the role of communication in culture

As of: Oktober 2014
Recognize cultural diversity
Learn about barriers to intercultural communication
Understand the impact of culture on verbal and non-verbal communication
Develop and maintain intercultural competencies

**Key Words**

Learning styles and strategies, study techniques, memory learning process, presentations, scientific writing, research methods, referencing, cultural awareness, communication skills, intercultural relations, intercultural competencies

**Literature**


Dignen, Bob “50 ways to improve your Presentation skills in English” Summertown publishing

Laws, Anne “Presentations- presentation skills, presentation language, evaluation checklist” Summertown publishing

De Chazal, Edward & McCarter, Sam, 2012: Oxford EAP, A course in English for Academic Purposes, Oxford

Laws, Anne, 2006: Writing skills, Summertown Publishing


Riding the Waves of Culture: Understanding Diversity in Global Business by Fons Trompenaars, Charles Hampden-Turner

The Art of Crossing Cultures by Craig Storti, Intercultural Press
## 2.3.8. International Law

### Module: International Law (compulsory)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>Written exam (100%)</td>
<td>6 ECTS</td>
<td>Lectures 60 hours&lt;br&gt;Self-study 90 hours&lt;br&gt;Total of 150 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

After having successfully completed the course, students should be familiar with the basics of German and international law. They should have a basic understanding of legal issues and should be able to place them in an international context.

### Course Structure

Dealing with the German law system is supposed to enable students to identify business law issues in companies. If legal issues are made tangible and comprehensible for students, they will be able to identify and classify transnational legal issues in real business situations. Students should be able to dissect case studies and analyze how the respective aspects relate to general business problems. Students primarily learn how to apply strategic components and a basic legal knowledge to real life business decision-making processes. Students are familiarized with German law and thus attain the ability to deal professionally with legal issues in national and international contexts.

- Students learn about the basics of German civil, business, corporate and labor law.
- Students know the purpose and function of comparative law and are able to use this knowledge in practical contexts.
- Students learn about the significance of different legal systems.
- Students are knowledgeable about German law.
- Students are familiar with the specifics of Anglo-American law.
- Students are also familiar with the basics of Roman law.
- Students learn how to analyze legal issues and how to solve them efficiently and in a target-oriented manner.

### Key Words

Business law, transnational legal issues, German law, German civil, German business, German corporate and labor law, comparative law, legal systems, Anglo-American law, Roman law.

### Literature

- German Legal Systems and Laws, Third Edition 2002
- German Corporate Governance in International and European Context 2007
### 2.3.9. Introduction to Accounting

| SRH Hochschule Heidelberg International Business B.A |
|---|---|---|---|---|
| **Module: Introduction to Accounting (compulsory)** | | | | |
| **5-Week block** | **Frequency** | **Pre-requisites** | **Exam / Assessment** | **ECTS** | **Student Workload** |
| One Five week block | Annually | None | Written exam (100%) | 6 ECTS | Lectures 60 hours
Self-study 90 hours
Total of 150 hours |

### Learning Outcomes

The course enables the students to lead the books through a business year beginning with the opening balance sheet and ending by the annual financial statement. Furthermore, the students will obtain a fundamental understanding of the rules and techniques of bookkeeping. This course is the prerequisite for the constitutive course “International Accounting”.

### Course Structure

1. Legal fundamentals and functions of accounting
2. Stocktaking – inventory – balance sheet
3. Technical rules of bookkeeping, statement of earnings
4. Booking of commodities and goods in combination with value added tax
5. Depreciations, accruals, prepaid expenses and deferred income
6. Rating of receivables and liabilities
7. Elements of the annual financial statement

### Key Words (in alphabetical order)

Account, accruals, advance payment, after-tax profit, all in costs, annual financial statement, assets, balance, balance sheet, booking, book value, borrowed capital, calculation, cash discount, cash flow, commodity, cost per unit, cost price, credit, creditor, current assets, date of invoice, debt, debit, debtor, discount, dividend, equity capital, factoring, financial statement, finished goods, fixed assets, freight charges, giro account, gross margin, income tax, inventory, invoicing, journal, ledger, liabilities, loan, mortgage, overdraft credit, pre-tax profit, profit and loss account, raw materials, receivables, salary and wages, share, stock, supplier, statement of earnings, tax exemption, trade margin, trade payables, transaction, turnover tax (V.A.T.), voucher, yield, zero-rated.

### Literature

2.3.10. Intercultural Communication I (Organization)

SRH Hochschule Heidelberg International Business B.A.

