



Handbook of Modules

Status July 2014

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Module No. Module Title

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This 'Handbook of Modules' is structured as follows:

Overview:	Gives a short overview about the contents of each module
Heads of Module, lecturers:	Names the lecturers who are responsible for the module as well as the lecturing staff
Learning Outcome:	Defines the abilities the students should have achieved by the end of each module
Content:	Describes a little more precise the taught content
Methods:	Outlines the used Methods
Assessment:	The way of possible assessments within each module. In addition it has to be mentioned that this is regulated by the examination regulations.
Literature:	Gives insight of the basic literature within the module

Module A1: Introduction to Educational Leadership and Management

Overview

Professional management and leadership require analyzing and planning competence, as well as people skills, especially in intercultural surroundings. Internationally accepted concepts deliver a framework for education managers to set and reach organizational and personal goals in concordance with given structures, necessary changes and individual affected.

Heads of Module, Lecturers

- Heads of Module: Prof. Dr. Gerd Schweizer, Dr. Naglaa Diaa
- Lecturers: Dr. Astrid Ohl-Loff, Marc Milling

Learning Outcome

By the end of the course, students should be able to:

- differentiate between education management and leadership
- identify typical management situations and different fields of activities within educational leadership
- describe the elements of an education management framework model
- analyze the conceptual framework of leadership
- relate general models to institutions both in Egypt and Germany
- analyze and apply different concepts of educational leadership and skills
- identify different roles in leadership situations and processes
- analyze different forces affecting leadership situations
- deal with ethical questions of management decisions
- find intercultural access to dealing with management tasks

Methods

- Intercultural tandem work
- Comparison and analysis of situations
- Case studies, presentations and discussions
- Transfer to given institutions

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field A

Literature

- Cameron, Esther; Green Mike (2008): Making Sense of Leadership. London, Kogan Page.
- Malik, Fredmund (2006): Managing Performing Living: Effective Management for a New Era. Frankfurt/ New York, Campus Verlag GmbH.
- Robbins, Stephen P.; DeCenzo, David A. (2005): Fundamentals of Management. Chapter 11 (Leadership and Trust). Canada, Prentice-Hall.
- Ruegg-Stuerm, Johannes (2004): The New St. Gallen Management Model: Basic Categories of an Integrated Management. Basingstoke, Palgrave Macmillan.

Module A2: Human Resources Management

Overview

This module contains an overview of the objectives and tasks of HRM, focused on an outline for institutions of higher learning and their target groups. A time of transformation all over the world with an effect on all institutions (profit and non-profit) makes it necessary to reflect on current HR work and find new perspectives for sustainable action and social behavior. Educational institutions are challenged to find a balance between the needs of organizational goals and the needs of their employees.

Heads of Module, Lecturers

- Heads of Module: Dr. Rasha El Naggar, Ute Grewe
- Lecturers: Prof. Dr. John Erpenbeck, Thomas Adam

Learning outcome

By the end of the course, students should be able to:

- understand the fundamental fields of HR development and Human Resources Management (HRM)
- plan and recruit competent personnel
- organize effective personnel development
- define and compare qualifications, competencies, learning and development, and prepare organizational changes for lifelong learning
- understand the interaction of supporting skills & talents and planning & recruiting competent personnel
- realize the influence of intercultural differences and leadership styles of daily work
- be aware of interactions between HRM and learning styles
- know in which way knowledge management is linked with HRM

Content

- The role and function of HRM in a period of organizational change and in intercultural workforces
- HR development with its objectives and tasks in today's and future organizations
- Talent management (quantitative and qualitative)
- Management and leadership tools: target agreements and appraisal interviews
- Recruitment (methods/selection)
- The leadership model of F. Malik (traits and effective leaders)
- An introduction to competence management and HRM as an approach to competence management in educational institutions
- The role of HRM and its functions in educational institutions
- Formal and non-formal and informal learning: an approach to HR developmental in educational institutions
- Change management and the role of HRM
- Knowledge management and HR development

Methods

- Discussion
- Case studies
- Role play
- Best practice

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field A

Literature

- Briscoe, Dennis; Schuler, Randall; Tarique, Ibraiz (2009): International Human Resource Management: Policies and Practices for Multinational Enterprises. London/ New York, Routledge.
- Budhwar, Pawan S.; Mellahi, Kamel (2006): Managing Human Resources in the Middle East. New York, Routledge.
- Dessler, Gary (2011): A framework for human resource management. New Jersey, Pearson Education.
- Dolfsma, Wilfried A. (2008): Knowledge Economies. London/ New York, Routledge.
- Dua, Mikhael (2004): Tacit knowing: Michael Polanyi's exposition of scientific knowledge. München, Herbert Utz Verlag.
- Harris, Michael M. (2008): Handbook of research in international human resource management. New York, Taylor & Francis Group.
- Hersey, Paul; Blanchard, Kenneth H.; Johnson, Dewey E. (2008): Management of organizational behavior: Leading human resources. New Jersey, Pearson Prentice Hall.
- Malik, Fredmund (2006): Managing Performing Living: Effective Management for a New Era. Frankfurt/ New York, Campus Verlag GmbH.
- Mendenhall, Mark E. et al (2008): Global Leadership: Research, Practice, and Development. New York, Routledge.

