

# MODULE HANDBOOK

## **Master of Arts**

Master Human Resource Management (FS-OI-  
MAHRE-120)

120 ECTS

**Distance Learning**

Classification: Consecutive

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2022-01-15

# 1. Semester

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# Human Resource Management I

Module Code: MWPM1-01\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Michaela Moser (Human Resource Management I)

## Contributing Courses to Module

- Human Resource Management I (MWPM01-01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- HR Strategy
- Strategic and Operational Human Resource Management
- Personnel Planning
- Personnel Adjustment
- Assessment, Remuneration and Development of Personnel

**Learning Outcomes****Human Resource Management I**

On successful completion, students will be able to

- assess the challenges of strategic human resources management.
- explain basic issues and sub-issues of workforce planning.
- explain workforce adjustment with the subcases of recruitment, selection, and release.
- explain the importance of employer branding and HR marketing.
- comprehend occasions and procedures of personnel appraisal, compensation issues as well as the subject and process of personnel development.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programms in the Human Resources field

# Human Resource Management I

Course Code: MWPM01-01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Human resources have become an essential strategic success factor for all companies. The Human Resource Management major allows to deepen the business knowledge in this area, which is crucial for a company's competitiveness. This course teaches the challenges of modern Human Resource Management in the areas of human resource strategy, human resource planning, human resource adjustment, human resource evaluation, remuneration as well as human resource development.

## Course Outcomes

On successful completion, students will be able to

- assess the challenges of strategic human resources management.
- explain basic issues and sub-issues of workforce planning.
- explain workforce adjustment with the subcases of recruitment, selection, and release.
- explain the importance of employer branding and HR marketing.
- comprehend occasions and procedures of personnel appraisal, compensation issues as well as the subject and process of personnel development.

## Contents

1. Personnel Management and Human Resource Management
  - 1.1 Delimitation of the Terms Used
  - 1.2 Influencing Factors and Perspectives of HRM
  - 1.3 Lines of Development of HRM
2. Strategic Human Resources Management
  - 2.1 Strategic Aspects of HRM
  - 2.2 Theory Models of Strategic HRM
  - 2.3 Strategic HRM in Corporate Practice
3. Personnel Planning
  - 3.1 Basic Questions of Personnel Planning
  - 3.2 Personnel Requirements Planning
  - 3.3 Staff Scheduling
  - 3.4 Personnel Cost Planning

4. Personnel Adjustment
  - 4.1 Recruitment
  - 4.2 Personnel Selection
  - 4.3 Staff Release
  
5. Assessment, Remuneration and Development of Personnel
  - 5.1 Personnel Appraisal
  - 5.2 Incentive and Remuneration
  - 5.3 Human Resources Development

### **Literature**

#### **Compulsory Reading**

#### **Further Reading**

- Collings, D. G./Scullion, H. (2011): Global talent management. Routledge, New York.
- Dessler, G. (2015): Human Resource Management. Pearson Prentice Hall, New Jersey.
- Dowling, P. J./Engle, A. D./Festing, M. (2017): International Human Resource Management. Andover Cengage Learning, Hampshire.
- Mayrhofer, W./Farndale, E./Brewster, C. (2018): Handbook of Research on Comparative Human Resource Management. 2nd edition, Edward Elgar Publishing, Cheltenham.
- Wilkinson, A. (2009): The SAGE Handbook of Human Resource Management. SAGE Publications Ltd, Thousand Oaks, California.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

MWPM01-01\_E

## Human Resource Management II

Module Code: MWPM2-01\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Michaela Moser (Human Resource Management II)

### Contributing Courses to Module

- Human Resource Management II (MWPM02-01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Organizational Behavior
- Basics of Individual Behavior
- Group Behavior
- Behavioral Influence at the Organizational Level through Organizational Structure and Culture
- Role of Human Resource Management in Change Processes
- Content and Process Theories of Motivation

**Learning Outcomes****Human Resource Management II**

On successful completion, students will be able to

- analyze the behavior of all stakeholders in organizations and underlying theories.
- explain the basics of individual behavior.
- explain behavior at the group level.
- understand the impact of organizational structure and culture on employee behavior and the role of human resource management in change processes.
- explain content and process theories of motivation.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources field



# Human Resource Management II

Course Code: MWPM02-01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

In this course, relevant topics of Organizational Behavior are studied in depth. In the Anglo-Saxon world, Organizational Behavior is a natural part of the basic curriculum of social and economic science courses. Accordingly, the basic model and lines of development of Organizational Behavior are first dealt with in an overview. Furthermore, behavior is examined at the level of the individual, the group and the organization. The role of Human Resource Management in organizational change is also addressed. Finally, motivational foundations are considered in the form of content and process theories of motivation.

## Course Outcomes

On successful completion, students will be able to

- analyze the behavior of all stakeholders in organizations and underlying theories.
- explain the basics of individual behavior.
- explain behavior at the group level.
- understand the impact of organizational structure and culture on employee behavior and the role of human resource management in change processes.
- explain content and process theories of motivation.

## Contents

1. Organizational Behavior
  - 1.1 Basic Model of Organizational Behavior
  - 1.2 Development Lines of the Organizational Behavior
  - 1.3 Basic Assumptions of Organizational Behavior
2. Fundamentals of Individual Behavior
  - 2.1 Biographical Characteristics and Personality
  - 2.2 Emotions
  - 2.3 Values and Attitudes
3. Group and Team
  - 3.1 Groups and Teams
  - 3.2 Group Processes
  - 3.3 Explanatory Approaches for Behavior in Groups

4. The Organization
  - 4.1 Design Variables of the Organization
  - 4.2 Organizational Culture and Climate
  - 4.3 The Role of Human Resource Management in Organizational Change
5. Motives, Motivation and Motivation Theories
  - 5.1 Motives and Motivation
  - 5.2 Content Theories
  - 5.3 Process Theories

#### Literature

#### Compulsory Reading

#### Further Reading

- Buchanan, D. A./Huczynski, A. A. (2016): Organizational Behaviour. 9th edition, Pearson, Harlow (UK).
- Dessler, G. (2015): Human Resource Management. Pearson Prentice Hall, New Jersey.
- King, D./Lawley, S. (2016): Organizational Behaviour. 2nd edition, Oxford University Press, Oxford.
- Mayrhofer, W./Farndale, E./Brewster, C. (2018): Handbook of Research on Comparative Human Resource Management. Edward Elgar Publishing, Cheltenham.
- Robbins, S. P./Judge, T. A./Campbell, T. T. (2017): Organizational Behaviour. 2nd edition, Pearson, Harlow (UK).

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

MWPM02-01\_E

## Strategic Management

Module Code: DLMBSME

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> None	<b>Study Level</b> MBA	<b>CP</b> 5	<b>Student Workload</b> 150 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction</b> English
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### Module Coordinator

Prof. Maren Weber (Strategic Management)

### Contributing Courses to Module

- Strategic Management (DLMBSME01)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Foundations and concepts of strategic management
- Strategic planning process
- International challenges of strategic management

**Learning Outcomes****Strategic Management**

On successful completion, students will be able to

- Understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling.
- Apply appropriate analysis tools in order to methodically address specific business decisions.
- Analyze the capabilities of their organization from a functional and resource perspective by evaluating its strengths and weaknesses.
- Develop a better understanding of the wider business environment by analyzing the opportunities and threats facing their organization.
- Evaluate strategies by employing appropriate controlling tools.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Business Administration & Management.

**Links to other Study Programs of IUBH**

All Master Programmes in the Business & Management field.

# Strategic Management

Course Code: DLMBSME01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MBA	English		5	None

## Course Description

Various methods of strategic market analysis are presented in this course so as to allow students to evaluate risks and opportunities in markets and understand strengths and weaknesses of organizations that face specific market situations. Supported by new developments in the field of market research, the process for identifying and analyzing core competencies and competitive advantages in national and international environments is discussed at length. Students are supported to plan strategic alternatives and to implement and control these by taking on fictitious roles within the organization. Exercises and case studies help students to identify with the role of management and participate in the strategic planning process as well as in operational management. This helps students understand the problems companies regularly face and comprehend how methods of modern management can be used in order to solve these.

## Course Outcomes

On successful completion, students will be able to

- Understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling.
- Apply appropriate analysis tools in order to methodically address specific business decisions.
- Analyze the capabilities of their organization from a functional and resource perspective by evaluating its strengths and weaknesses.
- Develop a better understanding of the wider business environment by analyzing the opportunities and threats facing their organization.
- Evaluate strategies by employing appropriate controlling tools.

## Contents

1. What is Strategy?
  - 1.1 What is a Corporate Strategy?
  - 1.2 What Has to be Taken into Consideration when Making Strategic Decisions?
  - 1.3 Who Takes Part in Developing a Strategy?
  - 1.4 What is Included in a Solid Strategic Plan?

2. The Strategic Environment
  - 2.1 Where Are We in the Market Place? The Macro Environment
  - 2.2 Where Are We in the Market Place? The Micro Environment
  - 2.3 Analysis, Strategic Capabilities, and the Five Forces Model
3. The Position in the Market
  - 3.1 Why Do We Exist?
  - 3.2 What is Our Position in the Market?
  - 3.3 What Information Does the Company Need?
  - 3.4 What Capabilities Does the Company Have?
  - 3.5 What Capabilities Do Others Have?
4. What Strategic Options Are Available to the Strategic Business Unit (SBU)?
  - 4.1 What Strategic Options Does the SBU Have?
  - 4.2 Interactive Strategies
  - 4.3 Product Life Cycle
5. What Strategic Options Are Available to the Corporation?
  - 5.1 Areas to Consider When Formulating a Strategy
  - 5.2 Strategic Options
  - 5.3 Outsourcing
  - 5.4 Product Portfolio Analysis Using the BCG Matrix
  - 5.5 Product Portfolio Analysis Using the GE-McKinsey Matrix
6. What International Strategies Are Available?
  - 6.1 Why Do Companies Go International?
  - 6.2 What Factors Contribute to the Decision About Which Country to Invest In?
  - 6.3 How Can a Company Invest Internationally?
7. Do-It-Yourself, Buy, or Ally?
  - 7.1 Do-It-Yourself
  - 7.2 Mergers and Acquisitions (M&As)
  - 7.3 Strategic Alliances
  - 7.4 How to Decide Whether to Buy, Ally, or Do-It-Yourself?
8. How to Evaluate Strategies?
  - 8.1 How to Evaluate Strategy?
  - 8.2 Implementing Strategy



