



Module Handbook of International Management Asia-Europe (MIM) Master of Arts HTWG Konstanz

Refers to SPO No. 2

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Valid from WS 2024/25

Module 1	Principles of Complexity Management (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. F. Best	WS	PCM	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	A	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: 2, 3, 5, 7, 8, 10

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	R/H		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies - Understand the origins, drivers, and consequences of complexity in natural, social, and business systems. - Explain and compare key theories of complexity management (e.g. Systems Theory, Constructivism, New Institutional Economics, Resource Dependence Theory, Game Theory, Chaos Theory, Positivism). - Analyze how organizations create, perceive, and manage complexity in dynamic environments. - Assess different strategies to reduce, control, or leverage complexity (e.g. transaction cost reduction, modularization, outsourcing, network strategies). - Apply theoretical concepts to real-world examples in business, economics, and international management. Methodological competencies - Understand the basics of system analysis, modeling, and simulation tools to explore interdependencies and feedback loops in complex environments. - Critically evaluate and apply approaches to identify, interpret, and solve complexity-related problems. - Develop the ability to critically question assumptions behind models, contracts, and organizational structures - Present complex topics in a clear and structured way, both orally and in written form. Interdisciplinary competencies - Strengthen critical thinking and reflection skills when facing uncertainty, ambiguity, and multiple perspectives (e.g. constructivist realities). - Enhance teamwork, negotiation, and communication skills when dealing with complexity across cultural and disciplinary boundaries. - Build awareness of ethical implications, sustainability challenges, and long-term systemic consequences of management decisions. - Improve resilience and adaptability in managing complexity, uncertainty, and conflict. - Foster creativity and out-of-the-box thinking for designing innovative solutions to complex organizational and societal problems.
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Teaching and learning methods	☒ Lecture ☐ Practice ☒ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Typ e	SWS	ECTS	Teaching content
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Theories of Complexity Management Prof. Dr. F. Best	W	2	3	The first part of the module "Theories and Strategies of Complexity Management" covers the main scientific theories on the causes and emergent processes of complexity. It introduces on the three concepts of determinism, epistemological randomness and ontological randomness as well as their implications for social interactions and management. Furthermore, necessity and limitations of complexity reduction will be analyzed. We will cover basics of Deterministic and (Pseudo-)Random processes, Constructivism, Systems Theory, New Institutional Economics, and the Resource Dependence Approach.
Strategic Complexity Management Prof. Dr. F. Best	W	2	3	The second part of the module "Principles of Complexity Management" approaches the management problem as a result of complexity of markets, processes, and social interactions. Tools and methods of complexity reduction and complexity management are discussed, with a special focus on the probabilities of success and risks. Students will be able to understand the main methods of managing the strategic complexity of market and organisations.

Literature	Main Reading: Helbing, D. (2023): Managing Complexity. Insights, Concepts, Applications Supplementary Readings: - Mises, R., Stadler, F. (1990): Kleines Lehrbuch des Positivismus - Pörksen, B. (2011): Schlüsselwerke des Konstruktivismus - Luhmann, N. (2013): Introduction to systems theory - Hillman, A. J. et al. (2009): Resource Dependence Theory: A Review - Anthony, R. (2006): Management Control Systems - Stüttgen, M. (2003): Strategien der Komplexitätsbewältigung in Unternehmen : ein transdisziplinärer Bezugsrahmen		
Language	English	Last update	23.07.2026

Module 2	Managing International Complexity I (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. M. Pollanz	WS	MIC	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	A	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: 1, 7

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	SP		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Students learn fundamental methods and tools for dealing with international accounting and auditing. Students will be able to analyze and evaluate the annual and consolidated financial statements of internationally active companies based on key performance indicators.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Investment and Financial Risk Management Prof. Dr. M. Pollanz	W	2	3	Students learn basic methods and tools for managing financial risks in international companies
International Accounting and Auditing Prof. Dr. M. Pollanz	W	2	3	Fundamentals of International Financial Reporting under IFRS, ISA Auditing Principles

Literature	Allen, Steven L. (2013): <i>Financial Risk Management: A Practitioner's Guide to Managing Market and Credit Risk</i> . 2nd ed. Hoboken, NJ: John Wiley & Sons. Berman, Karen; Knight, Joe; Case, John (2013): <i>Financial Intelligence: A Manager's Guide to Knowing What the Numbers Really Mean</i> . Revised ed. Boston, MA: Harvard Business Review Press. Libby, Robert; Libby, Patricia A.; Hodge, Frank (2026): <i>Financial Accounting</i> . 12th ed. New York, NY: McGraw Hill.		
Language	English	Last update	28.07.2026