Module A3: Communication and Team Building

Overview

This module deals with the theoretical foundations of communication and cooperation and provides an opportunity to acquire competencies for coping with communication situations in teams.

Communication is a basic tool of leadership. Leaders communicate with their superiors, with the members of their team, with customers, stakeholders and partners. Important situations of communication are one-to-one interactions and team meetings. Having a strong team will benefit any organization and will lead to more successes.

Team building refers to activities designed for improving team performance through successful leadership. Its goal is to bring out the best in a team, to ensure self-development, positive communication, the ability to work closely together and to solve problems.

Heads of Module, Lecturers

- Heads of Module: Dr. Naglaa Diao, Prof. Dr. Hartmut Melenk
- Lecturer: Sonja Drewes

Learning Outcome

By the end of the course, students should be able to:

- be aware of the different levels of communication
- make use of different communication skills in various contexts
- apply their communication skills to cross-cultural challenges
- understand different scientifically-founded team-building concepts
- support and lead team-building processes
- understand how to successfully manage conflict at workplace and cope with team conflicts
- handle different management styles including cross-cultural teams or cross-cultural situations

Content

- Models and theories of communication
- Verbal and non-verbal communication skills
- Team roles
- Team-building and team development
- Communication skills for team leaders and team members
- Characteristics of cross-cultural teams
- Measurement of team performance
- Conflict management

Methods

- Lecturer input
- Group discussions
- Practice sessions
- Role play
- Case studies
- Group work
- Reflections

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field A

Literature

- Browaeys, Marie-Joëlle; Price, Roger (2008): Understanding Cross-Cultural Management. London, Prentice Hall.
- Dyer, William G.; Dyer, Jr., W. Gibb; Dyer, Jeffrey H. (2007): Team Building: Proven strategies for improving team performance. San Francisco, John Wiley & Sons.
- Edison, Tom (2008): The team development life cycle: A new look. Defense Acquisition. University Press.
- Gudykunst, William B.; Mody, Bella (2002): Handbook of International and Intercultural Communication. London, Sage.
- Ivancevich, John M.; Konopaske, Robert; Matteson, Michael T. (2011): Organizational Behavior and Management. New York, McGraw-Hill Education Group.
- Schulz von Thun, Friedemann (1989): Miteinander reden. Reinbek, Rowohlt.
- Thomas, Kenneth W.; Kilmann, Ralph (2002): Conflict Mode Instrument. New Jersey, Pearson Education.
- Tuckman, Bruce W. (1965): Developmental sequence in small groups. In Psychological Bulletin. 63 (6): 384-399. Bethesda, Naval Medical Research Institute.
- Watzlawick, Paul; Beavin Bavelas, Janet; Jackson, Don D. (1967, 2011): Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes. New York, W.W. Norton & Company.

Module B1: Cost Management, Budgeting and Controlling

Overview

Leadership means taking charge, setting goals and taking strategic decisions. In this perception decision making is based on a professional setting of available information. Cost management, budgeting and controlling deliver the management with necessary information.

The process of cost management has to generate and visualize trends of development of key performance indicators, the balance sheet, the profit and loss account, and the financial report.

On the other hand, the decision outcomes affect the costs the organization bears. In this perception cost management has to analyze and visualize the consequences of decisions.

Heads of Module, Lecturers

- Heads of Module: Dr. Nancy Riad, Prof. Dr. Gerd Schweizer
- Lecturers: Marc Milling, Dr. Astrid Ohl-Loff, Stefan Fahrner

Learning Outcome

By the end of the course, students should be able to:

- explain the different benefits and objectives of budgeting, cost management and management of financial resources
- describe the most important cost types within educational organizations
- identify the cost centers of an organization in order to implement cost center accounting
- comprehend the benefits of cost control
- work with a product-costing system in an educational organization
- be familiar with the benefits and different objectives of absorption costing and contribution accounting
- use methods of contribution accounting and absorption costing
- work with the fundamental procedures of various budget designs
- explain methods of controlling to visualize the success of management performance.

Methods

- Business game "TOPSIMManager": Computer-based simulation of important processes of an organization within a holistic approach
- Case studies

Assessment

- Portfolio
- Two-hour written test (this tests covers modules B1, B2 and B3)

Literature

- Bhimani, Alnoor; Horngren, Charles T.; Datar, Srikant M.; Foster, George (2008): Management and Cost Accounting. Edinburgh Gate, Pearson Education Limited.
- Drury, Colin (2006): Cost and Management Accounting: An Introduction. London, Thomson Learning.
- Schweizer, Gerd (2012): Cost Management and Controlling in Educational Organizations. INEMA script (not published).