**Literature****Compulsory Reading****Further Reading**

- Harvard Business School Essentials. (2006). The essentials of strategy. Boston: Harvard Business School Press.
- Kotler, P., Keller, K. L., Brady, M., Goodman, M., & Hansen, T. (2016). Marketing management (3rd ed.). London: Pearson Education.
- Johnson, G., Scholes, K., & Whittington, R. (2008). Exploring corporate strategy (8th ed.). Harlow: Prentice Hall.
- Mooradian, T. A., Matzler, K., & Ring, L. J. (2014). Strategic marketing. Good Dog Publishing.
- Porter, M. (1998). Competitive advantage: Creating and sustaining superior performance. New York, NY: The Free Press.
- Porter, M. (2004). Competitive strategy: Techniques for analyzing industries and competitors. New York, NY: The Free Press.
- Porter, M. (2008). On competition. Boston, MA: Harvard Business Review Press.
- Wheelen, T. L., & Hunger, D. (2012). Strategic management and business policy: Towards global sustainability (International Edition). Harlow: Pearson.
- Winer, R. S., & Dhar, R. (2013). Marketing management (4th ed.). Harlow: Pearson Education.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Advanced Research Methods

Module Code: DLMARM

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Josephine Zhou-Brock (Advanced Research Methods)

### Contributing Courses to Module

- Advanced Research Methods (DLMARM01)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Written Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Social science and research paradigms
- Case study research
- Specific topics of qualitative research
- Advanced issues of qualitative research conceptualization and data analysis
- Underlying assumptions of quantitative research: concepts and consequences
- Evaluation research

**Learning Outcomes****Advanced Research Methods**

On successful completion, students will be able to

- understand and apply scientific methodologies in conducting empirical research.
- plan, design, and prepare research proposals.
- differentiate between different types of case studies, select and apply different data collection strategies.
- plan, conduct, and analyze case studies and surveys.
- scientifically analyze quantitative and qualitative data.
- conduct evaluation research to determine quality of research.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Methods

**Links to other Study Programs of IUBH**

All Master Programmes in the Business & Management fields

## Advanced Research Methods

Course Code: DLMARM01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

Advanced research methods, specifically business research, is scientific inquiry that attempts to uncover new information which helps a business improve performance, maximizing shareholder value while adhering to ethical and moral compliance standards. Managers seeking to conduct empirical research must maintain validity, reliability, and trustworthiness when utilizing scientific methodologies in order to produce meaningful and actionable results. Research proposals are typically written prior to conducting research, which have a certain structure, enabling the researcher to properly plan, conduct, and analyze case studies and surveys. Different data collection strategies are used to collect both qualitative and quantitative data, depending on the research proposal goals. Managers utilize their understanding of research methodologies to accurately assess the quality of research.

### Course Outcomes

On successful completion, students will be able to

- understand and apply scientific methodologies in conducting empirical research.
- plan, design, and prepare research proposals.
- differentiate between different types of case studies, select and apply different data collection strategies.
- plan, conduct, and analyze case studies and surveys.
- scientifically analyze quantitative and qualitative data.
- conduct evaluation research to determine quality of research.

### Contents

1. Theoretical Background: Social Science and Research Paradigms
  - 1.1 What is a Paradigm?
  - 1.2 Empiricism
  - 1.3 Critical Rationalism
  - 1.4 Epistemological Anarchism
  - 1.5 Structural Functionalism
  - 1.6 Symbolic Interactionism
  - 1.7 Ethnomethodology

2. Case Study Research
  - 2.1 Types of Case Study Research
  - 2.2 Maintaining Quality in Case Study Research
  - 2.3 Case Study Design
  - 2.4 Implementing Case Studies
  - 2.5 Analyzing Case Studies
3. Specific Topics of Qualitative Research
  - 3.1 Idea Generation
  - 3.2 Critical Incident Technique
  - 3.3 Understanding Communication: Discourse Analysis
  - 3.4 Perceiving Perception: Interpretive Phenomenological Analysis
4. Advanced Issues of Qualitative Research Conceptualizing and Data Analysis
  - 4.1 Measurement Theory
  - 4.2 Index and Scale Construction
  - 4.3 Types of Scale Construction
  - 4.4 The Problem of Nonresponse and Missing Data
  - 4.5 Implications of IT for Research Strategies
5. Underlying Assumptions of Quantitative Research: Concepts and Consequences
  - 5.1 Classical Test Theory
  - 5.2 Probabilistic Test Theory
  - 5.3 Advanced Topics of Test Theory
6. Evaluation Research
  - 6.1 What is Evaluation Research?
  - 6.2 Types of Evaluation Research
  - 6.3 Meta-Analysis
  - 6.4 Meta-Evaluation

**Literature****Compulsory Reading****Further Reading**

- Babbie, E. R. (2016): The practice of social research. 14th ed., Cengage Learning, Boston, MA.
- Camargo, F. R./Henson, B. (2015): Beyond usability: Designing for consumers' product experience using the Rasch model. In: Journal of Engineering Design, 26(4-6), p. 121-139.
- Olson, L. E. (2014): Articulating a role for program evaluation in responsible conduct of research programs. In: Accountability in Research, 21(1), p. 26-33.
- Tumele, S. (2015): Case study research. In: International Journal of Sales, Retailing and Marketing, 4(9), p. 68-78.
- Tursch, P./Steinberg, F./Woll, R. (2014): A first step towards engineer-oriented adaptation of the Repetory Grid Technique. In: Total Quality Management & Business Excellence, 25(7-8), p. 734-749.
- Zickar, M. J. (2012): A review of recent advances in item response theory. In: Research in Personnel and Human Resources Management, 31, p. 145-176.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Written Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed



## Aspects of International Labour Law

Module Code: DLMHREAILL

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 5	<b>Student Workload</b> 150 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction</b> English
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### Module Coordinator

Prof. Dr. Alexandra Wuttig (Aspects of International Labour Law)

### Contributing Courses to Module

- Aspects of International Labour Law (DLMHREAILL01)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Definition, Scope, Emergence and Objectives of International Labour Law
- The Institutional Labour Organization (ILO)
- Fundamental International Labour Standards included by ILO Conventions and Recommendations
- Other Sources of International Labour Law
- Relationship between ILO and UN Treaty Bodies
- The Concept of "Decent Work" and the Four Pillars of the Decent Work Agenda
- Efficiency of ILO Standards and Outlook

**Learning Outcomes****Aspects of International Labour Law**

On successful completion, students will be able to

- explain the concept, historical development and objectives of international labour law and identify its sources,
- reflect on the role of international organizations that deal with labour, in particular the International Labour Organization (ILO),
- define and explain the international labour standards regulated by basic ILO conventions and recommendations and evaluate the concept of "decent work",
- evaluate the impact of international labour law and how it affects our global world,
- assess the effectiveness of various strategies used to resolve workplace conflicts and contribute to social and economic development,
- think critically and theoretically about workplace restructuring and be able to debate and evaluate alternatives.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Law

**Links to other Study Programs of IUBH**

All Master Programs in the Business & Management field

## Aspects of International Labour Law

Course Code: DLMHREAILL01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

The world of work has changed from its origins to the 21st century and it continues to evolve with the challenges of globalization becoming more apparent every day. In a global world, international labour law (the body of rules spanning public and private international law which regulate issues concerning the workplace) is crucial for securing human rights at work and dealing with the negative effects of globalization. As recognized by the international community, labour is not a commodity; it is not an inanimate product. As work is part of everyone's daily life and is vital for an individual's dignity, well-being and development as a human being, international labour standards are there to ensure conditions that allow for work in freedom, safety and dignity. The objective of this course is to provide students with a broad understanding of how processes of globalization and work restructuring are affecting workers. Students will gain a theoretical know-how on, and a general understanding of, the substantive and procedural rules and principles governing labour and work. Furthermore, the course will cover the work of international labour law institutions and the scope and content of the most important international labour law standards and their practical applicability.

### Course Outcomes

On successful completion, students will be able to

- explain the concept, historical development and objectives of international labour law and identify its sources,
- reflect on the role of international organizations that deal with labour, in particular the International Labour Organization (ILO),
- define and explain the international labour standards regulated by basic ILO conventions and recommendations and evaluate the concept of "decent work",
- evaluate the impact of international labour law and how it affects our global world,
- assess the effectiveness of various strategies used to resolve workplace conflicts and contribute to social and economic development,
- think critically and theoretically about workplace restructuring and be able to debate and evaluate alternatives.

### Contents

1. Introduction: Definition, Scope, Emergence and Objectives of International Labour Law
  - 1.1 The Definition of International Labour Law and its Scope
  - 1.2 The Emergence of International Labour Law and its Evolution
  - 1.3 The Objectives of International Labour Law

2. The Institutional Labour Organization (ILO)
  - 2.1 Founding Principles of the ILO and its Mandate
  - 2.2 Institutional Framework: Tripartite Composition and Structure of the ILO
  - 2.3 Working Principles and Supervision Mechanism of the ILO
  - 2.4 Critical Assessment: Significant Successes and Shortcomings
3. Fundamental International Labour Standards included by ILO Conventions and Recommendations
  - 3.1 International Labour Instruments: Conventions and Recommendations
  - 3.2 Freedom of Association and the Right to Collective Bargaining
  - 3.3 Equal Treatment and Non-Discrimination
  - 3.4 Prohibition on Forced Labour
  - 3.5 Prohibition on Child Labour
4. Other Sources of International Labour Law
  - 4.1 Treaties Adopted Outside the ILO Framework
  - 4.2 International Human Rights Instruments as Sources of International Labour Law
  - 4.3 Other Standard-Setting Instruments
5. Relationship between ILO and UN Treaty Bodies
  - 5.1 Committee on Economic, Social and Cultural Rights (CESCR)
  - 5.2 Rights of Child (CRC)
  - 5.3 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
  - 5.4 Economic and Social Council's (ECOSOC) Functional Commissions
  - 5.5 Other Multilateral Institutions Relevant to International Labour Law
6. The Concept of "Decent Work" and the Four Pillars of the Decent Work Agenda
  - 6.1 The Concept of "Decent Work"
  - 6.2 First Pillar: Employment Creation
  - 6.3 Second Pillar: Social Protection
  - 6.4 Third Pillar: Rights at Work
  - 6.5 Fourth Pillar: Social Dialogue
7. Efficiency of ILO Standards and Outlook
  - 7.1 Supervision and Promotion of ILO Standards
  - 7.2 Implementation Difficulties and how to Overcome these
  - 7.3 Economic Constraints
  - 7.4 Problems Arising from Globalization
  - 7.5 Outlook

**Literature****Compulsory Reading****Further Reading**

- Blackett, A. (2019): *Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law*. ILR Press, Ithaca, NY, USA.
- Feldacker, B. S. / Hayes, M. J. (2014): *Labor Guide to Labor Law*. 5th edition, ILR Press, Ithaca, NY, USA.
- Servais, J.-M. (2014): *International Labour Law*. 6th edition, Wolters Kluwer, International, USA.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

## Seminar: Current Issues in International Labour Law

Module Code: DLMHRESC TILL

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Alexandra Wuttig (Seminar: Current Issues in International Labour Law)

### Contributing Courses to Module

- Seminar: Current Issues in International Labour Law (DLMHRESC TILL01)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

This course will focus on: current topics and issues that the global world of work faces, an understanding of the impact and efficiency of the international rules and principles that address such issues and a critical appraisal of cases where international labour law has improved the lives of working human beings as well as contributed to improved social and economic outcomes. Through independent research students will be invited to evaluate ways how global organizations can strive to balance commercial success with compliance, risk and cultural norms.