Module: Intercultural Communication I (Organization)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Prerequisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>2 ECTS</td>
<td>Lectures 20 hours Self-study 30 hours Total of 50 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will obtain a fundamental understanding of companies and organisations re. culture. Within the scope of the course, students will learn the central cultural concepts and basic approaches for applying them.

This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

Course Structure

1. Fundamentals
2. Company structure (departments + functions)
3. Legal forms
4. Corporate styles
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

Key Words

Company structure, departments, sections, functions, responsibilities, reports, legal forms, self-employed, sole trader, SME, hierarchy, flat structures, outsourcing, contracting, flexibility Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

Literature

Pugh/ Hickson 2000: Great Writers on Organizations, Ashgate.
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Morrison/ Conaway 2006: Kiss, Bow, or Shake Hands. A Business.
2.3.11. Intercultural Communication I (Advertising)

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Intercultural Communication I (Advertising)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>2 ECTS</td>
<td>Lectures 20 hours Self-study 30 hours Total of 50 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will obtain a fundamental understanding of advertising from a cultural point of view. Within the scope of the course, students will learn the central instruments of marketing and basic approaches for applying them. This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

**Course Structure**

1. Fundamentals
2. Cultural differences
3. Marketing Mix + Corporate Identity
4. Presentation techniques  
   a. Planning + Structuring  
   b. Styles + Non-verbal communication  
   c. Persuasiveness + Visualization  
   d. Leading a discussion

**Key Words**

Advertising and Marketing, Marketing mix, Marketing concept, Marketing plan, Corporate Identity, Pricing, Brand Management, Ethics  
Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

**Literature**

Pricken 2008: Creative Advertising: Ideas and Techniques from the World’s Best Campaign; Thames and Hudson  
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summerton.  
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
2.3.12. Intercultural Communication I (Employment)

SRH Hochschule Heidelberg International Business B.A.

Module: Intercultural Communication I (Employment)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>2 ECTS</td>
<td>Lectures 20 hours&lt;br&gt;Self-study 30 hours&lt;br&gt;Total of 50 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will obtain a fundamental understanding of employment from a cultural point of view. Within the scope of the course, students will learn the central instruments of HR and basic approaches for applying them.

This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

**Course Structure**

1. Fundamentals
2. Applications (recruitment)
3. CV and cover letter, interviews
4. Training + development
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

**Key Words**

Application, curriculum vitae, cover letter, interview, recruitment, and selection, HRM (Human Resource Management), training, development, compensation, benefits

Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

**Literature**

Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
2.3.13. Business Simulation

SRH Hochschule Heidelberg International Business B.A.

Module: Business Simulation

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>4 ECTS</td>
<td>Lectures 40 hours Self-study 60 hours Total of 100h hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Integrative thinking and methodological competence.

Course Structure

Business Administration as a descriptive and decision-orientated science.
- The enterprise as a system
- Scientific theories

Considerations in economics science
- Functional areas and interfaces
- Operation and enterprise
- Economic process of the enterprise
- Constituent decisions
- Fundamentals of entrepreneurial decision making
- Legal structures
- Cooperation and concentration between businesses
- Location factors and decisions

Simulation exercise
- Entrepreneurial decisions and their immediate business consequences

Key Words

Enterprise, economics, entrepreneurial decision making, business consequences

Literature

Topism I. Handbuch / Unterlagen (“Handbook/Files”) von Edusoft

*The text in brackets constitutes direct translations from the German – not officially published English titles

As of: Oktober 2014
3. The second year of study

3.1. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macroeconomics</td>
<td>8</td>
<td>E (50%), Es (50%)</td>
</tr>
<tr>
<td>International Accounting</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Sales</td>
<td>6</td>
<td>P (50%), Pr (50%)</td>
</tr>
<tr>
<td>Cost and Performance Accounting</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>6</td>
<td>E (66,6%), CS (33,3%)</td>
</tr>
<tr>
<td>International Taxation</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Intercultural Communication II (Commerce)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication II (Leadership)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication II (Cultures)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>6</td>
<td>E (50%), CS (50%)</td>
</tr>
<tr>
<td>Intercultural Communication III (Production + Logistics)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication III (Customer Service)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Intercultural Communication III (Globalization + Change)</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>4</td>
<td>PR (100%)</td>
</tr>
<tr>
<td>Electives/Study Abroad Program</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Type of Exam:
- E = Exam
- Es = Essay
- P = Paper
- Pr = Presentation
- CS = Case Studies
- Ro = Roleplay
3.2. Course Outlines

3.2.1. Macroeconomics

SRH Hochschule Heidelberg International Business B.A.