Module 3	Economic Integration Asia-Europe (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. E. Yalcin	WS	EI-AE	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	A	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	R+H		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students acquire methodological and topical insights on how a country's economic integration with the rest of the world can be assessed. A core element of this module is the preparation of a policy report for specific research questions. Along the preparation of the report, students learn how to utilize the increasing volume of official registry data to assess economic developments across countries and time. Moreover, based on group work, students apply advanced empirical methods to quantify economic developments. Besides the methodological and topical insights, a main aim of the course is to expose students to situations in which they have to defend results of their policy reports. The module prepares students for the accomplishment of projects in the field of international business and economics. Methodological competencies Students acquire fundamental skills in the empirical analysis of economic questions. Working in teams, they use real world data on Europe and Asia, prepare the data systematically, and conduct regression analyses independently. The results are documented in a practice oriented report that reflects the standards of academic and economic policy analysis. In addition, students present and discuss their findings in English. In this way, they learn to investigate economic relationships using data, critically assess empirical results, and communicate their findings clearly and appropriately. Interdisciplinary competencies Students strengthen their ability to work effectively in teams, coordinate tasks, and take responsibility for joint project outcomes. They learn to approach economic questions from different disciplinary perspectives and to combine theoretical reasoning with empirical evidence. By preparing a professional report and presenting their findings in English, they also develop their communication, organisational, and problem solving skills.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☒ Project ☒ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Asia's Economic Integration in a Global Economy Prof. Dr. E. Yalcin	W	2	3	The economic and policy developments of different Asian countries are analyzed empirically. Different cases of economic integration in Asia are considered, as for example the ASEAN agreement, Korea's free trade agreements, and Japan's Bilateral Investment initiatives. China's regional economic policies with other countries. Relevant topics are International Trade, Foreign Direct Investment, Migration, Innovation, Inequality, Environment, Risk and Policy.

Europe's Economic Integration in a Global Economy Prof. Dr. E. Yalcin	W	2	3	The economic and policy development of different European countries are analyzed empirically. Different cases of economic integration in Europe are considered, as for example the European Monetary System, BREXIT, the Eastern European Enlargement, Europe's Agricultural Policy. Relevant topics are International Trade, Foreign Direct Investment, Migration, Innovation, Inequality, Environment, Risk and Policy.
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Literature	Baldwin, R. and Wyplosz C. (2019). The Economics of European Integration, sixth edition, McGraw Hill, London. Robert C. Feenstra and Alan M. Taylor (2017). International Trade, fourth edition, Macmillan education, Worth Publishers.		
Language	English	Last update	21.07.2026

Module 4	Asia in Transition 1 (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. C. von Lübke	WS	AIT	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	A	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to this Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: MIM1, 3, 4, 7, 9

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)			
	Submodule exam (MTP)	SP, SP		
Calculation of the final grade	☐ Grade of the graded module (part) examination ☒ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students become acquainted with salient socio-economic themes and challenges that arise from Asia's rapid ascendance to the world's leading economic region. The courses include comparative perspectives (both across time and space) and detailed analyses of Chinese and Southeast Asian contemporary developments. They provide conceptual and hands-on insights in the fields of social transition, political change, economic development, business disruptions, and digitization. After attending these courses, students will have attained a greater understanding of important social, political, and economic transformations that shape the ways in which leading Asian economies conduct business and trade. Methodological competencies Methodological competence for this module emphasizes collaborative learning through group work, where students engage in case study analyses of various digital transitions, social transformations - in the context of a diverse set of East and Southeast Asian economies. Groups are exposed to complex socio-economic scenarios using comparative methodologies, fostering a deep understanding of regional dynamics. The curriculum includes structured student debates, encouraging critical thinking and the articulation of informed perspectives on contemporary issues such as political change, digital disruptions, and key socioeconomic developments. Interdisciplinary competencies Students strengthen their ability to approach complex transformations in Asia from different disciplinary and societal perspectives and to critically reflect on their own assumptions. In collaborative group settings, they develop openness to differing viewpoints, constructive communication, and shared responsibility. They form and defend reasoned judgements on the societal and ethical implications of political, economic, and technological change in China and other emerging Asian economies.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Challenge China Prof. Dr. B. Stelling	W	2	3	The course Challenge China focuses on recent developments in China introducing students to various topics of importance in order to monitor Chinas fast changes in sociocultural and economic sectors. The aim is to allow them to develop a well balanced and informed judgement of various developments and reflect upon them in their relevance to international contexts.