Module B2: Strategic Management

Overview

The strategy of an organization is based on its vision and mission. This unique vision should motivate the employees "to construct" strategic aims to make a vital contribution to the organization's long-term success. As a consequence, a strong link to the vision determines the corporate strategy and coordinates all operational activities.

Important reference points for the definition of strategic aims are the interests and demands of the stakeholders. Interests as well as economic goals have to be analyzed by the management to align all business processes. The vision and the resulting strategic target positions are to be broken down into tangible objectives and specific areas of duties and actions for all business functions. The basis of all management decisions is the transparency of the data on which decisions are based. In addition, executives use economic procedures and management technologies, e.g. the balanced scorecard and different QM models. Strategic management thus has to be pillared by an integrated controlling, expense accounts and performance measurement to turn the organization's vision and mission into reality.

Heads of Module, Lecturers

- Heads of Module: Dr. Rasha El Naggar, Marc Milling
- Lecturer: Prof. Dr. Gerd Schweizer

Learning outcome

By the end of the course, students should be able to:

- analyze and reflect basic management procedures and management models
- recognize fundamental structures of strategic processes
- differentiate between vision, mission and strategy
- identify operational processes
- use the balanced scorecard as a well-balanced management tool
- initiate and steer balanced scorecard processes in their own organization,
- develop and communicate central optimization strategies in their educational institutions.

Methods

- Reflection of professional models in subject-centered forums
- Case studies and creative tasks
- Transfer dialogues

Assessment

- Portfolio

Literature

- Amason, Allen C. (2011): Strategic Management: From Theory to Practice. New York and London, Routledge.
- Johnson, Gerry; Whittington, Richard; Scholes, Kevan (2011): Exploring Strategy: Text & Cases. Edinburgh, Prentice Hall.
- Kaplan, Robert S.; Norton, David P. (1996): The Balanced Scorecard: Translating strategy into action. Boston, Harvard Business School Press.
- Lynch, Richard (2009): Strategic Management. Harlow, Pearson Education Limited.
- Marcus, Jos; Van Dam, Nick (2007): Organisation and Management: An International Approach. . Groningen and Houten, Noordhoff Uitgevers.
- Ruegg-Stuerm, Johannes (2004): The New St. Gallen Management Model: Basic Categories of an Integrated Management. Basingstoke, Palgrave Macmillan.
- Wheelen, Thomas L.; Hunger, J. David (2012): Strategic Management and Business Policy: Toward Global Sustainability. New Jersey, Prentice Hall.
- Wittmann, Robert G.; Reuter, Matthias P. (2008): Strategic Planning: How to deliver maximum value through effective business strategy. London and Philadelphia, Kogan Page.

Module B 3: Quality Management and Organizational Development

Overview

By building a culture of quality management and continuous improvement, organizations can respond quickly to the changing external environment and build internal practices that produce better customer service and systems. An important area of effective quality management is the setting of goals and objectives and using key performance indicators to characterize institutional goals. Development of organization requires committed individuals and experience of different parameters, tools and indicators for both qualitative and quantitative methods of assessment to know the strengths and weaknesses of an institution.

Organizational quality improvement is connected to structural development and to change of processes. They will be most successful if the institutional culture covers and integrates aspects of customer-driven quality, monitoring variation, change process psychology, leadership, employee participation and training, error prevention and decisions based on facts. Structurally, improvement can be anchored in quality management systems containing constituting elements. Participants identify fields of quality development and how to manage the upcoming changes.

Heads of Module, Lecturers

- Heads of Module: Dr. Marwa El Sherif, Dr. Astrid Ohl-Loff
- Lecturers: Dirk Nees, Ute Grewe, Stefan Fahrner

Learning Outcome

By the end of the course, students should be able to:

- apply principles of total quality management
- analyze basic principles of total quality management and evaluation
- differentiate goals, objectives, outcomes and indicators
- apply techniques and instruments of evaluation
- manage change processes
- analyze business processes for effectiveness and efficiency
- be familiar with the main types of change management concepts
- apply typical steps of quality development
- identify features of change process psychology
- promote reforms by implementing guided change processes and supporting structures
- proceed as promoters of change
- promote reforms by implementing guided change processes and supporting structures in organizations
- institutionalize sustainable improvement and management of innovation

Content

- Basic principles of quality management and evaluation
- Goals and indicators
- Change management concepts
- Change process psychology
- Instruments and tools to support organizational change processes
- Strategies for ensuring staff commitment and increasing staff involvement
- Monitoring results, efficiency and effectiveness