Module: Macroeconomics (compulsory)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>E (50%), Es (50%)</td>
<td>8 ECTS</td>
<td>Lectures 80 hours Self-study 120 hours Total of 200 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

After successful completion of the course, the basics of macroeconomics and economic methodology will be understood and the students obtain a basic understanding of economic issues in the immediate business environment.

The familiarity with changing economic conditions and economic activity in businesses should enable the students to lead companies, or parts of companies, properly and efficiently. If macroeconomic issues for students are tangible and understandable, they will be able to recognize this in real business situations.

The students should be able to disassemble practical examples of cases into their components and to analyze and identify, therefore, interfaces and connections to business issues and products. Students learn strategic components in response to a change in an operating environment.

The two basic schools of thought in economic theory; the classical economic theory and the Keynesian theory.

Course Structure

- Gross Domestic Product: Calculation, Components and GDP as a Welfare Indicator
- The Markets for Labour and Capital: the Classical View
- Money and Inflation: the Classical View
- Monetary Institutions and Policy in a Modern Economy
- Balance of Payments, Current Account, Capital Account
- Exchange Rate Theories
- The Economy in the Short Run: Keynesian concepts of Market for G&S, Money, and Credit
- Fiscal and Monetary Policy in Keynesian policy framework
- Philips Curve, and the Long-Run view on the Economy
- Neo-classical Theory, Monetarism, and Austrian School as alternative view on the Economy

Key Words

GDP, Economic policy, interest rate, wage developments, monetary and fiscal policy, tax policies, financial crisis, economic control instruments, Keynesian economic policy, labor market policy, capital markets, monetary policy, fiscal policy, Neo-classics, Monetarism, Supply Side policies, Austrian school.

Literature

### 3.2.2. International Accounting

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: International Accounting</strong></td>
</tr>
<tr>
<td><strong>5-Week block</strong></td>
</tr>
<tr>
<td>One Five week block</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

The module “International Accounting” provides an introduction to the framework, concepts and practices associated with international financial reporting standards. Students will obtain a fundamental understanding of accounting. The role and use of accounting information by external decision makers will be emphasized. Students will perform an in-depth analysis of financial statements and annual reports. Furthermore the differences between IFRS and national accounting systems (particularly HGB) will be emphasized.

On successful completion of the course, students should be able to understand and to use financial statements that are based on IFRS.

**Course Structure**

1. Fundamentals
2. Revenue recognition
3. Assets
4. Provisions and Liabilities
5. Shareholder’s Equity
6. Business Combinations
7. Income Taxes

**Key Words**


**Literature**

3.2.3. Sales

SRH Hochschule Heidelberg International Business B.A.

Module: Sales (compulsory)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
</table>
| One Five week block| Annually  | None           | Paper (50%), Presentation (50%) | 6 ECTS | Lectures 60 hours  
Self-study 90 hours 
Total of 150 hours |

Learning Outcomes

- Know the various distribution systems.
- Understand the tools of sales management.
- Know the typical activity profiles of sales employees.
- Are able to explain the concept of the buying center.
- Able to lead a targeted negotiation conversation.
- Able to use various media to obtain information.
- Able to face "normal business situations" with an open and sensitive approach to business partners.
- Know how to adapt to business and negotiators in dress, speech and appearance.

Course Structure

Upon successful completion of the course students should have a basic understanding of the structure and functioning of the Market, and understand factors affecting both production companies, of investment and consumer goods, as well as commercial enterprises. The student will understand the underlying distribution systems and the central instruments of sales management and can identify the corresponding structures in practice.

Key Words

Market, distribution systems, sales management, buying center, negotiation, negotiators, production, commercial enterprises, distribution systems.

Literature

3.2.4. Cost and Performance Accounting

<table>
<thead>
<tr>
<th>Module: Cost and Performance Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-week Block</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>One five-week block in the second year</td>
</tr>
</tbody>
</table>

Learning Outcomes

After having completed this course successfully, the students will have grasped the fundamental structure of cost and activity accounting. Thus, they should be able to understand the relevant make-up and procedures in simple cost calculation systems used by companies and organizations and to interpret reports generated from these systems. In addition, they should be capable of carrying out some simple tasks in real systems after having been given some instruction.