Digital Asia Prof. Dr. C. von Lübke	W	2	3	This course introduces students to major developments in digital disruption, artificial intelligence, big data, and robotics, with a particular focus on Asia and its global interconnections. It critically examines their impact on business and industry - as well as their wider societal and political implications for the future of work, democracy, social credit systems, surveillance, and digital warfare. These interdisciplinary perspectives highlight the exponential pace and expanding scope of technological change (Moore's Law) and reveal how key digital transformations continuously reshape markets, societies, and political systems in Asia and Europe.
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Literature	Khanna, P (2019). The Future is Asian. Simon & Schuster. Davenport, T. H. and Rajeev Ronanki (2018). "Artificial intelligence for the real world." Harvard Business Review 96.1: 108-116. Christensen, C. M. (2013). The innovator's dilemma: when new technologies cause great firms to fail. Harvard Business Review Press. Kumar, S., Verma, A. K., & Mirza, A. (2024): <i>Digital Transformation, Artificial Intelligence and Society: Opportunities and Challenges</i>. Singapore: Springer Nature Singapore. Lee, K. F. (2018). AI superpowers: China, Silicon Valley, and the new world order. Houghton Mifflin Harcourt. Fingar, T. and Jean C. Oi (2020) Fateful Decisions: Choices That Will Shape China's Future, Stanford University Press. Naughton, B. (2018). <i>The Chinese Economy: Adaptation and Growth</i> (2. Aufl.). Cambridge, MA: MIT Press.			
Language	English	Last update	28.07.2026	

Module 5	Electives (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. C. von Lübke	WS	Electives (EN)	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	WPM	A	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)			
	Submodule exam (MTP)			
Calculation of the final grade	☐ Grade of the graded module (part) examination ☒ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students broaden and deepen their knowledge through individually selected electives. Depending on the courses chosen, they engage with current and emerging issues in international management, complexity and risk management, economic and regional transformations in Asia and Europe, intercultural management, or related master-level fields, thereby developing an individual academic and professional profile. Methodological competencies Students broaden and deepen their methodological competencies by applying appropriate analytical, research-based, and problem-solving approaches to selected issues. Depending on the elective chosen, they critically evaluate information and evidence, apply relevant concepts and methods to complex international and intercultural contexts, and develop analytically grounded solutions to management- and complexity-related challenges. Interdisciplinary competencies Students strengthen their interdisciplinary and personal competencies through independent engagement with complex and often ambiguous issues. Depending on the elective chosen, they develop critical reflection, intercultural awareness, responsible judgement, self-organization, and the ability to communicate and collaborate effectively in international and interdisciplinary settings.
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Teaching and learning methods	☐ Lecture ☐ Practice ☐ Self-study ☐ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Elective 1 N.N.	X	2	3	Depending on the elective chosen
Elective 2 N.N.	X	2	3	Depending on the elective chosen

Literature	Depending on the elective chosen		
Language	English	Last update	28.07.2026

Module 6		Methodology of Complexity Management (EN)		
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. T. Thimm	SS	MoCM	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	B	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Master thesis Recommended in combination with: 1, 2, 7, 8

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	B		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students are able to carry out the entire research cycle with abstract, research proposal, presentation of results and research report. Methodological competencies Students are able to assess various methods of quantitative and qualitative research and apply them to scientific questions. They will also be able to design, plan and carry out their own research projects. Interdisciplinary competencies Students learn how to write a scientific report as well as presentation techniques, intercultural competence, rhetoric and discussion techniques during a students' conference.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☒ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule	Type	SWS	ECTS	Teaching content
Lecturer				
Business Research Methods Prof. Dr. T. Thimm	V, Ü	2	3	Conception, planning and publication of a research project, analysis of scientific articles, data collection and analysis, research and culture, research and ethics, primary research, secondary research, quantitative methods, qualitative methods, project work, case studies, research abroad.
Research Projects Prof. Dr. T. Thimm	W	2	3	Conception, planning and realisation of a research project, participation in a student conference, entire research cycle from abstract to publication.