**Learning Outcomes****Seminar: Current Issues in International Labour Law**

On successful completion, students will be able to

- evaluate the multiple facets of international labour law and its impact on the global world of work, both in theory and in practice,
- evaluate the concept of corporate social responsibility,
- assess the effectiveness of various strategies used to resolve workplace conflicts and contribute to social and economic development,
- undertake detailed analysis and deliver complex policy advice based on the fundamental rights and principles of international labour law, and
- explain the legal standards of international labour law and how they interact with the broader international legal framework.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Law

**Links to other Study Programs of IUBH**

All Master Programs in the Business & Management field



## Seminar: Current Issues in International Labour Law

Course Code: DLMHRESCILL01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

The world of work has changed from its origins to the 21st century and it continues to evolve with the challenges of globalization becoming more apparent every day. In a global world, international labour law (the body of rules spanning public and private international law which regulate issues concerning the workplace) is crucial for securing human rights at work and dealing with the negative effects of globalization. This course is designed to enrich the practical understanding of employment, work and equality by investigating the various legal concepts that regulate international work relations. The course will focus on current issues significant to the global world of work, an understanding of the impact and efficiency of the international rules and principles that address such issues, and a critical appraisal of cases where international labour law has improved the lives of working human beings as well as contributed to improved social and economic outcomes. Students will be invited to examine wide-ranging questions concerning the impact of law, regulation, policy and practice, to research the issues at hand and to reflect critically on both the methods and remedies available to international labour law, including its relevance and effectiveness from a practical point of view.

### Course Outcomes

On successful completion, students will be able to

- evaluate the multiple facets of international labour law and its impact on the global world of work, both in theory and in practice,
- evaluate the concept of corporate social responsibility,
- assess the effectiveness of various strategies used to resolve workplace conflicts and contribute to social and economic development,
- undertake detailed analysis and deliver complex policy advice based on the fundamental rights and principles of international labour law, and
- explain the legal standards of international labour law and how they interact with the broader international legal framework.

### Contents

- In this course students will independently research current topics of international labour law. Students will explore significant issues of the global world of work and, thereby, develop an understanding of the impact and efficiency of the international rules and principles that address such issues. Students will be asked to critically examine and evaluate cases where international labour law has improved the lives of working human beings, and contributed to improved social and economic outcomes. Thereby, students will develop an in-depth

understanding of how processes of globalization and work restructuring are affecting workers. Furthermore, students will have an opportunity to research ways how organizations can strive to balance commercial success with compliance, reputational risk and cultural norms.

- Possible topics for assessed assignments are:
  - The role of international legal principles in the face of modern-day inequalities
  - "Indecent work": An update on the ILO's work on forced labour, slavery and human trafficking
  - The reach of extra-territorial law, the power of "soft" law and increasing reporting obligations
  - NGO and global union campaigns: Current priorities, trends and agreements
  - Case-study examples of employment practices in international employers
  - Cultural difference as a barrier to compliance
  - New ILO review of supply chain standards
  - Hard law on the horizon? The prospect of a business and human rights treaty
  - Gender based violence at the workplace

#### Literature

#### Compulsory Reading

#### Further Reading

- Blackett, A. (2019): *Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law*, ILR Press, Ithaca, NY, USA.
- Feldacker, B. S. / Hayes, M. J. (2014): *Labor Guide to Labor Law*. 5th edition, ILR Press, Ithaca, NY, USA.
- Servais, J.-M. (2014): *International Labour Law*. 6th edition, Wolters Kluwer, International, USA.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

DLMHRESCTILL01





## 2. Semester

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## Applied Statistics

Module Code: DLMAST-01\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 5	<b>Student Workload</b> 150 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction</b> English
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### Module Coordinator

Prof. Dr. Cordula Kreuzenbeck (Applied Statistics)

### Contributing Courses to Module

- Applied Statistics (MMET02-01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Data and statistics
- Bivariate analysis
- Probability distributions and measures
- Statistical estimation methods
- Hypothesis testing
- Single regressions

**Learning Outcomes****Applied Statistics**

On successful completion, students will be able to

- recognize and explain the role and importance of statistical methods in practical decision-making processes.
- understand the relevance of data to answer empirical questions.
- apply statistical methods in the overall context of concrete problems.
- solve statistical problems by using special statistical software.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Methods

**Links to other Study Programs of IUBH**

All Master Programs in the Business & Management fields

# Applied Statistics

Course Code: MMET02-01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

In everyday working life, enormous amounts of data are continuously generated, for example in production processes, customer data or population statistics. In this context, the field of statistics is a useful discipline that enables the user to analyze and evaluate this data in order to get to the information content of the underlying data. This information can make a valuable contribution to the control or optimization of underlying processes and knowledge, or help to support strategic or social decisions. Methods of descriptive and inferential statistics are considered in uni-, bi- and multivariate ways and discussed with reference to probability theory.

## Course Outcomes

On successful completion, students will be able to

- recognize and explain the role and importance of statistical methods in practical decision-making processes.
- understand the relevance of data to answer empirical questions.
- apply statistical methods in the overall context of concrete problems.
- solve statistical problems by using special statistical software.

## Contents

1. Basics
  - 1.1 Descriptive statistics
  - 1.2 Closing statistics
  - 1.3 Probability calculation
2. Bivariate analyses
  - 2.1 Crosstabulations
  - 2.2 Mean comparison test
  - 2.3 Correlations
3. Probability distributions
  - 3.1 Random variables and their distributions
  - 3.2 Normal distribution
  - 3.3 t distribution

4. Statistical estimation methods
  - 4.1 Point estimation
  - 4.2 Interval estimation
5. Hypothesis Testing
  - 5.1 Expected value with known standard deviation (z-test)
  - 5.2 Expected value with unknown standard deviation (t-test)
6. Simple Linear Regression\*
  - 6.1 Conceptual considerations
  - 6.2 Regression line
  - 6.3 Quality assessment
  - 6.4 Applications

**Literature****Compulsory Reading****Further Reading**

- Anderson, T.W. (2003): An Introduction to Multivariate Statistical Analysis. 3rd edition, Wiley-Interscience, New York, NY.
- Chiang, A.C. / Wainright, K. (2005): Fundamental Methods of Mathematical Economics. McGraw- Hill, New York, NY.
- Cody, R. P. / Smith, J. K. (2005): Applied Statistics and the SAS Programming Language. 5th Edition, Prentice Hall, Upper Saddle River, NJ.
- Heumann, C. / Schomaker, M. / Shalabh (2016): Introduction to Statistics and Data Analysis: With Exercises, Solutions and Applications in R. Springer, Cham.
- Kleinbaum, D. G / Klein, M. (2010): Logistic Regression. A Self-Learning Text (Statistics for Biology and Health). 3rd Edition, Springer, Heidelberg.
- Stock, J. H. et al. (2014): Introduction to Econometrics GlobalEdition. PearsonEducation, Boston, MA.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input checked="" type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

MMET02-01\_E

## Employer Branding and Recruiting

Module Code: DLMEBR\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Michaela Moser (Employer Branding and Recruiting)

### Contributing Courses to Module

- Employer Branding and Recruiting (DLMEBR01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

**Module Contents**

- Basics of Employer Branding
- Goals and Functions of Employer Branding
- Development of an Employer Branding Strategy and Campaign
- Recruiting Basics
- Recruiting 2.0
- Personnel Selection and Aptitude Diagnostics
- Headhunter Management
- Organizational Implementation of Employer Branding and Recruiting
- Success Monitoring of Employer Branding and Recruiting
- Special Features of International Employer Branding and Recruiting
- Application Examples and Best Practice on Employer Branding and Recruiting

**Learning Outcomes****Employer Branding and Recruiting**

On successful completion, students will be able to

- place the areas of employer branding and recruiting in the overall context of HR management.
- identify the goals, methods and instruments of employer branding and recruiting.
- comprehend the current specifics and the change of employer branding and recruiting.
- designate alternative ways of organizing employer branding and recruiting.
- explain the instruments and problems of measuring the success of employer branding and recruiting.
- explain the specifics of international employer branding and recruiting.
- reflect current application examples and best practices on employer branding and recruiting.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programs of the Human Resources field



# Employer Branding and Recruiting

Course Code: DLMEBR01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Demographic change means that companies are being forced more than ever to position themselves on the labor market as attractive employers and to increasingly professionalize their recruiting activities. Only those organizations that succeed in securing access to qualified employees on the external labor market with employer branding tools will be successful in the long term. After the first contact with potential new employees, it is then very important to organize recruiting effectively and efficiently and to make a professional impression on applicants. This understanding is going to be presented to the students in the course and they will be given the necessary tools to implement employer branding and recruiting activities.

## Course Outcomes

On successful completion, students will be able to

- place the areas of employer branding and recruiting in the overall context of HR management.
- identify the goals, methods and instruments of employer branding and recruiting.
- comprehend the current specifics and the change of employer branding and recruiting.
- designate alternative ways of organizing employer branding and recruiting.
- explain the instruments and problems of measuring the success of employer branding and recruiting.
- explain the specifics of international employer branding and recruiting.
- reflect current application examples and best practices on employer branding and recruiting.