Course Structure

1. Fundamentals
2. Subsystems of accounting
3. External vs. internal accounting
4. Cost and activity accounting (management accounting)
   a. Definitions (cost/activity)
   b. Delimitation of accounting terms
   c. Cost categories
   d. Cost function
   e. Principles of cost allocation
   f. Cost type accounting
   g. Cost center accounting
   h. Cost unit accounting
   i. Order costing

Key Words

balance sheet, cost accounting, operating result, income statement, profit and loss account, expenses, operating expenses, extraordinary expenses, direct costs, fixed costs, overhead costs, proportional costs, marginal costs, cost classification, cost type accounting, cost center accounting, cost object accounting, cost unit accounting, product cost accounting, period costing, cost unit period accounting, standard costing, normal costing, full costing, direct costing, decision accounting, contribution margin, unit profit, net operating results, operating income, total cost accounting, costs of sales accounting, income

Literature

Boyd, Kenneth 2013: Cost Accounting For Dummies, Whiley
# 3.2.5. Corporate Finance

## SRH Hochschule Heidelberg International Business B.A.

### Module: Corporate Finance (compulsory)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>Written exam (2/3); Case Study (1/3)</td>
<td>6 ECTS</td>
<td>Lectures 60 hours Self-study 90 hours Total of 150 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

After participation in this course, students will be prepared to solve fundamental problems in investment and financing. Students learn the meaning of cash flow in an enterprise’s functions.

### Course Structure

Statistical capital investment methods
- Cost comparison method, critical load factor
- Profit comparison method (break-even analysis)
- Payback analysis
- Average return method

Introduction to cash flow-oriented approaches

Dynamic investment methods
- Net present value method
- Annuity method
- Internal rate of return method

Forms of financing
- Equity financing
- Credit financing
- Special forms of financing

Financing under given degrees of uncertainty
- Leverage effect,
- Modigliani-Miller theorem

Investment and financing under uncertainty
- Aggregate risk for the enterprise
- Dominance principle
- Expected value, variance, covariance, correlation coefficient
- Portfolio selection theory
- Capital asset pricing model (CAPM)

### Key Words

Statistical capital investment, critical load factor, cost comparison, break-even analysis, payback analysis, cash flow, Annuity, Equity, Leverage effect, Modigliani-Miller theorem, Portfolio, Capital asset pricing model (CAPM)

### Literature

As of: Oktober 2014
• Ivo Welch (2014): Corporate Finance (available online: http://book.ivo-welch.info/ed3/)

Additional literature:

• Jonathan Berk, Peter DeMarzo (2014): Corporate Finance, Pearson Education (any older Edition is also suitable)
### 3.2.6. International Taxation

**SRH Hochschule Heidelberg International Business B.A.**

<table>
<thead>
<tr>
<th>Module: International Taxation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-week Block</strong></td>
</tr>
<tr>
<td>One five-week block</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

The students should learn about the basics of the laws of international taxation and be able to apply these to simple examples. To do this, they need to know about limited and unlimited personal tax liability and its impact on international cases. Students will learn why double taxation might occur and how it can be reduced or avoided. In this context, the module will deal with the intergovernmental agreements set up to avoid double taxation.

**Course Structure**

1. Basics of personal tax liability with regard to natural persons and legal entities
2. Unlimited tax liability
3. Limited tax liability
4. Causes of double taxation
5. Unilateral measures for reducing or avoiding double taxation
6. Agreements referring to double taxation
7. Tax strategies used by companies that operate internationally
8. Case studies

**Key Words**

income tax, corporation tax, personal tax liability, residence, habitual abode, place of operation, permanent agent, subsidiary, double taxation, double-taxation agreement, residence, situs principle, state-of-the-fund principle, credit method, method of deduction, exemption method, proviso against progression, tax strategies

**Literature**

Wilke, Lehrbuch Internationales Steuerrecht, NWB Verlag
### 3.2.7. Intercultural Communication II (Commerce)

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: Intercultural Communication II (Commerce)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>2 ECTS</td>
<td>Lectures 20 hours; Self-study 30 hours; Total of 50 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

Students will obtain a fundamental understanding of commerce from a cultural point of view. Within the scope of the course, students will learn the central instruments of finance and basic approaches for applying them.

This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

### Course Structure

1. Fundamentals
2. Cultural differences
3. Financial Statements (e.g. balance)
4. Financial markets
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

### Key Words


Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

### Literature

Ramsden 2010: Teach yourself finance for non-financial managers, Teach Yourself Books.
Chernow 2001: The house of Morgan, Grove Press.
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Mackenzie 2006: Professional English in Use - Finance; Cambridge.
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
3.2.8. Intercultural Communication II (Leadership)

SRH Hochschule Heidelberg International Business B.A.

Module: Intercultural Communication II (Leadership)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week</td>
<td>Annually</td>
<td>None</td>
<td>Presentation (100%)</td>
<td>2 ECTS</td>
<td>Lectures 20 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study 30 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total of 50 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will obtain a fundamental understanding of leadership from a cultural point of view. Within the scope of the course, students will learn the central concepts of leading and basic approaches for applying them.