Literature	Bryman, A. & Bell, E. (2011). Business research methods. Yin, R. K. (2009). Case study research. Creswell, J. W (2009) Research design, qualitative, quantitative and mixed methods approaches. Saunders, M. (2009). Research methods for business students. <i>Person Education Limited</i> .		
Language	English	Last update	28.07.2026

Module 7		Intercultural Management in Asian and European settings (EN)		
Module coordination	Start	Module code/no.	ECTS-points	Workload
J. Wang	SS	ICM-A-E	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	B	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: MIM1, 2, 5, 7, 8, 9, 10

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	R+H		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Students acquire the ability knowledge to deal effectively and appropriately with the complexity of 'exceptional', namely intercultural, interaction, management and leadership situations. They will acquire or become familiar with the knowledge, skills and attitudes that constitute intercultural management and leadership competence. They will also recognise the need to acquire and develop further intercultural management and leadership skills in the medium and long term.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☒ Project ☒ Term paper ☐ Thesis ☐ Others:
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Submodule	Type	SWS	ECTS	Teaching content
Lecturer				
Managing and Leading Across Cultures I J. Wang	V, Ü	2	3	Dealing with 'otherness' in interaction and management; intercultural interaction and action competences; international management competences. Conceptualisations of 'management'/'manager' and 'leadership'/'leader'; cultural conditionality of 'leadership'. Examples of intercultural management situations: working in and managing international teams; managing offshoring; managing international M&A's; managing virtuality; managing performance across cultures; managing expats.
Managing and Leading Across Cultures II J. Wang	V, Ü	2	3	Universal leadership competencies and global leadership competencies. Evaluation and development of intercultural management and leadership competencies. Examples of intercultural leadership roles: leading intercultural strategy; leading international strategic alliances; leading international teams; leading virtual teams; leading M & A's; leading (cultural) change; leading innovation; leading knowledge transfer. Achieving cultural complementarity and synergy.

Literature	Wang J. (2015): Globalization of Leadership Development: An Empirical Study of Impact on German and Chinese Managers Springer Nature Link Mendenhall, M. et al. (2008). Global Leadership. Research, Practice and Development. London: Routledge; Becker S. J. (2026): KI-Transformation und Governance: Roadmap für Vorstand, Aufsichtsrat und Management Schäffer/Pöschel House, R.J., Hanges, P.J., Javidan, M., Dorfman, P.W. and Gupta, V. (eds.) (2004) <i>Culture</i> ,
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	<i>Leadership, and Organizations: The GLOBE Study of 62 Societies</i> . Thousand Oaks: Sage. Gundling, E., Caldwell, C., & Cvitkovich, K. (2015). <i>Leading across new borders: How to succeed as the center shifts</i> . John Wiley & Sons.		
Language	English	Last update	15.07.2026

Module 8	Managing International Complexity II (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. B. Wittek	SS	ManIntCom	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	B	SPO 2 / 2024

Competence-based requirements for participation	Knowledge and skills for successful participation in this module are based on the criteria for admission to the Master's program
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: MIM2, 3, 5, 8

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)			
	Submodule exam (MTP)	SP, R/H		
Calculation of the final grade	☐ Grade of the graded module (part) examination ☒ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students learn the fundamentals of implementing complexity and risk management processes within a company and across its supply chains. Interdisciplinary competencies Students identify interdisciplinary interfaces between technology, business, and communication/psychology in managing and minimizing risks within a company and its supply chains. Course participants gain a holistic understanding of the interconnected workings of various business functions and develop an in-depth knowledge of supply chain management as a strategic tool within organizations. Students comprehend the role of compliance as a prerequisite for effective risk management and are capable of applying their knowledge in practical workshops.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Practical Management. Dealing with Complex and Wicked Problems Prof. Dr. M. Pollanz	W	2	3	Students learn basic methods and tools for dealing with wicked and complex problems
Procurement and Supply Chain Management Asia Europe Prof. Dr. B. Wittek	W	2	3	The course provides a comprehensive understanding of supply chain management, addressing its complexities and challenges in today's global context. Students explore a range of critical topics, including the dynamics of commoditized markets, the development of resilient and robust supply chains, and the significance of sustainability in global value chains. Key areas of focus include the impact of rising trade disputes, the advancements in supply chain digitization, and the strategies for achieving decarbonization. The course integrates current academic research with practical case studies to offer actionable insights and real-world applications.