Methods

- Business simulation (TOPSIM Change Management)
- Case studies
- Expert talks

Assessment

- Portfolio

Literature

- Cameron, Esther; Green, Mike (2009): Making Sense of Change Management: A complete guide to the models tools and techniques of organizational change. Pp. 32-40 (psychodynamic approach to change); pp. 50-61 (personality and change); pp. 97-137 (organizational change); pp. 138-180 (leading change); pp. 255-269 (cultural change). Kogan Page, London.
- Kusek, Jody Zall; Rist, Ray C. (2004): Ten steps to a Results-Based Monitoring and Evaluation System. Washington, The World Bank.
- Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (eds.) (2009): Quality Guidelines. Anforderungen an die qualitätsgerechte Gestaltung transnationaler Bildung. English Title: Quality Guidelines: Requirements for a quality-based design of transnational education. Bilingual: German Version pp. 1-60; English version pp. 61 ff.). Bonn, Bundesinstitut für Berufsbildung.

Module C 1: Education Marketing

Overview

These days, pedagogical intentions and attractions do not suffice to legitimate the sourcing of public and private educational institutions. Colleges, academies, adult education centers, institutions of adult or further education, even schools and nursery schools have to prove themselves as efficient organizations to ensure their funding. Methods of business management such as “management by objectives”, controlling, quality management and customer surveys find their way into pedagogical institutions. But to perceive scholars as customers is still quite an unusual idea for many instructors. System-reform processes need certain support through marketing campaigns. Public acceptance is the key to successful reforms.

Heads of Module, Lecturers

- Heads of Module and lecturers: Dr. Naglaa Diaa, Michael Krüger

Learning outcome

By the end of the course, students should be able to:

- understand education as a service to stakeholders and society
- consider the characteristics of service marketing
- establish a sustainable relationship to the customer by using the findings of relationship marketing
- develop a marketing concept to support education reforms
- adopt the instruments of the marketing-mix
- conduct market research and understand customer requirements

Methods

- Case studies
- Presentations
- Discussions
- Group work
- Reflections
- Simulations

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field C

Literature

- Gibbs, Paul; Knapp, Michael (2002): Marketing higher and further education. London, Kogan Page.
- Hemsley-Brown, Jane (2010): Higher education marketing. In: International journal of public sector management, 23.2010. Emerald
- Kotler, Philip; Fox, Karen F. A. (2002): Strategic marketing for educational institutions. New Jersey, Prentice Hall.
- Maringe, Felix; Gibbs, Paul (2009): Marketing higher education: Theory and practice. Berkshire, Open University Press.
- Molesworth, Mike; Nixon, Elizabeth; Scullion, Richard (2011): The marketisation of higher education and the student as consumer. Oxon, Routledge.
- Palmer, Adrian (2011): Principles of services marketing. London, McGraw-Hill.
- Zeithaml, Valarie A.; Bitner, Mary Jo.; Gremler, Dwayne D. (2009): Services marketing: Integrating customer focus across the firm. Boston, McGraw Hill.

Module C 2: Management of Technologies in Education

Overview

Leaders in education are acting in complex situations, which force them to develop innovative solutions for new challenges quickly. When it comes to coping with such influences, the management of technologies plays an essential role in education in order to generate, initiate, use and represent knowledge management and leading processes. The course addresses key issues involving the pedagogical use of IT in learning and teaching as well as management of education.

Heads of Module, Lecturers

- Heads of Module and lecturers: Dr. Layla Abdel Latif, Thomas Adam

Learning Outcome

By the end of the course, students should be able to:

- get an overview of learning technologies and knowledge structures
- gain ideas about how to support knowledge management processes with different technologies
- reflect on the role of technologies for a successful adaptation of interactive and active learning techniques
- understand the dependencies between managerial aims and media choice
- understand and reflect concepts of knowledge management in education
- support managerial tasks with matching technology
- analyze, reflect and document good practices with regard to useful technology- and web-based scenarios
- reflect on the potential of information technologies in education

Methods

- Lectures and hand-on labs
- Case studies
- Reflection on skills and qualifications acquired in all areas of the master's program related to technological feasibility
- Best practice
- Group tasks and teamwork

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field C

Literature

- Hartmann, Tilo (2009): Media choice: A theoretical and empirical overview. New York, Routledge.
- O'Reilly, Tim (2005): Design Patterns and Business Models for the Next Generation of Software. <http://www.oreilynet.com/oreillytim/news/2005/09/30/what-is-web-20.html> (retrieved 2011-01-26).
- Rosenberg, Marc J. (2001): E-learning: Strategies for delivering knowledge in the digital age. New York, McGraw-Hill.
- Wenger, Etienne; McDermott, Richard; Snyder, William M. (2002): Cultivating communities of practice: A guide to managing knowledge. Boston, Harvard Business School.