## Contents

1. Personnel Marketing in HR Management
  - 1.1 Change in Human Resources
  - 1.2 Definition and Basic Requirements for Successful Personnel Marketing
  - 1.3 Employer Branding - the Employer Brand as the Center of Personnel Marketing
2. Development of an Employer Brand
  - 2.1 The Employer Branding Cycle
  - 2.2 Target Group Definition
  - 2.3 The Employer Branding Strategy

3. Communication in Employer Branding
  - 3.1 Employer Branding and Talent Attraction
  - 3.2 The Communication Strategy
4. Recruiting
  - 4.1 The Recruiting Process
  - 4.2 Methods of Personnel Selection
  - 4.3 Cooperation with Personnel Consultants
5. Recruiting and Communication Channels
  - 5.1 Candidate Experience and Applicant Management
  - 5.2 Recruiting Channels Online
  - 5.3 Recruiting Channels Offline
6. International Recruiting and Employer Branding
  - 6.1 Recruiting and Employer Branding from a Global Perspective
7. Measurability of Employer Branding & Recruiting
  - 7.1 Measurable Success Factors in Employer Branding and Recruiting

## Literature

### Compulsory Reading

### Further Reading

- Collings, D. G./Scullion, H. (2011): Global Talent Management. Routledge, New York.
- Dessler, G. (2013): Human Resource Management. 13th edition, Prentice Hall, Boston.
- Entarkin, L./ Scott-Ladd, B. D. (2014): Recruitment and selection. In: Human resource management and change. A practicing managers guide. TS International Ltd. Padstow, Cornwall.
- Mosley, R. (2014): Employer brand management: practical lessons from the world's leading employers. John Wiley & Sons, New Jersey.
- Rosethorn, H./Bernard Hodes Group (2009): The Employer Brand. Keeping Faith with the Deal. Routledge, New York.
- Sharma, S. (2019): Employer Branding: A Novel Route to Employee Retention and Competitive Advantage. Journal of General Management Research. Vol. 6, Issue 1, p14-31.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b> 90 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 30 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

DLMEBR01\_E

## Talent Management & HR Development

Module Code: DLMTUP\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Michaela Moser (Talent Management & HR Development)

### Contributing Courses to Module

- Talent Management & HR Development (DLMTUP01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Theoretical Models of Organizational Development
- Theoretical Models of Change Management
- Tools and Methods
- The Praxis of Talent Management and its Organizational Implementation
- The Process of Success Control
- Talent Management in International Companies – a comparative Analysis

### Learning Outcomes

#### Talent Management & HR Development

On successful completion, students will be able to

- put talent management and HR development in the overall context of human resources management.
- define the ethical framework of talent management and HR development.
- explain the goals, methods and tools of talent management and HR development.
- identify the current challenges and changes of talent management and HR development both within the national as well as international context.
- understand the various ways of talent management and HR development.
- explain the tools that measure talent management and people development success, as well as the difficulties involved.
- describe specific examples as well as best practices of the application of talent management and HR development.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field of Human Resources

#### Links to other Study Programs of IUBH

All Master Programs in the Human Resources field

# Talent Management & HR Development

Course Code: DLMTUP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Demographic change has forced companies to find, nurture, develop and retain their talent. As a result, the HR manager must continuously revise and organize talent management and development as efficiently as possible. The course is designed to help students understand the importance of talent management and human resource management and to teach them the tools necessary to implement activities related to talent management and human resource development.

## Course Outcomes

On successful completion, students will be able to

- put talent management and HR development in the overall context of human resources management.
- define the ethical framework of talent management and HR development.
- explain the goals, methods and tools of talent management and HR development.
- identify the current challenges and changes of talent management and HR development both within the national as well as international context.
- understand the various ways of talent management and HR development.
- explain the tools that measure talent management and people development success, as well as the difficulties involved.
- describe specific examples as well as best practices of the application of talent management and HR development.

## Contents

1. Fundamentals of Talent Management and Human Resources Development
  - 1.1 Concepts and Definitions
  - 1.2 Basic Legal Regulations
  - 1.3 The Challenge of Demographic Change
  - 1.4 Ethical Frameworks
2. Competence and Performance Management
  - 2.1 Competence and Skills Management
  - 2.2 Performance and Potential

3. E-learning and Blended Learning
  - 3.1 Special Characteristics and Framework Conditions
  - 3.2 Planning, Design and Control
  - 3.3 IT Basics
4. Management Development
  - 4.1 Leadership Development
  - 4.2 360° Feedbacks
  - 4.3 Coaching and Mentoring
5. Talent Relationship Management
  - 5.1 Target Group Definition
  - 5.2 Employer Branding and Employer Promise
  - 5.3 Search Strategies
  - 5.4 Candidate Experience and Engagement
6. Organizational Implementation
  - 6.1 Responsibilities and Structure
  - 6.2 The Role of Managers
  - 6.3 IT Systems for Talent Management and HR Development
  - 6.4 Talent Management and Human Resources Development in Large Companies and SMEs Using the Example of Financial Institutions/Banks
7. Monitoring the Success of Talent Management and HR Development
  - 7.1 Key Figures and KPIs
  - 7.2 The Problem of Success Control
8. International Talent Management and International Human Resources Development
  - 8.1 International HR Development
9. An Application Example: ABB
  - 9.1 Talent Management and Human Resources Development at ABB



**Literature****Compulsory Reading****Further Reading**

- Berger, L. A./Berger, D. A. (2010): The Talent Management Handbook. 2nd edition, McGraw-Hill, New York.
- Boxall, P./Purcell, J. (2008): Strategy and Human Resource Management, 2nd edition, Palgrave Macmillan, Hampshire.
- Collings, D. G./ Scullion, H. (2011): Global talent management. Routledge, New York.
- Dessler, G. (2013): Human Resource Management. 13th edition, Prentice Hall, Boston.
- Fuentes, D. G. (2020): Rethinking Approaches to Succession Planning and Developing a Leadership Pipeline in Academic Pharmacy. American Journal of Pharmaceutical Education, 84(12), 1564–1566. Marchington, M./Wilkinson, A. (2008): Human Resource Management at Work, 4th edition, CIPD, London.
- Redman, T./Wilkinson, A. (2009): Contemporary Human Resource Management, 3rd edition. Harlow FT Prentice Hall, New Jersey.
- Scullion, H./Collings, D. G. (Hrsg.) (2011): Global Talent Management. Routledge, New York.
- Younas, M./Bari, M. W. (2020): The relationship between talent management practices and retention of generation “Y” employees: mediating role of competency development. Economic Research-Ekonomiska Istrazivanja, 33(1), 1330–1353.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Case Study
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Case Study

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Project: Human Resources Management

Module Code: DLMFPM\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Dr. Anna Meindl (Project: Human Resources Management)

### Contributing Courses to Module

- Project: Human Resources Management (DLMFPM01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Project Report

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

Project tasks on operational and strategic HR management in small, medium-sized and large companies on selected topics from the areas of HR planning, recruitment, staff deployment, HR marketing & employer branding, staff deployment, talent management and HR development, compensation & benefits, staff retention, staff release, HR controlling, ethics in HR management, international HR management and digitalization in HR management.

### Learning Outcomes

#### Project: Human Resources Management

On successful completion, students will be able to

- analyze and solve operational and strategic issues of human resource management in small, medium and large enterprises and develop recommendations for actions and implementation.
- apply existing theoretical knowledge of human resource management within a project work on the topics of human resource planning, recruitment, staff deployment, human resource marketing & employer branding, staff deployment, talent management and human resource development, compensation & benefits, staff retention, staff release, human resource controlling, ethics in human resource management, international human resource management and digitalization in human resource management.
- assess the internal and external challenges facing the company with respect to the project and derive as well as implement recommendations for action.
- assess the discrepancy between theory and practical application of human resource management models, tools, methods and strategies.
- justify the elaboration of the human resource project in a conclusive manner in a project report on the basis of a concrete entrepreneurial initial situation.
- assess central instruments and methods of human resource management with regard to their suitability and applicability in a corporate context and, in a further step, transfer them to a company within the framework of a project.
- use their acquired methodological skills to design and implement a concrete project.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field of Human Resources

#### Links to other Study Programs of IUBH

All Master Programs in the Human Resources field

## Project: Human Resources Management

Course Code: DLMFPM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

On the basis of a selected project from company HR practice, students are enabled to deal with the current strategic and operational challenges of modern HR management. In doing so, the students' competencies are to be sharpened in terms of technical, methodological and also social aspects for initiating, designing and implementing reality and application-related projects in small, medium-sized and large companies in the field of strategic and operational HR management. With the help of a specific project, participants will be challenged to put themselves in the role of responsible human resources managers or speakers, to understand problems and to solve them using the concepts and methods of modern human resources and project management.

### Course Outcomes

On successful completion, students will be able to

- analyze and solve operational and strategic issues of human resource management in small, medium and large enterprises and develop recommendations for actions and implementation.
- apply existing theoretical knowledge of human resource management within a project work on the topics of human resource planning, recruitment, staff deployment, human resource marketing & employer branding, staff deployment, talent management and human resource development, compensation & benefits, staff retention, staff release, human resource controlling, ethics in human resource management, international human resource management and digitalization in human resource management.
- assess the internal and external challenges facing the company with respect to the project and derive as well as implement recommendations for action.
- assess the discrepancy between theory and practical application of human resource management models, tools, methods and strategies.
- justify the elaboration of the human resource project in a conclusive manner in a project report on the basis of a concrete entrepreneurial initial situation.
- assess central instruments and methods of human resource management with regard to their suitability and applicability in a corporate context and, in a further step, transfer them to a company within the framework of a project.
- use their acquired methodological skills to design and implement a concrete project.

**Contents**

- Project report on operational and strategic human resource management in small, medium-sized and large companies on the topics of human resource planning, human resource recruitment, human resource deployment, human resource marketing & employer branding, talent management and human resource development, compensation & benefits, human resource retention, human resource release, human resource controlling, ethics in human resource management, international human resource management and digitalization in human resource management.