Literature	Foundational literature below. For an updated list of current research papers that will be discussed in class, please refer to the course documents. Brünger, Erfolgreiches Risikomanagement mit COSO ERM
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	Keuper/Neumann, Corporate Governance, Risk Management und Compliance Ensthaler, Bedeutung der Zusammenarbeit zwischen Technik und Rechtswissenschaft, ZRP 2010, 226ff Chopra, S. & Meindl, P., 2014. Supply Chain Management: Strategie, Planung, und Umsetzung. München: Pearson. Schuh, C., Schnellbacher, W., Triplat, A., & Weise, D., 2022. Profit from the source: Transforming your business by putting suppliers at the core. Boston: Harvard Business Review Press.		
Language	English	Last update	23.07.2026

Module 9	Managing International Complexity III (EN)			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. K. Hassemer	SS	MICIII	6	180 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	4	60 h	120 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	B	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with: MIM1, 2, 7, 8

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	SP		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students understand the relationship between complexity, resource dependency, risk and crises in international companies. They are able to deal with dimensions of risk perception, operational risk behaviour and aspects of individual and organisational resilience from the perspective of decision-makers. They are familiar with types of risk in international business processes as well as the principles and instruments of operational risk management. Students understand the progression of crises and typical phases of crisis management. They are familiar with the process of crisis communication and know how to apply crisis communication techniques. Methodological competencies Against the background of the phenomenon of complexity, students become familiar with approaches and models of perception, assessment and control of operational risks and crisis situations in international management. These approaches and models provide the methodological tools for developing appropriate solution strategies in the event of risks and crises in international companies. Students develop both analytical methodological skills and transfer competences in application-related learning and experience settings on the topics of risk management, crisis management, crisis communication and resilience. Interdisciplinary competencies Building on the theoretical framework for decision-making under risk or in crisis situations, students acquire skills at an individual level in the areas of risk perception, risk assessment, crisis management, communication skills under stress and developing resilience. Realistic training settings allow students to reflect directly on their own behaviour and that of the group. With the acquisition of risk and crisis competence, a central element of leadership behaviour in international management is trained.
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Teaching and learning methods	☒ Lecture ☒ Practice ☒ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
Risk Literary Prof. Dr. K. Hassemer	V, Ü	2	3	Students understand how complexity, resource dependency, risk, and crises interact in international companies, including risk perception, risk behaviour, and organisational resilience from a decision-maker's perspective. They know the key types of risk in international business, along with the principles and instruments of operational risk management.

Crisis Management Prof. Dr. G. Thelen	W	2	3	The course examines the causes, progression, and management of organizational crises in international contexts. It addresses crisis preparedness, early warning, crisis response, recovery, and post-crisis learning, with particular attention to perception, communication, and human behavior under pressure. Further topics include leadership in uncertain situations, emotional dynamics, intercultural interaction, resilience, and the reflective evaluation of crisis responses through case studies and various forms of group work and simulations.
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Literature	De Vittoris/Cros, Outsmarting risks in public and private organizations, Springer 2026; Hollnagel/Woods/Leveson, Resilience Engineering, Ashgate 2013; Gietz, Corporate Affairs : Reputation Management and Crisis Communication, Springer 2025; Müller, Handbuch Unternehmenssicherheit: Umfassendes Sicherheits-, Kontinuitäts- und Risikomanagement mit System, Springer Vieweg, 4. akt. u. erw. Auflage 2022; Renn, Das Risikoparadox, Fischer 2014; Gigerenzer, Risiko, Bertelsmann 2013; Puttenat, Praxishandbuch Krisenkommunikation, Gabler, 2009 Coombs, W. T. (2026). <i>Ongoing Crisis Communication: Planning, Managing, and Responding</i>. 7th ed. Thousand Oaks, CA: SAGE. (Erscheint 2026; enthält aktuelle Entwicklungen zu KI, Social Media und Krisenmanagement.) Coombs, W. T., & Holladay, S. J. (Eds.). (2022). <i>The Handbook of Crisis Communication</i>. 2nd ed. Hoboken, NJ: Wiley. Coombs, W. T. (2025). <i>Media and Crisis Communication</i>. London: Routledge. Sellnow, T. L., & Seeger, M. W. (2021). <i>Theorizing Crisis Communication</i>. Hoboken, NJ: Wiley. Fearn-Banks, K., & Kawamoto, K. (2025). <i>Crisis Communications: A Casebook Approach</i>. 6th ed. New York: Routledge		
Language	English	Last update	30.04.2025