Module C 3: Curriculum Development and Learning Process Management

Overview

Educational institutions are faced with the challenge of establishing learning opportunities which are both focused on strategic goals and oriented to didactic aims. This applies both to the individual needs of the learners and the economic requirements of the organization. This module provides a structured guide for the core process of educational institutions: the design and control of learning services and products within international development cooperation.

Heads of Module, Lecturers

- Heads of Module: Dr. Manar Omar, Prof. Dr. Ulrich Müller
- Lecturer: Mirjam Soland

Learning Outcome

By the end of the course, students should be able to:

- support a new culture of learning and teaching for the 21st century
- explore new ideas and concepts for teaching and learning
- promote and implement new ideas of learning and teaching in educational organizations
- understand the sequential steps of the processes for planning programs and curriculums
- design and evaluate concepts of curricula and training programs
- apply techniques for the analysis of needs and planning programs
- define effective and efficient learning opportunities
- develop concepts to improve transfer of learning
- measure if input produce the desired outcome
- verify and control new learning and teaching approaches through curriculum revision/review

Content

- Models for planning programs and curriculum development
- Program planning
- Develop the trainers according to the needs
- Module descriptions
- Curriculum development process
- Needs analysis (SWOT analysis)
- Develop the trainers according to the needs
- Product and process (curriculum)
- Learning environments and learning activities
- Assessments and performance measurement
- Evaluation
- Transfer of learning

Methods

- Project work
- Presentations
- Case studies
- Discussions
- Group work

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field C

Literature

- Altschuld, J.W., & Kumar, D. D. (2010): Needs assessment: An overview. Thousand Oaks, CA: Sage.
- Barbazette, J. (2006): Training needs assessment: Methods, tools and techniques. San Francisco: Pfeiffer.
- Caffarella, Rosemary S.; Ratcliff Daffron, Sandra (2013): Planning Programs for Adult Learners - A practical guide; San Francisco: Jossey-Bass
- Calley, Nancy (2010): Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation; Los Angeles: SAGE Publications
- Craig, Robert (1996): The ASTD Training and Development Handbook: A Guide to Human Resource Development; New York: McGraw-Hill
- Daffron, S. R. (2005). The seven keys to marketing genius: The complete guide to increasing your marketing IQ. St. Louis, MO: Michael Daehn.
- Diamond, R. M. (2008). Designing and assessing courses and curricula: A practical guide (3rd ed.). San Francisco: Jossey-Bass
- Galbraith, Michael (2003): Adult Learning Methods: A Guide for Effective Instruction; Malabar: Krieger Pub Co
- Gboku, M.L.S., & Lekoko, R.N: (2007): Developing programmes for adult learners in Africa. Hamburg, Germany: UNESCO Institute for Lifelong Learning; Pearson Education.
- Grant, J. (2002). Learning needs assessment: Assessing the need. British Medical Journal, 342(7330), 156-159.
- Gupta; Kavita; Sleezer, Cathrine; Russ-Eft, Darleen (2007): A Practical Guide to Needs Assessment (2nd ed.). San Francisco: Pfeiffer
- Guskey, Thomas (1999): Evaluation professional development. Thousand Oaks, CA: Corwin Press;
- Hayes, E., Flannery, D. D. & Associates. (2000): Women as learners. The significance of gender in adult learning, San Francisco: Jossey-Bass
- Huber, Stephan G. (2010): School Leadership - International Perspectives. Heidelberg: Springer.
- Indabawa, S.A. & Mpofu, S. (2006): The social context of adult learning in Africa: African perspectives on adult learning. Cape Town, South Africa, Hamburg, Germany. PearsonEducation; UNESCO Institute for Education.
- Kasworm, Carol; Rose, Amy; Ross Gordon, Jovita (2010): Handbook of Adult and Continuing Education; Los Angeles: SAGE Publications
- Kettner, Peter; Moroney, Robert; Martin, Lawrence (2007): Designing and Managing Programs; Los Angeles: SAGE Publications
- McCawley, P. E. (2009): Methods for conducting an educational needs assessment: Guidelines for Cooperative Extension System professionals. Moscow: University of Idaho Extension.
- McMillan, James (2010): Classroom Assessment: Principles and Practice for Effective Standards-