**Literature****Compulsory Reading****Further Reading**

- Dessler, G. (2015): Human resource management. Pearson Prentice Hal, New Jersey.
- Dowling, P. J./Engle, A. D./Festing, M. (2017): International human resource management. Andover Cengage Learning, Hampshire.
- Kerzner, H. (2013): Project Management Case Studies. 4th edition, John Wiley & Sons, New Jersey.
- Mayrhofer, W./Farndale, E./Brewster, C. (2018): Handbook of Research on Comparative Human Resource Management. Edward Elgar Publishing, Cheltenham (UK).
- Pratt, D. (2015): Great Lessons in Project Management. O'Reilly, Newton (Massachusetts).

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Project
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Project Report

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 140 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

DLMFPM01\_E



## Leadership

Module Code: DLMBLSE

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	MBA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Georg Berkel (Leadership)

### Contributing Courses to Module

- Leadership (DLMBLSE01)

### Module Exam Type

#### Module Exam

Study Format: Fernstudium  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Foundations of professional leadership
- Leadership and motivation in the corporation
- Leadership and corporate culture
- Leadership and change management

### Learning Outcomes

#### Leadership

On successful completion, students will be able to

- Recognize underlying beliefs and attitudes towards leadership and compare the influence of various theories of leadership on the identification and development of leaders.
- Outline the influence of social roles on leaders and employees, and assess the influence of roles types on the interactions between leaders and those they are leading.
- As a leader, support employees by drawing on empirical evidence to effectively meet the expectations of employees.
- Recognize the roles and conflicting interests inherent to leadership positions and develop strategies to address locomotion and cohesion.
- Discriminate between effective and non-effective methods for managing staff and organizational activities, and apply those techniques and tools in practice to maximize the satisfaction and effectiveness of staff.
- Perform the various responsibilities delegated to a leader such as communicate with employees, lead planning activities, delegate tasks, and plan and lead controlling activities.
- Create a plan to support employees through the process of change within an organization.
- Assess personal leadership style using a variety of measures and evaluate leadership activities relative to transactional and transformational leadership styles.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field of Business Administration & Management.

#### Links to other Study Programs of IUBH

All Master Programmes in the Business & Management field.

# Leadership

Course Code: DLMBLSE01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MBA	English		5	None

## Course Description

In today's knowledge-based society, employees are a firm's most valuable resource. A key responsibility of leadership is to develop the knowledge, expertise, and skills of employees. Good leadership is crucial for the continued success of a firm in the face of increasingly competitive markets. This course presents the necessary competencies of the leader in a modern, knowledge-based organization. Central questions raised by modern leadership theory are presented and discussed. In doing so, the course focuses on requirements and instruments of professional leadership, aspects of situational leadership, and leadership communication and interactions, both in the context of strategic management and change processes. The methodological and conceptual foundations of leadership are presented to students, along with empirical examples and best-practice principles, with the intent for students to master the challenges of enhancing the firm's most valuable asset—its employees—via professional and contemporary leadership practices.

## Course Outcomes

On successful completion, students will be able to

- Recognize underlying beliefs and attitudes towards leadership and compare the influence of various theories of leadership on the identification and development of leaders.
- Outline the influence of social roles on leaders and employees, and assess the influence of roles types on the interactions between leaders and those they are leading.
- As a leader, support employees by drawing on empirical evidence to effectively meet the expectations of employees.
- Recognize the roles and conflicting interests inherent to leadership positions and develop strategies to address locomotion and cohesion.
- Discriminate between effective and non-effective methods for managing staff and organizational activities, and apply those techniques and tools in practice to maximize the satisfaction and effectiveness of staff.
- Perform the various responsibilities delegated to a leader such as communicate with employees, lead planning activities, delegate tasks, and plan and lead controlling activities.
- Create a plan to support employees through the process of change within an organization.
- Assess personal leadership style using a variety of measures and evaluate leadership activities relative to transactional and transformational leadership styles.

**Contents**

1. An Overview of Leadership
  - 1.1 Leadership and Personality: Trait Theories
  - 1.2 Leadership as a Skill: Attribute and Behavior Theories
  - 1.3 Positive Reinforcement: Behavioral Theories
  - 1.4 Leadership Dependent on the Situation: Situational Approaches
  - 1.5 Situational and Contingency Theories
  - 1.6 Theory of Functional Leadership Behavior
  - 1.7 Integrated Psychological Theory
  - 1.8 Transactional and Transformative Leadership
  - 1.9 Leadership as an Emotionally Charged Process
  - 1.10 Neo-Emergent Theory
2. Leadership as a Social Role
  - 2.1 Roles and Groups
  - 2.2 Role Types
  - 2.3 Formal Conditions for Social Roles – Corporate Context Determining Roles in Organizations
  - 2.4 The Individual and The Group – Conforming and Deviating Behavior
  - 2.5 The Problems of Formalized Role Understanding and Self-Concept
3. Leadership from the Employee's Perspective
  - 3.1 General Expectations for Managers
  - 3.2 Truthfulness and Authenticity
  - 3.3 Handling Conflicts Competently
  - 3.4 Conflicts in Groups
  - 3.5 Conflict Resolution Pattern According to Matzat
  - 3.6 Enthusiasm
  - 3.7 Ability to Cope with Pressure
  - 3.8 Assertiveness
  - 3.9 Empathy
  - 3.10 Expertise

4. Leadership from the Manager's Perspective
  - 4.1 Self-Concept as a Manager
  - 4.2 Locomotion and Cohesion
  - 4.3 Individual Problems and Learning Dimensions of Management Behavior
  - 4.4 The Concept of Human Nature and Its Influence on Management Behavior: Theories from Maslow, McGregor, and Herzberg
  - 4.5 Ambiguity Tolerance
5. Management Tools
  - 5.1 Management Tools - Definition
  - 5.2 Organizational Management Tools
  - 5.3 Personnel Management Tools
6. Managerial Functions
  - 6.1 Responsibilities of a Manager
  - 6.2 Communication
  - 6.3 Foundations of Interpersonal Communication
  - 6.4 Planning
  - 6.5 Setting Objectives
  - 6.6 Delegating
  - 6.7 Controlling
  - 6.8 Creating a Feedback Culture
7. Organizational Change
  - 7.1 Knowledge
  - 7.2 Cultural Value Change and Subjectification
  - 7.3 Globalization
  - 7.4 Technological Progress
  - 7.5 Change Management – Leadership in Times of Change
8. Successful Employee Management
  - 8.1 Measuring Leadership Style and Leadership Behavior
  - 8.2 Measuring Transactional and Transformational Leadership with the Multifactor Leadership Questionnaire (MLQ)
  - 8.3 Correlation of Leadership Behavior with Subjective and Objective Success Criteria
  - 8.4 Validation of Leadership Success Using Situational Factors
  - 8.5 Leadership Principles Guiding Leadership Behavior

**Literature****Compulsory Reading**

- Bloisi, W. C., Cook, C., & Hunsaker, C. W. (2006). Management and organisational behaviour. McGraw-Hill Education.
- Burnes, B. (2009). Managing change (5th ed.). Harlow: Prentice Hall.
- Coleman, P. T., Deutsch, M., & Marcus, E. C. (2014). The handbook of conflict resolution (3rd ed.). San Francisco: Jossey-Bass.
- Conger, J. A., & Riggio, R. E. (2006). The practice of leadership: Developing the next generation of leaders. Hoboken, NJ: John Wiley.
- Hannum, K., Martineau, J. W., & Reinelt, C. (Eds.). (2006). The handbook of leadership development evaluation. San Francisco: Jossey-Bass.
- Harvard Business Essentials. (2007). Managers toolkits: The 13 skills managers need to succeed. Boston: Harvard Business School Press.
- Kotter, J. (2002). The heart of change. Boston: Harvard Business School Press.
- Peters, T. (2005). Leadership: Tom Peter's essentials. New York, NY: DK Publishing.
- Thompson, L. (2013). Making the team (5th ed.). Harlow: Pearson.
- Ury, B., Brett, J. M., & Goldberg, S. B. (1993). Getting disputes resolved: Designing systems to cut the costs of conflict. San Francisco: Jossey-Bass.

**Further Reading**

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

DLMBLSE01



## New Work

Module Code: DLMWPWNW1\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 5	<b>Student Workload</b> 150 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction</b> English
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### Module Coordinator

Prof. Dr. Heike Schiebeck (New Work)

### Contributing Courses to Module

- New Work (DLMWPWNW01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Oral Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- New Work - a New Working World
- Restructuring of the Organization
- New Aspects in Recruiting
- Employee Motivation and Retention
- Empowerment of Employees
- New Methods of Working
- Working Landscapes

**Learning Outcomes****New Work**

On successful completion, students will be able to

- classify the field of "New Work" in the context of business psychology.
- build an understanding of the operational and organizational changes needed in companies.
- weighing up new forms of cooperation against each other and, according to the requirements, to be introduced in companies.
- identify new ways of attracting and retaining employees and understand their need for engagement.
- discuss the new aspects of motivating employees.
- explain measures to empower and build competencies of employees.
- identify goals, methods and tools within the framework of the "New Work".
- consider and implement specific new methods of work in a differentiated way.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources field

## New Work

Course Code: DLMWPWNW01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

Our working environment is changing rapidly right now. Societal and economic upheavals are taking place. The digital revolution is leading society into a new age. Digitization and globalization are confronting the economy with unprecedented challenges and lifting us to the next evolutionary level. This is having a considerable impact on the reality of people's work. Collaboration methods, new forms of work and changed hierarchies are becoming more and more important. Rigid corporate hierarchies based on the principle of "command and control" have had their day in a working world geared to speed, flexibility and digital offerings. However, the transformation of the working world also offers new opportunities. The most urgent task in companies is therefore to bring employees into line with the new, digitally shaped working realities. This means putting people at the center of digitization. To do this, they must be given the appropriate access, knowledge, methods and opportunities for collaboration. This understanding is built up for the students in this course. They are provided with the necessary knowledge and tools to implement the required measures conveyed in companies and organizations.

### Course Outcomes

On successful completion, students will be able to

- classify the field of "New Work" in the context of business psychology.
- build an understanding of the operational and organizational changes needed in companies.
- weighing up new forms of cooperation against each other and, according to the requirements, to be introduced in companies.
- identify new ways of attracting and retaining employees and understand their need for engagement.
- discuss the new aspects of motivating employees.
- explain measures to empower and build competencies of employees.
- identify goals, methods and tools within the framework of the "New Work".
- consider and implement specific new methods of work in a differentiated way.