This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

Course Structure

1. Fundamentals
2. Management styles
3. Motivation
4. Communication + Teamwork
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

Key Words

Leadership, Management styles, Motivation, Communication, Teamwork, Autocratic/authoritarian, participative/democratic, laissez-faire/free-rein, Performance, Conflict management

Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

Literature

Mead/ Andrews 2008: International Management: Culture and Beyond, Wiley Blackwell.
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Storti 2007: The Art of Crossing cultures, Yarmoth.
KcKeown/ Wright 2011: Professional English in Use - Management; Cambridge.
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
### Learning Outcomes

Students will obtain a fundamental understanding of culture. Within the scope of the course, students will learn the central cultural concepts and basic approaches for applying them. This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

### Course Structure

1. Fundamentals
2. Meetings, Presentation, Negotiation re cultural differences
3. Conflict Management
4. Developing intercultural skills
5. Presentation techniques
   - a. Planning + Structuring
   - b. Styles + Non-verbal communication
   - c. Persuasiveness + Visualization
   - d. Leading a discussion

### Key Words

Meetings, presentations, negotiations, distance, hierarchy, collectivism vs. individualism, directness vs. indirectness, manners, body language, privacy, time concepts, conflict management, intercultural skills; international team; diversity, creativity;
Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

### Literature

- Trompenaars 2007: Managing People across Cultures, Infinite Ideas.
- Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
- Storti 2008: The Art of Crossing cultures. Nicholas Brealey.
- Schneider/ Barsoux 2007: Managing across Cultures, Prentice Hall.
3.2.10. Management Information Systems

SRH Hochschule Heidelberg International Business B.A.

Module: Management Information Systems (compulsory)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency</th>
<th>Pre-requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block</td>
<td>Annually</td>
<td>None</td>
<td>E (50%), CS (50%)</td>
<td>6 ECTS</td>
<td>Lectures 60 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study 90 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total of 150 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

After successful completion of the course, students will have acquired the following skills:
- Knowledge of the goals and tools of MIS
- Fundamental skills in important IT functions and their application in enterprises and organizations
- Knowledge of the concepts and structure of information systems in business
- Ability to meaningfully participate in the new or further development of business information systems as well as standardized software selection
- Ability to recognize market trends triggered by information-technological developments and evaluate their potential application in business

Course Structure

Basic business decisions deal with operational and management communication and (electronically available) information. Knowledge of the basics of information technology, as well as of concepts and design possibilities for information processing, is thus essential for the management of a modern business and take a central role in the programme curriculum.

Introduction and an overview of information technology
- Terminology and nature of information processing
- Computer structure and modes of operation
- Communication systems
- Organizing data
- IT, business and society

Planning, development and operation of information systems
- Strategic planning of information systems
- Architecture and design of information systems
- Security and operation of information systems
- IT-systems projects

Application systems
- Office information systems (text and graphic processing; table calculations; databank apps)
- Sector-neutral operating systems
- Sector-specific operating systems
- Planning and management systems

Key Words

Management Information Systems, MIS, information technology, information processing, security.

Literature

Hansen, Neumann: Wirtschaftsinformatik 1, 9. und höhere Auflagen ("Management Information Systems 1, 9th and higher editions), UTB 2005
3.2.11. Intercultural Communication III (Production + Logistics)

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Intercultural Communication (Production + Logistics)</td>
</tr>
<tr>
<td>5- Week block</td>
</tr>
<tr>
<td>One Five week block in Fall</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will obtain a fundamental understanding of procurement, production and logistics re. culture. Within the scope of the course, students will learn the central cultural concepts and basic approaches for applying them. This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

Course Structure

1. Fundamentals
2. Supply Chain + Quality Management
3. Correspondence (e.g. Enquiries, Offers, Orders)
4. Transport/ Logistics + Payment/ Reminders
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

Key Words

Products + packaging, production, enquiries, offers, orders, transport + logistics, payment + reminders, materials and containers, equipment, processes and procedures, operations management, distribution and delivery, liability, materials, supplier, quality management, negotiating contracts, discount, delivery, returned goods, guarantee, manufacturing + engineering, development process, capacity, output, service provider, wholesaler, retailer

Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

Literature

Business to Business 2014 (Units 4-11), Klett

As of: Oktober 2014
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Morrison/ Conaway 2006: Kiss, Bow, or Shake Hands. A Business.
3.2.12. Intercultural Communication III (Customer Service)

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Intercultural Communication (Customer Service)</td>
</tr>
<tr>
<td><strong>5- Week block</strong></td>
</tr>
<tr>
<td>One Five week block in Fall</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will obtain a fundamental understanding of customer service from a cultural point of view. Within the scope of the course, students will learn the central instruments of marketing and basic approaches for applying them. This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

**Course Structure**

1. Fundamentals
2. Cultural differences
3. Complaints Management (e.g. active listening)
4. Problem-Solving
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

**Key Words**

Customer care, complaints, active listening, problem-solving, hotline, call center, telephoning, customer loyalty, code of practice, customer support, service, indirect questions, communication

Presentation techniques, planning, organisation, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

**Literature**

Kincaid 2003: Customer Relationship Management: Getting it Right!, Hewlett-Packard Company
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
3.2.13. Intercultural Communication III (Customer Service)

SRH Hochschule Heidelberg International Business B.A.