Based Instruction; Boston: Pearson

- Merriam, Sharan; Caffarella, Rosemary S. (2006): Learning in Adulthood - A comprehensive guide; San Francisco: Jossey-Bass
- Merriam, S. B. & Associates. (2007): Non-Western perspectives on learning and knowing. Malabar, FL: Krieger
- Mertens, Donna; Wilson, Amy (2012): Program Evaluation Theory and Practice: A Comprehensive Guide; New York: Guilford Press
- Parry, S.B. (1996): Consultants. In R.L. Craig (Ed.), The ASTD training and development handbook: A guide to human resource development (4th ed., pp. 1031-1046). New York. McGraw-Hill.
- Pawlak, Edward; Vinter, Robert (2004): Designing and Planning Programs for Nonprofit and Government Organizations; San Francisco: Jossey-Bass
- Phillips, J. J. ; Stone, R. D. (2002): How to measure training results: A practical guide to tracking the six key indicators. New York: McGraw-Hill.
- Rothwell, William; Kazanas; H.C. (2008): Mastering the Instructional Design Process: A Systematic Approach; San Francisco: Pfeiffer
- Tobey, Debora (2005): Needs Assessment Basics; Alexandria: ASTD Press
- Van Kavelaar, Eileen (1998): Conducting Training Workshops: A Crash Course for Beginners; San Francisco: Jossey-Bass
- Wholey, J.S., Hatry H. P. & Newcommer, K. E. (2010). Handbook of practical program evaluation (3rd ed.). San Francisco. Jossey-Bass.
- Wiggins, G. P. (1998). Educative assessment: Designing assessments to inform and improve student performance. San Francisco: Jossey-Bass.
- Wiles, Jon W.; Bondi, Joseph (2010): Curriculum Development: A Guide to Practice. London: Pearson Education.
- Wilson, Arthur; Hayes, Elisabeth (2000): Handbook of Adult and Continuing Education; San Francisco: Jossey-Bass
- Wolf, Peter; Christensen, Julia (ed.) (2007): Curriculum Development in Higher Education: Faculty-Driven Processes and Practices. New Directions for Teaching and Learning. New York: John Wiley.

Module D 1: Development Cooperation in the Field of Education

Overview

German-Arab study programs such as INEMA have been initiated by the German Federal Ministry for Economic Cooperation and Development (BMZ) to enhance the cooperation between partners at policy and project level. To manage programs and projects effectively, it is necessary to understand the policy of the partner countries. The strategic approach of donor countries varies, as do guidelines in bilateral and multilateral relations. These different trends find their cause in history and in current aspects of globalization. The course is intended to give an overview of the most important stakeholders in the field of development cooperation and educational projects to highlight the expectations for the German-Arab vision in the field of education.

Heads of Module, Lecturers

- Heads of Module and lecturers: Dr. Marwa El Sherif, Robert Schrembs

Learning Outcome

By the end of the course, students should be able to:

- differentiate between the purposes of bi- and multilateral development cooperation
- explain the mutual dependence of donor and recipient countries
- analyze the policy of international organizations such as the United Nations, World Bank and European Commission
- assess the effect of educational projects on educational reforms
- reflect on the outcome of the latest international summits with reference to education
- outline the current strategy of international development cooperation
- assess the Millennium Declaration and judge the potential of the Millennium Development Goals
- describe obstacles to development in the MENA region with reference to educational reform processes
- explain the foundation, priorities and future outlook of German development policy regarding the MENA region

Methods

- Lectures
- Visit to GIZ / KfW
- Case studies on former and current projects
- Internet research

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field D

Literature

- Foundations, Policies and Future Outlook of German Development Policy Regarding the Middle East and North Africa (BMZ, 2008)
- The Arab Human Development Report 2003 (UNDP, 2003)
- United Nations Millennium Declaration (UN, 2000)
- The Road Not Travelled. Education Reform in the Middle East and North Africa: (The World Bank, 2007).

Module D 2: Educational System and Capacity Building

Overview

Education reforms take place in a context of educational systems and politics, both national and regional, and are bound to international developments. To find starting points, a profound view of different educational systems is necessary in combination with a clear analysis of gaps between the current status and competition demands. Participants identify comparison fields, analyze educational system indicators, and develop concepts for improvement. Since educational reforms cannot stand on their own, but are connected to wider ranges of expectations of all stakeholders, capacity building measures have to be systematically initiated, managed and controlled.

Heads of Module, Lecturers

- Heads of Module and lecturers: Dr. Reem Derbala, Stefan Fahrner

Learning Outcome

By the end of the course, students should be able to:

- specify typical elements of educational systems
- analyze scientific indicators for educational system comparisons
- analyze education outcome statistics
- specify typical steps in capacity building processes
- apply capacity building processes to real situations
- explain and integrate related fields of reforms

Methods

- Comparison and analysis of situations in intercultural tandems
- Case studies
- Application to given institutions

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field D

Literature

- Bray, Marc; Adamson, Bob; Mason, Mark (eds.) (2007): Comparative Education Research: Approaches and Methods. Hong Kong, Comparative Education Research Center.
- Davis, D. (1996): The real world of performance indicators: A review of their use in selected countries. London, Chems.
- Davies, Lynn (2009): Capacity development for education systems in fragile contexts: Working Paper. Centre for International Education and Research, University of Birmingham, in collaboration with the European Training Foundation (ETF) and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Sector Project Education and Conflict Transformation.

Module D 3: Cross-Cultural Competencies

Overview

Cross-cultural competency is a key qualification in the field of international cooperation. The awareness of cultural differences including the awareness of one's own cultural coding is a precondition of qualities like tolerance of ambiguity, cultural flexibility, and ethno-relativity. Intercultural research that has made considerable progress in the last decennials is helpful for better understanding and resolving intercultural dilemmas.