**Contents**

1. New Work: Basics and Approaches
  - 1.1 Old Economy versus New Work
  - 1.2 Societal Level (Macro Level)
  - 1.3 Company Level (Meso Level)
  - 1.4 Management Requirements in Companies (Micro Level)
  - 1.5 New Roles of People, Places, Tools
  - 1.6 Digital Mindset
  - 1.7 Role and Importance of Diversity
2. New Aspects in Recruiting
  - 2.1 Active Sourcing
  - 2.2 Social Media Recruiting
  - 2.3 Candidate Application via Staffing Platforms and Co.
  - 2.4 Person-Environment-Fit
  - 2.5 Selection Processes and Procedures
  - 2.6 Onboarding
3. Employee Motivation and Retention
  - 3.1 Motivation and Empowerment
  - 3.2 Self-Determination (Autonomy)
  - 3.3 Competence and Perfection (Mastery)
  - 3.4 Sense of Fulfillment (Purpose)
  - 3.5 Measures to Retain Employees in Company and Team
4. Empowering Workforce
  - 4.1 Fault-Tolerant Corporate Culture
  - 4.2 Empowering & Shared Leadership
  - 4.3 Lifelong Learning and Continuing Education
  - 4.4 Collaboration through Networked Learning and Knowledge Sharing
5. Restructuring of the Organization - New Organizational Structures
  - 5.1 Hierarchy, Heterarchy and Agile Organization
  - 5.2 Network Structures and Swarm Intelligence
  - 5.3 Holocracy
  - 5.4 Sociocracy

6. New Working Methods
  - 6.1 Agile Working in the VUCA World
  - 6.2 Design Thinking
  - 6.3 Kanban
  - 6.4 Scrum
  - 6.5 Workhack
  - 6.6 Prototyping
7. Agile Working Landscapes in the Organization
  - 7.1 Flexible Working (Time) Models and Work-Life-Blending
  - 7.2 Flexible Working Environments and Spaces
  - 7.3 Collaborative Work Technologies and Tools

## Literature

### Compulsory Reading

### Further Reading

- Appelo, J. (2011): Management 3.0. Leading Agile Developers, Developing Agile Leaders. Addison-Wesley Longman, Amsterdam.
- Bolman, L. G./ Deal, T. E. (2013): Reframing Organizations: Artistry, Choice and Leadership. 5th ed., Jossey-Bass, San Francisco.
- Dignan, A. (2019): Brave New Work: Are You Ready to Reinvent Your Organization? Penguin, Munich.
- Hurst, A. (2016): The Purpose Economy. Elevate Publishing, Boise/Idaho.
- Laloux, F. (2014): Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage in Human Consciousness. Nelson Parker, Brussels.
- Ostergaard, E. K. (2019): Teal Dots in an Orange World: How to organize the workplace of the future. LID, Madrid.
- Wade, J. (1996): Change of Mind: A Holonomic Theory of the Evolution of Consciousness. State University of New York Press, New York.
- Wolfe, N. (2011): The Living Organization: Transforming Business to Create Extraordinary Results. Quantum Leaders Publishing.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Oral Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed







# 3. Semester

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## People Analytics and Big Data

Module Code: DLMPMPABD\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Katharina-Maria Rehfeld (People Analytics and Big Data)

### Contributing Courses to Module

- People Analytics and Big Data (DLMPMPABD01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Fundamentals of People Analytics and Big Data
- Fundamentals of Human Resource Controlling
- Legal and Ethical Frameworks
- Technological and Statistical Frameworks
- Introduction to People Analytics
- The Practice of People Analytics and Big Data

### Learning Outcomes

#### People Analytics and Big Data

On successful completion, students will be able to

- define the terms “People Analytics” and “Big Data”, distinguish them from related topics and put them in the overall context of human resource management.
- explain the goals, practical application, opportunities, and limitations of people analytics.
- understand the links and overlaps with human resource controlling.
- describe the legal, ethical, technological, and statistical frameworks of people analytics and analyze and apply them independently.
- identify the organizational, procedural and technical peculiarities of introducing People Analytics and plan, execute, and control this process.
- describe specific examples of the application of People Analytics and Big Data in practice and discuss them critically.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field of Planning & Controlling

#### Links to other Study Programs of IUBH

All Master Programs in the Business & Management field

# People Analytics and Big Data

Course Code: DLMPMPABD01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Scientists and practitioners agree: On the way to digital personnel management, the topic of people analytics is becoming one of the most important elements of future-oriented personnel management. HR decisions should be data-driven and evidence-based based on external as well as company-related empirical analysis of big data to complement the intuition and experience of HR managers. The course People Analytics and Big Data provides the necessary knowledge to enable a thorough assessment of the possibilities, limits and areas of application as well as the actual practical implementation.

## Course Outcomes

On successful completion, students will be able to

- define the terms “People Analytics” and “Big Data”, distinguish them from related topics and put them in the overall context of human resource management.
- explain the goals, practical application, opportunities, and limitations of people analytics.
- understand the links and overlaps with human resource controlling.
- describe the legal, ethical, technological, and statistical frameworks of people analytics and analyze and apply them independently.
- identify the organizational, procedural and technical peculiarities of introducing People Analytics and plan, execute, and control this process.
- describe specific examples of the application of People Analytics and Big Data in practice and discuss them critically.

## Contents

1. Fundamentals of People Analytics and Big Data
  - 1.1 Definition, Specification and Classification
  - 1.2 Goals of People Analytics
  - 1.3 Areas of Application of People Analytics
  - 1.4 Opportunities and Limits of People Analytics
2. Fundamentals of Human Resource Controlling
  - 2.1 Definition, Specification and Classification
  - 2.2 Key Indicators and Key Indicator Systems
  - 2.3 Strategic Human Resource Controlling
  - 2.4 Operational Human Resource Controlling

3. Legal and Ethical Framework
  - 3.1 Data Protection and Data Security
  - 3.2 Corporate Co-Determination
  - 3.3 Ethical Aspects
4. Technological and Statistical Framework
  - 4.1 IT Systems, Tools and Infrastructure
  - 4.2 Data Analysis and Modeling
5. Introduction of People Analytics
  - 5.1 Requirements for the HR Management
  - 5.2 Requirements for Managers
  - 5.3 Organization and Responsibilities
  - 5.4 Procedural Implementation and People Analytics Projects
6. People Analytics and Big Data in Practice
  - 6.1 Application Example 1
  - 6.2 Application Example 2
  - 6.3 Application Example 3

**Literature****Compulsory Reading****Further Reading**

- Fitzenz, J./Mattox, J. (2014): Predictive Analytics for Human Resources. Wiley, Hoboken, New Jersey.
- Gerhart, B./Wright, P. M./ Hollenbeck, J. R./ Noe, R. A. (2015): Human Resource Management: Gaining a Competitive Advantage. McGraw-Hill Education, New York.
- Guenole, N./ Ferrar, J./ Feinzing, S. (2017): Power of People, The: Learn How Successful Organizations Use Workforce Analytics To Improve Business Performance. Pearson FT Press, 1st Edition.
- Huselid, M. A./ Schiemann, W. A./ Seibert, J. H./Blankenship, M. H. (2018): Putting human capital analytics to work: Predicting and driving business success. Human Resource Management. John Wiley & Sons, New Jersey.
- Peeters T./Paauwe J./ Voorde, K. (2020): People analytics effectiveness: developing a framework. Journal of Organizational Effectiveness: People and Performance, 7(2), 203–219.
- Tursunbayeva, A. (2020): People analytics research and practice: a review of international conferences. Strategic HR Review, 19(6), 267–272.
- Tursunbayeva, A./Di Lauro, S./Pagliari, C. (2018): People analytics—A scoping review of conceptual boundaries and value propositions. International Journal of Information Management, Volume 43, 2018, Pages 224–247, <https://doi.org/10.1016/j.ijinfomgt.2018.08.002>.
- Waters, S. et al (2018): The Practical Guide to HR Analytics: Using Data to Inform, Transform, and Empower HR Decisions. Society For Human Resource Management.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed



## Seminar: International Human Resource Management

Module Code: DLMSIHRM\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 5	<b>Student Workload</b>
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction</b> English
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### Module Coordinator

Prof. Dr. Katharina-Maria Rehfeld (Seminar: International Human Resource Management)

### Contributing Courses to Module

- Seminar: International Human Resource Management (DLMSIHRM01\_E)

### Module Exam Type

#### Module Exam

Study Format: Fernstudium  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

The aim of this module is to discuss and work on current and practice-relevant issues of International Human Resource Management (IHRM). The module deepens the fundamentals of IHRM by taking into account the context, theories, methods, instruments and practice of international IHRM. Emphasis is placed on debates associated with cultural differences and ethical issues. In addition, it helps to prepare the students for the final master thesis, since a seminar paper is required as the final examination.

**Learning Outcomes****Seminar: International Human Resource Management**

On successful completion, students will be able to

- name the most important issues in international HR management.
- work independently on a current topic in international HR management using current and relevant literature (monographs, professional and academic journals) and develop innovative methods of solution.
- apply the fundamentals of scientific work to write a seminar paper and prepare methodically for writing the final master thesis.

**Links to other Modules within the Study Program**

This module is similar to other modules in the fields of Business Administration & Management

**Links to other Study Programs of IUBH**

All Master Programs in the Business & Management fields

## Seminar: International Human Resource Management

Course Code: DLMSIHRM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

HR Management differs from other business disciplines insofar that it is concerned with the management of a human resource, which brings with it special requirements and challenges. Not only the external framework conditions of HR management are changing, such as political, legal, economic, and socio-demographic conditions but also the internal framework conditions are subject to continuous change, such as the changing needs and expectations of employees, new forms of work and working time arrangements, contemporary forms of personnel management, etc. Against the background of globalization, HR management is increasingly confronted with international aspects and needs to position itself accordingly. In international corporations as well as in medium-sized companies that are in the process of internationalization, HR management needs to be in line with these changing conditions. The seminar deals with the application of the fundamentals of IHRM to current international topics, which have a high application and practical relevance.

### Course Outcomes

On successful completion, students will be able to

- name the most important issues in international HR management.
- work independently on a current topic in international HR management using current and relevant literature (monographs, professional and academic journals) and develop innovative methods of solution.
- apply the fundamentals of scientific work to write a seminar paper and prepare methodically for writing the final master thesis.