Module: Intercultural Communication (Globalization + Change)

<table>
<thead>
<tr>
<th>5- Week block</th>
<th>Frequency</th>
<th>Pre requisites</th>
<th>Exam / Assessment</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Five week block in Fall</td>
<td>Annually</td>
<td>None</td>
<td>100% PR</td>
<td>2 ECTS</td>
<td>Lectures 20 hours Self-study 30 hours Total of 50 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will obtain a fundamental understanding of globalization + change from a cultural point of view. Within the scope of the course, students will learn the central instruments of HR and basic approaches for applying them. This course is a central element of the “Intercultural Communication” classes. An essential element is to demonstrate the interface between different cultures in business practice, to raise the awareness of cultural traps and to enable students to avoid these when operating globally.

Course Structure

1. Fundamentals
2. Economics (macro vs micro)
3. Globalization and economic policy
4. Trends and future developments
5. Presentation techniques
   a. Planning + Structuring
   b. Styles + Non-verbal communication
   c. Persuasiveness + Visualization
   d. Leading a discussion

Key Words

Economics, macro vs microeconomics, inflation, unemployment, trade, growth and GDP, services, industry, agriculture, indicators, effects, globalization, government trade policy, business cycle, international trade, 21st century, future, energy, trends, tendencies, international organizations, central bank policies, company strategies, IT revolution, investment + debt
Presentation techniques, planning, organization, audience, structuring, styles, non-verbal communication, body language, persuasiveness, impact, BANG, visualization, slides, leading a discussion, dealing with questions

Literature

National Intelligence Council 2013: Global Trends 2030: Alternative Worlds, Cosimo reports
Dignen/ Chamberlain 2009: Fifty ways to improve your Intercultural Skills; Summertown.
Dignen 2007: Fifty ways to improve your Presentation Skills in English; Oxford.
### 3.2.14. Entrepreneurship

**SRH Hochschule Heidelberg International Business B.A.**

<table>
<thead>
<tr>
<th>Module: Entrepreneurship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-Week block</strong></td>
</tr>
<tr>
<td>One Five week block</td>
</tr>
</tbody>
</table>

**Course Overview**

Recognizing and evaluating opportunities.  
Understand the importance of the idea for a product/service.  
Identify the different stages associated with a start-up business.  
Understand the importance of a tool like the Business Model Canvas.  
Developing the business model and a market-entry strategy.  
Understand the importance of the elevator pitch.

**Course Structure and Objectives**

The goal of the course is to go through the entrepreneurial process with its 3 phases, the Identification phase, the Development phase and the Realization phase. Each session includes some theoretical basics, group work and a presentation. The first and most important step is the finding of an idea (or ideas) worth to be worked on. The developing of the business comes next. The tool used in the course is the Business Model Canvas with its nine elements. Step by step these nine elements have to be discussed, worked out and presented. The result is the business model. The market entry strategy is a further key element of the course. The final steps are the finance plan and some thoughts about the legal structure. A further task is to discuss the elevator pitch for the project.  
The result of this has to be reported in writing as an executive summary  
The final exam is a presentation with the elements: Elevator pitch, story, business model canvas and the market entry strategy.

**Key Word**

Opportunity, entrepreneurial, intrapreneurial, cost drivers, investment size, business model, feasibility study, business model canvas, social competencies, intercultural skills, research proficiency, market entry, business plan, start-up, strategies, elevator pitch.

**Literature**

4. The third year of study

4.1. **Courses, Credits and Exams**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
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<tr>
<td>Internship</td>
<td>24</td>
<td>IR (50%), Pr (50%)</td>
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<tr>
<td>Bachelor-Thesis</td>
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<td>Th (100%)</td>
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Type of Exam:
- IR = Internship Report
- Pr = Presentation
- Th = Thesis
4.2. Course Outlines

4.2.1. Strategic Management

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<tr>
<th>SRH Hochschule Heidelberg International Business B.A.</th>
</tr>
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<table>
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<tr>
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<th>Exam / Assessment</th>
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<th>Student Workload</th>
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<tr>
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</table>

**Learning Outcomes**

Students will obtain a clear working knowledge of strategic management. Within the course the student will become familiar with essential strategic instruments. They will be enabled to implement these tools on a general level. Furthermore this course encompasses skills and knowledge obtained from other business courses.