Module 10	Asia in Transition 2 (EN) (2 of 3) East Asia in Transition			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. S. Hanisch	SS	EATr	3	90 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	2	30 h	60 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	WPM	B	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	SP		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students deepen their understanding of economic, political, social, technological, and environmental transformations in Asia. Depending on the two regional sub-modules selected, they examine developments in East Asia, Southeast Asia, and India and assess how national institutions, development strategies, geopolitical dynamics, economic reforms, and societal change shape regional and international business environments. They learn to identify the opportunities, constraints, and risks arising from these transformations and to evaluate their implications for international management broader socio-economic development in Asian-European contexts. Methodological competencies Students apply comparative, interdisciplinary, and case-based approaches to the analysis of complex regional transformation processes. They critically assess academic sources, synthesize evidence from different countries and disciplinary perspectives, and connect macro-level developments with organizational and management-related challenges. Through research tasks, debates, group work, presentations, and written analyses, they develop coherent, evidence-based arguments and context-sensitive assessments of complex and uncertain developments in Asia and beyond. Interdisciplinary competencies Students strengthen their ability to engage independently and critically with diverse regional perspectives, contested interpretations, and complex societal developments. They develop intercultural awareness, openness to different institutional and cultural contexts, and the capacity to reflect on the social and environmental consequences of economic and managerial decisions. Collaborative and discussion-based formats foster effective communication, constructive teamwork, responsible judgement, and self-organization. Students also foster the ability to articulate and defend well-founded positions in an interdisciplinary and intercultural learning environment.
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Teaching and learning methods	☐ Lecture ☐ Practice ☐ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
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East Asia in Transition Prof. Dr. S. Hanisch	W	2	3	In today's interconnected world, understanding the economic development strategies and responses to challenges in China, Japan, and Korea is crucial. These nations have undergone significant transformations and have become influential players in the global arena. Analyzing their economic models, responses to urbanization, rural development, environmental sustainability, and demographic shifts provides valuable insights into their developmental trajectories. Moreover, assessing their geopolitical dynamics, especially in relation to the US, sheds light on the evolving power dynamics in the Asia-Pacific region. Methods The course utilizes a diverse range of academic and non-academic materials and sources. Interactive methods such as group work, and special debate and research sessions will be employed to create an engaging and dynamic learning environment. Learning Goals - Analyze economic development models - Understand the similarities and differences in the economic development models of China, Japan, and Korea. - Examine responses to key Challenges - Explore how China, Japan, and Korea have addressed significant challenges, including urbanization, rural development, environmental sustainability, and demographic shifts. - Study global interactions - Examine how China, Japan, and Korea have become representatives of Global Asia and how they engage with the rest of the world. - Evaluate geopolitical dynamics - Assess the evolving relationships and dynamics among China, Japan, and Korea, particularly with the US. Skills - Enhance comparative analysis skills: - Develop the ability to think and work comparatively, fostering a deeper understanding of similarities, differences, and connections between different contexts. - Strengthen discussion skills: - Refine the ability to prepare convincing arguments and present them concisely during discussions. - Improve research skills: - Learn to conduct quick and efficient inquiries to gather relevant information and synthesize findings. Assignments Students are required to complete the reading assignments and give a presentation on a topic-related to the course in TED TALK Format
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Literature	Bertrand, Jacques (2021): <i>Democracy and Nationalism in Southeast Asia</i>. Cambridge University Press. Bose, Sugata, and Ayesha Jalal (2023): <i>Modern South Asia: History, Culture, Political Economy</i>. 5th ed. Routledge. Kohli, Atul, and Kanta Murali (2025): <i>Democracy and Inequality in India: Political Economy of a Troubled Giant</i>. Cambridge University Press. Lee, Y. W. (2020). Performing civilisational narratives in East Asia: Asian values, multiple modernities, and the politics of economic development. <i>Review of International Studies</i>, 46(4), p. 456-476. Li, H., & Han, S. (2025). The Paradox of Modernity: The Creation of a Tradition of Anti-Tradition. <i>Sociology Compass</i>, 19(9), p.1-9.		
Language	English	Last update	28.07.2026