Heads of Module, Lecturers

- Heads of Module: Dr. Manar Omar, Prof. Dr. Hartmut Melenk
- Lecturers: Dr. Astrid Ohl-Loff, Prof. Dr. Maged Negm

Learning Outcome

By the end of the course, students should be able to:

- use their knowledge and experience to facilitate communication and skill acquisition across cultures
- be aware of cultural differences in a research perspective
- function effectively in situations characterized by cultural diversity
- handle contradictions and ambiguity
- facilitate effective action in an intercultural context

Content

- Definitions of culture
- Stumbling blocks of intercultural communication
- Development of intercultural sensitivity
- Cross-cultural activities in the field of education
- Dimensions of national/societal cultures
- Cultural practices and values
- Cultural dimensions and leadership styles

Methods

- Lecturer input
- Group discussions
- Practice sessions
- Role play
- Case studies

Assessment

- Portfolio
- At least one essay of about 10 pages to do optionally in this module or in another module of study field D

Literature

- Bennett, M. (2010): A short conceptual history of intercultural learning in study abroad. Pp. 419-449. In W. Hoffa & S. Depaul (eds.): A history of U.S. study abroad: 1965-present. Special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad*.
http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/56/FILE_Documento_Forum_Final_Draft_w_ref.pdf
- Bennett, M. (1993): Towards ethnorelativism: A developmental model of intercultural sensitivity. Pp. 21-71. In R. M. ed.: Education for the intercultural experience. Yarmouth, Intercultural Press.
- Bennett, M. (2012): Turning cross-cultural contact into intercultural learning: Proceedings of the Universidad 2012 8th International Congress on Higher Education. Havana, The University for Sustainable Development.
- Chhokar, Jagdeep S.; Brodbeck, Felix C.; House, Robert J. (eds.) (2012): Culture and leadership across the world. The GLOBE book of in-depth studies of 25 societies. New York, Routledge.
- Hampden-Turner, Charles; Trompenaars, Fons (2000): Building cross-cultural competencies: How to create wealth from conflicting values. London, Yale University Press.
- Hofstede, Geert; Hofstede, Gert Jan; Minkov, Michael (2010): Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival. New York, McGraw-Hill.
- House, Robert J.; et al. (eds.) (2004): Culture, leadership, and organizations. The GLOBE study of 62 societies. Thousands Oaks, Sage.
- Martin, Judith N.; Harrell, Teresa (2004): Intercultural reentry of students and professionals: Theory and practice. Pp. 309-415. In Landis, D.; Bennett, J.M.; Bennett, M.J. (eds.): Handbook of intercultural training. Thousands Oaks, Sage.
- Paige, R. Michael (ed.) (1993): Education for the intercultural experience. Pp. 21-71. Yarmouth, Intercultural Press.
- Trompenaars, Fons; Hampden-Turner, Charles (1997): Riding the waves of culture: Understanding cultural diversity in business. London, Nicholas Brealey

Module E 1: Best Practice and Internship

Overview

Module E1 consists of two separate parts:

- a) Best practice: Best practice is characterized by field trips and the discussion of reflective practice approaches with practitioners in various fields, e.g. ministries, academies, departments and business units.
- b) Internships: The internship or job shadowing comprises at least three weeks and has to be organized by the students.

A common approach of both parts is to offer the students the possibility to get to know other value systems in other organization types and to collect new experiences in other organization contexts. Through this the students should reflect on their own action patterns and identify concrete change possibilities for their own management- and leadership background

Heads of Module, Lecturers

- Heads of Module and lecturers: Dr. Reem Derbala, Michael Krüger

Learning Outcome

By the end of the course, students should be able to:

- accumulate experiences and find solutions for new challenges
- transfer ideas to their own professional application fields
- develop "Best practice" criteria and identify examples
- reflect their own action patterns in a new organizational context
- reflect and integrate key questions for their own management action and leadership background
- get in touch with other value systems in other organization types at home and abroad
- gain new experiences in other opportunity contexts
- analyze and apply elements of excellence in selected fields

Assessment

- Internship report

Methods

- Organized visits & reflection
- Critical reflection of experiences
- Drawing out learning from experience and establishing a model of best practice approach

Literature

- Thompson, Sue; Thompson, Neil (2008): The critically reflective practitioner. Hampshire, Palgrave Macmillan.
- Schön, Donald A. (1983): The reflective practitioner: How professionals think in action. London, Temple Smith.
- Thompson, Neil; Pascal, Jan (2012): Developing critically reflective practice. Pp. 311-325. In: Reflective practice: International and multidisciplinary perspectives. Routledge London and New York.