### Contents

- Current topics in international HR management. The following list of topics offers possible topics of the course:
  - International human resources development
  - International Recruiting
  - Opportunities and risks of foreign assignments of executives
  - Problems of reintegrating expatriats after their assignment abroad
  - Global Talent Management
  - International standardization of HR processes: between global standardization and local adaptation
  - Intercultural competence and personnel development
  - International remuneration policy

- Ethical aspects of international HR management

## Literature

### Compulsory Reading

### Further Reading

- Books:
  - Armstrong, M./Taylor, S. (2014): Armstrong's Handbook of Human Resource Management Practice. 13th edition, Kogan Page, London.
  - Briscoe, D. R./Schuler, R. S./Claus, L. M. (2009): International Human Resource Management. Policies and Practices for Multinational Enterprises. 3. Auflage, Routledge, London.
  - Dessler, G. (2013): Human Resource Management. 13th edition, Prentice Hall, Boston.
  - DGFP (Ed.) (2012): Shaping International Human Resources Management. Perspectives, structures, success factors, practical examples. Bertelsmann, Bielefeld.
  - Festing, M. et al. (2011): International Human Resources Management. 3rd edition, Gabler, Wiesbaden.
  - Schmeisser, W./Krimphove, D. (2010): International Human Resources Management and International Labor Law. Oldenbourg, Munich.
  - Scullion, H./Collings, D. G. (Hrsg.) (2011): Global Talent Management. Routledge, New York.
  - Sparrow, P./Brewster, C./Harris, H. (2004): Globalizing Human Resource Management. Routledge, London et al.

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

DLMSIHRM01\_E

# Human Performance

Module Code: DLMPMWHP\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Magdalena Bathen-Gabriel (Biohacking) / Prof. Dr. Magdalena Bathen-Gabriel (Project: Workspace Design)

## Contributing Courses to Module

- Biohacking (DLMPMWHP01\_E)
- Project: Workspace Design (DLMPMWHP02\_E)

## Module Exam Type

### Module Exam

### Split Exam

#### Biohacking

- Study Format "Distance Learning": Written Assessment: Written Assignment

#### Project: Workspace Design

- Study Format "Distance Learning": Oral Project Report

## Weight of Module

see curriculum

**Module Contents****Biohacking**

- Biological and Anatomical Basics of the Brain
- The Gut-Brain Axis
- Nutrition and Cognitive Performance
- Exercise and Cognitive Performance
- Sleep and Cognitive Performance
- Light and Cognitive Performance
- More "Hacks" and Performance

**Project: Workspace Design**

With increasing tertiary sector and knowledge work, there is renewed attention to the design of physical workspaces for creative and knowledge workers, which is reflected in empirical research findings. This course aims to sensitize students to the design of workspaces and to provide them with empirically supported design principles. Students will therefore develop an overview of the relationships between well-being, job satisfaction and the physical work environment based on empirical and conceptual literature. These findings are transferred to a specific practical task in a problem-oriented manner.

**Learning Outcomes****Biohacking**

On successful completion, students will be able to

- understand and reproduce the basic features of the anatomy of the human brain.
- explain empirically supported relationships between nutrition and the brain.
- explain empirically supported relationships between movement and the brain.
- explain empirically supported relationships between micronutrients and the brain.
- explain empirically supported relationships between sleep and the brain.
- derive problem-related recommendations based on empirical findings of biohacking.

**Project: Workspace Design**

On successful completion, students will be able to

- understand effects of the physical environment on job satisfaction, productivity, and well-being and to apply them to practical use cases.
- transfer cultural aspects such as values or brand of an organization into the workspace design.
- design workplaces and workspaces with respect to their design for high productivity and justify this.
- design approaches to promote positive emotions and avoid negative thinking patterns to develop and translate them into formal language.



**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources and Architecture

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources and Design, Architecture & Construction fields

# Biohacking

Course Code: DLMPMWHP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Biohacking is a new approach to optimize health and performance. This course provides an overview of how biohacking can contribute to maintaining health on the one hand and enhancing performance and well-being on the other. To this end, empirically supported results on the influence of nutrition, exercise, sleep and light on health, well-being and performance are analyzed. The course is designed to help students develop a better understanding of their own performance on the one hand, and to build knowledge and understanding as well as consulting skills regarding self-management with employees or clients on the other hand.

## Course Outcomes

On successful completion, students will be able to

- understand and reproduce the basic features of the anatomy of the human brain.
- explain empirically supported relationships between nutrition and the brain.
- explain empirically supported relationships between movement and the brain.
- explain empirically supported relationships between micronutrients and the brain.
- explain empirically supported relationships between sleep and the brain.
- derive problem-related recommendations based on empirical findings of biohacking.

## Contents

1. Health, Well-Being and Performance
  - 1.1 Definitions
  - 1.2 Empirically Supported Effects of Well-Being and Health
2. Biological and Anatomical Basics of the Brain
  - 2.1 Structure of the Brain
  - 2.2 Role of Neurons
  - 2.3 Sympathetic and Parasympathetic Nervous System
3. The Gut-Brain Axis
  - 3.1 Communication between Brain and Gut
  - 3.2 The Microbiome
  - 3.3 Empirical Findings on the Gut-Brain Axis

4. Nutrition and Cognitive Performance
  - 4.1 Chronobiological Diet
  - 4.2 Nutrition and Microbiome
  - 4.3 Empirical Findings on Nutrition and Performance
5. Exercise and Cognitive Performance
  - 5.1 Types Movement
  - 5.2 Empirical Evidence on Exercise and Performance
6. Sleep and Cognitive Performance
  - 6.1 Types and Phases of Sleep
  - 6.2 Sleep and Regeneration
  - 6.3 Sleep and Memory
  - 6.4 Further Empirical Findings on Effects of Sleep
7. Light and Cognitive Performance
  - 7.1 Types of Light and Wavelengths
  - 7.2 Light and Degeneration
  - 7.3 Empirical Findings on Light and Cognitive Performance.
8. More "Hacks" and Performance
  - 8.1 Hormones
  - 8.2 Environmental Toxins
  - 8.3 Ergonomics
  - 8.4 Chronic Inflammation

<b>Literature</b>
<b>Compulsory Reading</b>
<p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>▪ Asprey, D. (2019): Super Human. The Bulletproof Plan to Age Backward and Maybe Even Live Forever. 5th edition, HarperCollins, New York.</li> <li>▪ Bhaskaran, K. et al. (2014): Body-mass index and risk of 22 specific cancers. A population-based cohort study of 5 24 million UK adults. In: The Lancet, 384. Jg., Journal 9945, p. 755-765.</li> <li>▪ Hölscher, C. (2011): Diabetes as a risk factor for Alzheimer's disease. Insulin signalling impairment in the brain as an alternative model of Alzheimer's disease. In: Biochem Soc Trans, 39. Jg., Journal 4, p. 891-897.</li> <li>▪ Meyer, T. et al. (2017): Attention deficit-hyperactivity disorder is associated with reduced blood pressure and serum vitamin D levels. Results from the nationwide German Health Interview and Examination Survey for Children and Adolescents (KiGGS). In: European child &amp; adolescent psychiatry, 26. Jg., Journal 2, p. 165-175.</li> <li>▪ Stimpfel, M./Jancar, N./Virant-Klun, I. (2018): New challenge: mitochondrial epigenetics? In: Stem Cell Reviews and Reports, 14. Jg., Journal 1, p. 13-26.</li> <li>▪ Van De Voorde, K./Paauwe, J./Van Veldhoven, M. (2012): Employee well-being and the HRM-organizational performance relationship: a review of quantitative studies. In: International Journal of Management Reviews, 14. Jg., Journal 4, p. 391-407.</li> <li>▪ Wang, Y. et al. (2019): Association of muscular strength and incidence of type 2 diabetes. In: Mayo Clinic Proceedings, 94. Jg., Journal 4, p. 643-651.</li> <li>▪ Wright, T. A./Cropanzano, R. (2000): Psychological well-being and job satisfaction as predictors of job performance. In: Journal of occupational health psychology, 5. Jg., Journal 1, p. 84-94.</li> </ul>

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Written Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Project: Workspace Design

Course Code: DLMPMWHPO2\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

For many years, research on success factors for well-being and performance at work has focused on the analysis of psychological and task-related variables (e.g., Vischer 2007). In this course, students will develop an overview of the empirical relationships between well-being, job satisfaction and the physical work environment based on empirical and conceptual literature. These findings are transferred to a specific practical task in a problem-oriented manner.

### Course Outcomes

On successful completion, students will be able to

- understand effects of the physical environment on job satisfaction, productivity, and well-being and to apply them to practical use cases.
- transfer cultural aspects such as values or brand of an organization into the workspace design.
- design workplaces and workspaces with respect to their design for high productivity and justify this.
- design approaches to promote positive emotions and avoid negative thinking patterns to develop and translate them into formal language.

### Contents

- The course is intentionally designed to be interdisciplinary so that students acquire basic interior design knowledge and combine it with insights from psychosocial research on the effects of the physical work environment.
- The following aspects represent essential contents of the course:
  - Design of a culture- and vision-based work environment; translation of the brand into the work environment; harmonious embedding in the environment; translation of corporate values into the work environment; flexibility in work design; activity-based workspaces and their effects on health and engagement; light and air; emotional reactions to design and space; promotion of productive habits; consideration of different personalities and work styles; promotion of communication in the workspace; team play and fun at work; personalization possibilities in the workspace; multifunctional spaces; evaluation criteria.
- Possible topics for exam performance:
  - Own practical problem: Redesign of a previous workspace according to scientific aspects of productivity and well-being.