Module 10	Asia in Transition 2 (EN) (2 of 3) Southeast Asia in Transition			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. C. von Lübke	SS	SEATr	3	90 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	2	30 h	60 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	WPM	B	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	K60		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students deepen their understanding of economic, political, social, technological, and environmental transformations in Asia. Depending on the two regional sub-modules selected, they examine developments in East Asia, Southeast Asia, and India and assess how national institutions, development strategies, geopolitical dynamics, economic reforms, and societal change shape regional and international business environments. They learn to identify the opportunities, constraints, and risks arising from these transformations and to evaluate their implications for international management broader socio-economic development in Asian-European contexts. Methodological competencies Students apply comparative, interdisciplinary, and case-based approaches to the analysis of complex regional transformation processes. They critically assess academic sources, synthesize evidence from different countries and disciplinary perspectives, and connect macro-level developments with organizational and management-related challenges. Through research tasks, debates, group work, presentations, and written analyses, they develop coherent, evidence-based arguments and context-sensitive assessments of complex and uncertain developments in Asia and beyond. Interdisciplinary competencies Students strengthen their ability to engage independently and critically with diverse regional perspectives, contested interpretations, and complex societal developments. They develop intercultural awareness, openness to different institutional and cultural contexts, and the capacity to reflect on the social and environmental consequences of economic and managerial decisions. Collaborative and discussion-based formats foster effective communication, constructive teamwork, responsible judgement, and self-organization. Students also foster the ability to articulate and defend well-founded positions in an interdisciplinary and intercultural learning environment.
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Teaching and learning methods	☐ Lecture ☐ Practice ☐ Self-study ☒ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
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Southeast Asia in Transition Prof. Dr. C. von Lübke	W	2	3	The course examines Southeast Asia's economic, political, and social transformations from a comparative and interdisciplinary perspective. It introduces the region's diversity and historical foundations, including themes such as colonial legacies, political change, democratization, and contrasting development trajectories. Depending on current developments and semester-specific considerations, key themes and topics include (among others) regional diversity, colonial heritage, geopolitical changes, security challenges, corruption and clientelism, economic integration and regional trade, and environmental challenges. Selected country cases, such as Indonesia, Thailand, Malaysia, Vietnam, and Singapore, are used to explore how political institutions, social diversity, economic strategies, and societal change shape national development trajectories. The course thereby combines regional perspectives with thematic and country-specific case studies and enables students to identify common patterns as well as distinct trajectories across the ASEAN region.
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Literature	Bertrand, Jacques (2021): <i>Democracy and Nationalism in Southeast Asia</i> . Cambridge University Press. Bose, Sugata, and Ayesha Jalal (2023): <i>Modern South Asia: History, Culture, Political Economy</i> . 5th ed. Routledge. Kohli, Atul, and Kanta Murali (2025): <i>Democracy and Inequality in India: Political Economy of a Troubled Giant</i> . Cambridge University Press. Lee, Y. W. (2020). Performing civilisational narratives in East Asia: Asian values, multiple modernities, and the politics of economic development. <i>Review of International Studies</i> , 46(4), p. 456-476. Li, H., & Han, S. (2025). The Paradox of Modernity: The Creation of a Tradition of Anti-Tradition. <i>Sociology Compass</i> , 19(9), p.1-9.		
Language	English	Last update	29.07.2026