Module E 2: Project Management

Overview:

A project is a temporary effort to create a unique product or service. Projects usually include constraints and risks regarding cost, schedule or performance outcome. Project management is a set of principles, practices and techniques applied to lead project teams and control project schedules, cost, and performance risks to result in delighted customers.

In today's fast moving global business environment, the temporary nature of a project means to work faster and more effectively to reach the project goals. By becoming familiar with the PM methodology and its set of principles, processes, tools and techniques, the students will be able to manage any project within their organization and also at an international level.

Heads of Module, Lecturers

- Heads of Module: Prof. Dr. Yasser Saqr, Thomas Adam
- Lecturers: Ute Grewe, Robert Schrembs, Michael Krüger

Learning outcome:

By the end of the course, students should be able to:

- plan, organize, control and conclude a project
- focus on unforeseen issues and changes of direction that may occur during a project cycle
- support internal or external changes with project management tools
- handle risks and reduce or eliminate them whenever possible

Methods

- Project draft and project plan
- Work-breakdown-structure
- Success factors of project management
- PM tools and instruments
- Cost analysis
- Risk assessment
- Project reporting styles
- Project coaching in small working groups

Assessment

- Project documentation

Literature

- Martin, Vivien (2006): Managing Projects in Human Resources: Training and development. London and Philadelphia, Kogan Page Publishers.
- Melton, Trish (2007): Project management toolkit: The basics for project success. Oxford, Butterworth-Heinemann.
- Gary L. (2010): Project Management Theory and Practice. Florida, CRC Press.
- Stoemmer, Peter (2011): Introduction to Project Management. www.project-management-knowhow.com.

Module E 3: Coaching

Overview

Coaching is an independent consultation form, supporting personality development in working contexts. Coaching in the master's program is linked to the professional biographies of the students. In small, mixed groups our coaching approach aims to unfold different managerial skills and competencies of the students. We aim to develop an individually consistent professional profile as an educational manager. The participants have the chance to work on personal and professional concerns, resulting from their individual learning and developing needs.

Heads of Module, Lecturers

- Head of Module: Stefan Fahrner
- Lecturer: Dr. Nico von der Lühe

Learning outcome

By the end of the course, students should be able to:

- understand the conceptual framework of coaching
- reflect personal development matters and integrate professional practice into their future management and leadership activities
- reflect their own mental models and patterns in their working contexts
- test new points of view and options for managerial challenges in professional contexts
- understand the dynamics between the system and personalities

Methods

- Case studies
- Practical sessions in consulting situations

Literature

- De Haan, Erik (2005): Learning with colleagues: An action guide for peer consultation. Basingstoke, Palgrave Macmillan.
- Königswieser, Roswita; Hillebrand, Martin (2005): Systemic Consultancy in Organisations: Concepts-Tools-Innovations. Heidelberg, Carl Auer.
- Salacuse, Jeswald W. (2000): The wise advisor: What every professional should know about consulting and counselling. London, Praeger.
- Schein, Edgar H. (1999): Process consultation revisited: Building the helping relationship. Massachusetts, Addison Wesley.
- Whitmore, John (2009): Coaching for performance: Growing human potential and purpose: The principles and practice of coaching and leadership. London and Boston, Nicholas Brealey.

Module E 4: Master Thesis

Overview

Working on the Master Thesis successfully means to work out independently a scientific research question in the domain of Educational Management and Leadership. The learning process includes to develop the topic, the research question, the research methods and at the end to formulate the thesis on the whole. It includes to be familiar with the standards of scientific writing.

Heads of Module, Lecturers

- Heads of Module: Prof. Dr. Gerd Schweizer , Prof. Dr. El Tayeb
- Lecturers: Dr. Naglaa Diao, Dr. Hosam Refai, Thomas Adam, Ute Grewe, Stefan Fahrner, Michael Krüger, Prof. Dr. Hartmut Melenk, Marc Milling, Dr. Astrid Ohl-Loff, Robert Schrembs

Learning outcome

By the end of the course, students should be able to:

- work out systematically and self-contained scientific problems with the standard methods of social sciences on the state-of-the-art level of research and application
- raise an empirical research question and conceptualize the steps of corresponding research designs
- systematically research relevant literature with a special focus on using digital international databases
- embed the topic and the research question in the findings and theoretical discussions of the discipline
- gain the competence to take part in scientific discourses in the discipline of Educational Leadership and Management
- defend the findings of the thesis with a balanced argumentation

Methods

- Standard methods of social sciences
- Theory based research methods and techniques
- Empirical research methods and techniques

Literature

- Saunders, Marc/Lewis, Philip/Thornhill, Adrian (2007): Research Methods for Business Students. 4th Edition. Harlow/London, FT Prentice Hill.
- Murray, Rowena (2006): How to write a thesis. Berkshire/England, Open University Press.
- Becker, Howard S. (1986): Writing for Social Science. Chicago, University of Chicago Press.