**Course Structure**

1. Fundamentals of Strategy
2. SWOT analysis
3. Functional level strategies
4. Business level strategies
5. Corporate level strategies

5. Global level strategies
6. Implementation

**Key Words**

arbitrage, business level strategies, business units, commodities, corporate level strategies, cross-selling, differentiation, diseconomies of scale, diversification, economies of scale, emergent strategy, fragmented markets, functional level strategies, Porter’s generic strategies, harvest-strategy, horizontal integration, internal locus of control, killer application, learning effect, lock-in, lock-out, market vs. hierarchy, mission, network effects, no-frills strategy, ROI, strategic groups, sunk costs, SWOT-analysis, business philosophy, up-selling, vertical integration, vision, WACC, competitive advantage

**Literature**

4.2.2. Internship

Every internship has to meet the requirements found in “The Internship Rules & Regulations” and the current examination regulations.

All information and the requirements for the internship will be given at upcoming events from the internship office:

Julia Neef
Ludwig-Guttmann-Str. 6
69123 Heidelberg
E-Mail: Julia.neef@hochschule-heidelberg.de
Phone: +49 (0) 0622 – 88 1410

4.2.3. Bachelor-Thesis

Basic requirements for the Bachelor-Thesis:

- The prerequisite for starting the Bachelor’s Thesis is a minimum of 140 ECTS credit points obtained in curricular courses.
- The prerequisite for filing the Bachelor’s Thesis is the attendance of a minimum of two out of three Colloquia.
- The Bachelor’s Thesis has to be completed within four months.

All information and requirements for the Bachelor-Thesis will be given at upcoming events and the by following contact person:

Christian Müller
Ludwig-Guttmann-Str. 6
69123 Heidelberg
E-Mail: Christian.Mueller@hochschule-heidelberg.de
Tel.: +49 (0) 6221 88-2479

As of: Oktober 2014
5. Organization

5.1. Contact Information School of Business

<table>
<thead>
<tr>
<th>Name</th>
<th>Vorname</th>
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5.2. Organization Chart – School of Business

Dean
Prof. Dr.
Henning Werner

Vice-Dean
Prof. Dr.
Andreas Klein

Dean of Studies
Prof. Dr.
Joachim Gläser

Secretariat
Petra Laier

Bachelor
Business Administration

Prof. Dr.
Andreas Klein

Master
IMM

Prof. Dr.
Joachim Gläser

Prof. Dr.
Friedrich Preiss

Master
Sportmanagement

Prof. Dr.
Sebastian Kaiser

Julia Neef
Business Admin.
Internship

Imreard Ullmerich
Master IMM

Jochen Schwind
Master Sportmgmt.

Christian Müller
Examination Office
Bachelor Thesis

Bettina Pauley
Int. Office

Tonisca Milnar
Business Admin.

Christian Tsele
Master IMM

Petra Kling
Sportmgmt.

Tatiana Dorevankina
Examination Office

Michelle Hett
Int. Office

Ursula Waigmann
English Department

Norman Gutsch
Application Management
Dean Assistant

As of: Oktober 2014
5.3. **Floor Plan - Ludwig-Guttmann-Str. 6**
5.4. Campus Overview

SRH Unternehmen und Einrichtungen auf dem Campus

<table>
<thead>
<tr>
<th>SRH Hochschule Heidelberg</th>
<th>Ludwig-Gutmann-Straße 6</th>
<th>LGSE</th>
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<tbody>
<tr>
<td>Hauptverwaltung</td>
<td>Bonhoefferstraße 1</td>
<td>BS1</td>
</tr>
<tr>
<td>Information/Auskunft</td>
<td>Bonhoefferstraße 17</td>
<td>BS17</td>
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<tr>
<td>School of Engineering and Architecture</td>
<td>Bonhoefferstraße 11</td>
<td>BS11</td>
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<tr>
<td>Fakultät für Angewandte Psychologie</td>
<td>Maria-Probst-Straße 3</td>
<td>MPS3</td>
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<tr>
<td>Fakultät für Therapiwissenschaften</td>
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<td>Seminarzentrum</td>
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<td>SRH Campus Sport e.V.</td>
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<td>SRH Kurpfalzkrankenhaus Heidelberg</td>
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Wohnen und Übernachten/Essen und Trinken