Module 1B	Asia in Transition 2 (EN) (2 of 3) India in Transition			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. B. Bergé	SS	IndiTr	3	90 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	2	30 h	60 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	WPM	B	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)	SP		
	Submodule exam (MTP)			
Calculation of the final grade	☒ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies Students deepen their understanding of economic, political, social, technological, and environmental transformations in Asia. Depending on the two regional sub-modules selected, they examine developments in East Asia, Southeast Asia, and India and assess how national institutions, development strategies, geopolitical dynamics, economic reforms, and societal change shape regional and international business environments. They learn to identify the opportunities, constraints, and risks arising from these transformations and to evaluate their implications for international management broader socio-economic development in Asian-European contexts. Methodological competencies Students apply comparative, interdisciplinary, and case-based approaches to the analysis of complex regional transformation processes. They critically assess academic sources, synthesize evidence from different countries and disciplinary perspectives, and connect macro-level developments with organizational and management-related challenges. Through research tasks, debates, group work, presentations, and written analyses, they develop coherent, evidence-based arguments and context-sensitive assessments of complex and uncertain developments in Asia and beyond. Interdisciplinary competencies Students strengthen their ability to engage independently and critically with diverse regional perspectives, contested interpretations, and complex societal developments. They develop intercultural awareness, openness to different institutional and cultural contexts, and the capacity to reflect on the social and environmental consequences of economic and managerial decisions. Collaborative and discussion-based formats foster effective communication, constructive teamwork, responsible judgement, and self-organization. Students also foster the ability to articulate and defend well-founded positions in an interdisciplinary and intercultural learning environment.
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Teaching and learning methods	☐ Lecture ☐ Practice ☐ Self-study ☐ Workshop/Seminar ☐ Project ☐ Term paper ☐ Thesis ☐ Others:
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Submodule Lecturer	Type	SWS	ECTS	Teaching content
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India in Transition Prof. Dr. B. Bergé	W	2	3	This module examines how multinational enterprises (MNEs) operate within and respond to complex transformation processes in India. Students analyze transformation through geopolitical shifts, economic reforms, regulatory changes, labour market shifts and digitization. In doing so, the module provides an academic and practical framework for understanding how transformation processes create constraints, opportunities, and new requirements for business activity in India. Students acquire skills to assess how transformation processes affect the international business environment of multi-national companies and influence management strategies, processes and decisions at various management levels.
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Literature	Bertrand, Jacques (2021): <i>Democracy and Nationalism in Southeast Asia</i>. Cambridge University Press. Bose, Sugata, and Ayesha Jalal (2023): <i>Modern South Asia: History, Culture, Political Economy</i>. 5th ed. Routledge. Kohli, Atul, and Kanta Murali (2025): <i>Democracy and Inequality in India: Political Economy of a Troubled Giant</i>. Cambridge University Press. Lee, Y. W. (2020). Performing civilisational narratives in East Asia: Asian values, multiple modernities, and the politics of economic development. <i>Review of International Studies</i>, 46(4), p. 456-476. Li, H., & Han, S. (2025). The Paradox of Modernity: The Creation of a Tradition of Anti-Tradition. <i>Sociology Compass</i>, 19(9), p.1-9.			
Language	English	Last update	29.07.2026	

Module	Research Project on International Management Asia-Europe			
Module coordination	Start	Module code/no.	ECTS-points	Workload
Prof. Dr. C. von Lübke	WS	ResearchMA	30	900 h
	Duration	SWS	Contact hours	Self-Study hours
	1 Semester	0	0 h	900 h

Usability in programs	Intended degree	Type of module (compulsory PM/elective WPM)	Semester of study	SPO-version / year
MIM	M.A.	PM	C	SPO 2 / 2024

Competence-based requirements for participation	
Usability in above-mentioned program	Prerequisite for: Recommended in combination with:

Method of evaluation		Graded exam	Ungraded exam	Ungraded performance record
	Module exam (MP)			
	Submodule exam (MTP)			
Calculation of the final grade	☐ Grade of the graded module (part) examination ☐ ECTS-weighted arithmetic mean of the graded module part examinations ☐ Others:			

Learning objectives	Subject-specific competencies With the completion of a research-based Master's thesis, students attain the competence to independently conceptualize and investigate a research topic in the field of international complexity and risk management. They structure the research process, choose a methodological approach, systematically analyse and evaluate relevant sources, and derive theoretically and empirically founded managerial, societal, or technological implications from their research findings. Methodological competencies Students demonstrate the methodological competence to select and apply appropriate academic concepts and research methods in a systematic, theory-informed, and empirically grounded manner. Interdisciplinary competencies Students attain the ability to independently plan and conduct a research project and complete their master thesis. In doing so, they strengthen not only their academic research and writing skills but also their self-management and time-management abilities. The Master's Colloquium provides students with the opportunity to present and discuss their research to an academic audience.
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Teaching and learning methods	☐ Lecture ☐ Practice ☐ Self-study ☐ Workshop/Seminar ☐ Project ☐ Term paper ☒ Thesis ☐ Others:
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Submodule	Type	SWS	ECTS	Teaching content
Lecturer				
Master's thesis and colloquium Prof. Dr. C. von Lübke			30	Students independently complete a master thesis on a selected issue pertaining to International Management Asia-Europe. They formulate relevant research questions, critically review academic literatures, select and apply appropriate theoretical and methodological approaches, and develop a coherent, evidence-based analysis. The thesis may be either theory-oriented or applied/industry-oriented (in cooperation with an industry partner). In the colloquium, students present, justify, and critically reflect on their research design, findings, and implications.

Literature	
Language	German/English
Last update	29.07.2026