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<td>LG52, LG54, LG58</td>
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<td></td>
<td>Maria-Probst-Straße 3</td>
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<td>Bibliothek</td>
<td>Bonhoefferstraße 8</td>
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<td>Gästehaus</td>
<td>Bonhoefferstraße 9</td>
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<td>Kurpfalz-Café</td>
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Weitere Dienstleistungen

<table>
<thead>
<tr>
<th>Kindertagesstätte</th>
<th>Ludwig-Gutmann-Straße 8</th>
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<td>Briefkasten &amp; Geldautomat</td>
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As of: Oktober 2014
5.5. **...Good to Know**

<table>
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<tr>
<th><strong>Executive Board</strong></th>
<th><strong>Vice President Prof. Dr. Gustav Rückemann</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>President Prof. Dr. Jörg Winterberg</td>
<td>Ludwig-Guttmann-Str. 6, Raum arc 204</td>
</tr>
<tr>
<td>Ludwig-Guttmann-Str. 6, Raum arc 202</td>
<td>Phone: 06221 88-2306</td>
</tr>
<tr>
<td>Phone: 06221 88-3006</td>
<td>E-Mail: <a href="mailto:gustav.rueckemann@hochschule-heidelberg.de">gustav.rueckemann@hochschule-heidelberg.de</a></td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:joerg.winterberg@hochschule-heidelberg.de">joerg.winterberg@hochschule-heidelberg.de</a></td>
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<tr>
<th><strong>Contact to the Executive Board</strong></th>
<th><strong>Student Coaching</strong></th>
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<tbody>
<tr>
<td>Kerstin Maier</td>
<td>Prof. Dr. Ing. Susanne Edinger</td>
</tr>
<tr>
<td>Ludwig-Guttmann-Str. 6, Raum arc 301</td>
<td>Bonhoefferstraße 11, Raum E03</td>
</tr>
<tr>
<td>Phone: 06221 88-2829</td>
<td>Phone: 06221 88-4111</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:kerstin.maier@hochschule-heidelberg.de">kerstin.maier@hochschule-heidelberg.de</a></td>
<td>E-Mail: <a href="mailto:susanne.edinger@hochschule-heidelberg.de">susanne.edinger@hochschule-heidelberg.de</a></td>
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<table>
<thead>
<tr>
<th><strong>Career Development Center</strong></th>
<th><strong>Academy for Teaching &amp; Learning</strong></th>
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<tbody>
<tr>
<td>Katrin Studzinski</td>
<td>Prof. Dr. Julia Rózsa</td>
</tr>
<tr>
<td>Maria-Probst-Straße 3</td>
<td>Ludwig-Guttmann-Straße 6, Raum arc 219</td>
</tr>
<tr>
<td>Phone: 06221 88-3031</td>
<td>Phone: 06221 88-1031</td>
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<tr>
<td>E-Mail: <a href="mailto:cdc@hochschule-heidelberg.de">cdc@hochschule-heidelberg.de</a></td>
<td>E-Mail: <a href="mailto:julia.rozsa@hochschule-heidelberg.de">julia.rozsa@hochschule-heidelberg.de</a></td>
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<tr>
<th><strong>Library</strong></th>
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<tr>
<td>Armin Vetter</td>
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</tr>
<tr>
<td>Phone: 06221 88-3293 / -2459</td>
<td>Phone: 06221 88-3293 /-2459</td>
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<tr>
<td>E-Mail: <a href="mailto:armin.vetter@hochschule-heidelberg.de">armin.vetter@hochschule-heidelberg.de</a></td>
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Opening hours:
Monday-Friday 9:00-19:00 Uhr
Saturday 9:00-15:00 Uhr
24/7-Access via SmartCard

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<th><strong>CUBE-Mensa</strong></th>
<th><strong>Campus Sports e. V.</strong></th>
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<tr>
<td>E-Mail: <a href="mailto:cube@srh.de">cube@srh.de</a></td>
<td>Fitness Studio, Sauna &amp; Pool</td>
</tr>
<tr>
<td>Phone: 06221 8223-271</td>
<td><a href="http://www.campussports.de">www.campussports.de</a></td>
</tr>
<tr>
<td>Fax: 06221 8223-281</td>
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Opening hours:
Breakfast Monday-Friday: 6:30-9:00 Uhr
Lunch Monday-Sunday: 11:30-14:00 Uhr
Dinner Monday-Friday: 18:00-21:00 Uhr

As of: Oktober 2014
### Academic Year 2015-16

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Note: Course names available only dependent on course listing.

*The numbers in brackets after each course title represents the number of ECTS.*

**SRH University Heidelberg School of Business**

02.10.2014