- Activity-based workspaces: Concept for the redesign of an open-plan office according to ergonomic and health-psychological aspects
- Choice of a particular brand: translation of the brand into the workspace of the Marketing Department
- Choice of a specific brand: translation of the brand into the workspace of the HR department
- Choice of a particular company: translation of the company's values into the Workspace of the human resources department and the associated conference room
- Zero-Commute Housing: Embedding a Home Office Landscape

## Literature

### Compulsory Reading

### Further Reading

- Gillen, N. (2019): Future Office. Next-generation workplace design. Riba, London.
- Haapakangas, A. et al. (2018): Self-rated productivity and employee well-being in activity-based office. The role of environmental perceptions and workspace use. In: Building and Environment, 145. Jg., p. 115-124.
- Knight, C./Haslam, S. A. (2010): The relative merits of lean, enriched, and empowered offices. An experimental examination of the impact of workspace management strategies on well-being and productivity. In: Journal of Experimental Psychology: Applied, 16. Jg., Journal 2, p. 158.
- Pizag, A. (2015). Create a thriving workspace. Pizag, Sydney.
- Vischer, J. C. (2007): The effects of the physical environment on job performance: towards a theoretical model of workspace stress. In: Stress and health: Journal of the International Society for the Investigation of Stress, 23. Jg., Journal 3, p. 175-184.
- Wells, M. M. (2000): Office clutter or meaningful personal displays: The role of office personalization in employee and organizational well-being. In: Journal of environmental psychology, 20. Jg., Journal 3, p. 239-255.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Project
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Oral Project Report

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed



## Work and Organisational Psychology

Module Code: DLMPMWKAO\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Karin Halbritter (Concepts in Psychology) / Prof. Dr. Karin Halbritter (Occupational and Organizational Psychology)

### Contributing Courses to Module

- Concepts in Psychology (DLMWPWKP01\_E)
- Occupational and Organizational Psychology (DLMWPAOP01\_E)

### Module Exam Type

Module Exam	Split Exam
	<p><u>Concepts in Psychology</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul> <p><u>Occupational and Organizational Psychology</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul>

### Weight of Module

see curriculum

### **Module Contents**

#### **Concepts in Psychology**

- General Psychology I
- General Psychology II
- Social Psychology
- Industrial Psychology
- Organizational Psychology

#### **Occupational and Organizational Psychology**

- Performance Evaluation
- Industrial and Organizational Psychology and its Impact
- Work Analysis and Evaluation
- Work Design Concepts
- New Forms of Work
- Agile Organization
- Organizational Development as a Process
- Mergers & Acquisition: Mergers and Corporate Takeovers
- Recruitment
- Human Resources Development

### Learning Outcomes

#### Concepts in Psychology

On successful completion, students will be able to

- understand psychology as a science and to be able to distinguish it from other disciplines in terms of content.
- classify psychology as a scientific and research discipline, and grasp selected fundamentals of psychology.
- know essential concepts of psychology in terms of their relevance to business psychology.
- build knowledge of the central concepts and theories of psychology that are essential for understanding the subject area of business psychology.
- integrate approaches, methods and instruments of psychology into everyday business life.
- discuss questions of psychology with regard to human behavior, thinking and feeling and apply it in the context of companies.

#### Occupational and Organizational Psychology

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to labor analysis.
- recognize the need for organizations to transform into agile organizations and to name and apply their principles.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- understand the impact of artificial intelligence and robotics on work and help design appropriate human-machine interaction measures from the perspective of industrial and organizational psychology to maintain a humane way of working.
- accompany corporate mergers from an organizational psychology perspective with appropriate measures.
- conduct active sourcing-based recruitment based on data and modern recruiting tools.
- operate contemporary measures of employee development and leadership development.
- implement performance appraisal procedures and be able to perform job performance evaluations.
- take on tasks in the areas of management and human resource leadership.

#### Links to other Modules within the Study Program

This module is similar to other modules in the fields of Psychology and Social Work

#### Links to other Study Programs of IUBH

All other Master Programs in the Social Sciences field

## Concepts in Psychology

Course Code: DLMWPWKP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course provides students from other disciplines with a core understanding of the fundamental concepts of psychology. The content of the course provides both the basis for understanding psychology as a science and the essential theories and knowledge that are essential for classifying and applying issues in business psychology. Students learn the fundamentals and core content of the scientific discipline of psychology. They gain a comprehensive understanding of essential psychological research areas and fields of application that have connection and relevance to business psychology. In this way, students build up a basic knowledge that enables them to adopt the perspective of business psychology issues in the further course of their studies and to build up and expand their knowledge in this area on a sound basis.

### Course Outcomes

On successful completion, students will be able to

- understand psychology as a science and to be able to distinguish it from other disciplines in terms of content.
- classify psychology as a scientific and research discipline, and grasp selected fundamentals of psychology.
- know essential concepts of psychology in terms of their relevance to business psychology.
- build knowledge of the central concepts and theories of psychology that are essential for understanding the subject area of business psychology.
- integrate approaches, methods and instruments of psychology into everyday business life.
- discuss questions of psychology with regard to human behavior, thinking and feeling and apply it in the context of companies.

### Contents

1. General Psychology I
  - 1.1 Perception
  - 1.2 Memory
  - 1.3 Cognition

2. General Psychology II
  - 2.1 Learning
  - 2.2 Motivation
  - 2.3 Emotion
3. Social Psychology
  - 3.1 The Power of the Social
  - 3.2 Social Influence
  - 3.3 Conflict, Aggression and Cooperation
  - 3.4 Selected Social Psychological Theories
  - 3.5 Prosocial Behavior, Helping Behavior and Altruism
4. Industrial Psychology
  - 4.1 Basics of Industrial Psychology
  - 4.2 Concepts and Methods of Work Analysis and Evaluation
  - 4.3 Concepts and Methods of Work Motivation and Satisfaction
  - 4.4 Concepts and Methods of Workplace Design
  - 4.5 Work and Health
5. Organizational Psychology
  - 5.1 Fundamentals of Organizational Psychology and Structure
  - 5.2 Organizational Culture and Climate
  - 5.3 Interaction and Communication in Organizations
  - 5.4 Conflicts in Organizations
  - 5.5 Mergers & Acquisitions

**Literature****Compulsory Reading****Further Reading**

- Aronson, E./Wilson, T. D./Sommers, S. R. (2021): Social psychology. 10th Edition. Pearson, Harlow.
- Chmiel, N. (2008): An introduction to work and organizational psychology. A European perspective. 2nd Edition. Blackwell, Malden.
- Conte, J. M./Landy, J. (2013): Work in the 21st century: an introduction to industrial and organizational psychology. 4th Edition, Wiley, Hoboken.
- Fraccaroli, F./Sverke, M. (2017): An Introduction to Work and Organizational Psychology; An International Perspective. John Wiley & Sons, Ltd, Wiley Online Library, Hoboken.
- Hewstone, M./Stroebe, W./Jonas, K. (2015): An introduction to social psychology. 6th Edition. Wiley, Chichester.
- Jex, S. M./Britt, T. W. (2014): Organizational Psychology. A Scientist-Practitioner Approach. 3rd Edition. Wiley, Hoboken.
- Kalat, J. W. (2017): Introduction to psychology. 11th Edition, Cengage Learning, Boston.
- Perrewé, P. L./Halbesleben, J. R. B./Rosen, C. C. (2012): The Role of the Economic Crisis on Occupational Stress and Well Being. Emerald Group Publishing Limited, Bingley.
- Reeve, J. (2018): Understanding motivation and emotion. 7th Edition, Wiley Custom, Hoboken.
- Wegner, D./Hood, B./Schacter, D./Gilbert, D. (2019): Psychology. 3rd European Edition, Macmillan Higher Education, London.
- Zibarras, L./Lewis, R. (2013): What is Occupational Psychology. In: Lewis, R./Zibarras, L. (Ed.): Work and occupational psychology. Integrating theory and practice. Sage, Los Angeles. S. 3–24.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

# Occupational and Organizational Psychology

Course Code: DLMWPAOP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
BA	English		5	none

## Course Description

The way people work together in organizations is currently being decisively influenced by the digital transformation. This has far-reaching effects on the way work is done. Formal and informal processes of interaction and communication are influenced by this. The course Occupational and Organizational Psychology deals with the subject area, concepts and methods of work and organizational design. It focuses on the positive design of work processes and also looks at the impact of work in terms of the experience and actions of organizational members. The course provides students with tools that enable them to analyze, evaluate and design in the field of work and organizational psychology.

## Course Outcomes

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to labor analysis.
- recognize the need for organizations to transform into agile organizations and to name and apply their principles.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- understand the impact of artificial intelligence and robotics on work and help design appropriate human-machine interaction measures from the perspective of industrial and organizational psychology to maintain a humane way of working.
- accompany corporate mergers from an organizational psychology perspective with appropriate measures.
- conduct active sourcing-based recruitment based on data and modern recruiting tools.
- operate contemporary measures of employee development and leadership development.
- implement performance appraisal procedures and be able to perform job performance evaluations.
- take on tasks in the areas of management and human resource leadership.



**Contents**

1. Industrial and Organizational Psychology and its Impact
  - 1.1 Subject Area of Industrial and Organizational Psychology
  - 1.2 Fields of Investigation and Tasks of Industrial and Organizational Psychology
  - 1.3 Human Images in Industrial and Organizational Psychology
  - 1.4 Work Activity and Personality Development
  - 1.5 Load and Stress
  - 1.6 Life Domain Balance
2. Work Analysis and Evaluation
  - 2.1 Methodical Approaches of the Work Analysis
  - 2.2 Procedure for Work Analyses
  - 2.3 Selected Methods of Work Analysis
3. Work Design Concepts
  - 3.1 Sociotechnical System Design
  - 3.2 Concepts of Action and Activity Theory
  - 3.3 Motivation Theoretical Approaches
  - 3.4 Work Design Strategies
4. New Forms of Work
  - 4.1 Need for Holistic Restructuring
  - 4.2 Artificial Intelligence and Automation
  - 4.3 Human-Machine Interaction
  - 4.4 Robotics Integration
  - 4.5 User-Oriented Dialog Design
5. Agile Organization
  - 5.1 Characteristics of Agile Organization
  - 5.2 Strategic Change Processes
  - 5.3 Principles and Procedure in the Agile Environment
  - 5.4 Agile Frameworks
  - 5.5 Job Aids

6. Organizational Development (OE) as a Process
  - 6.1 Impact of Societal and Organizational Conditions on Organizational Development
  - 6.2 Systemic Principles for the Design of Organizational Development Processes
  - 6.3 Foundations of an Evolutionary Organization
  - 6.4 Integral Process and Consulting Model
  - 6.5 Change of Existing Organizations
  - 6.6 Reflection of Change Processes
7. Mergers & Acquisitions: Mergers and Corporate Takeovers
  - 7.1 Organizational Preconditions
  - 7.2 Psychological Processes
  - 7.3 Culture Change
  - 7.4 Coaching as an Organizational Development Strategy
8. Recruitment
  - 8.1 Digital Recruiting Transformation
  - 8.2 Models and Processes
  - 8.3 Social Recruiting
  - 8.4 Recruiting Tools
  - 8.5 Active Sourcing and Intelligent Use of Data
  - 8.6 Touchpoints in the Application Process
9. Human Resources Development
  - 9.1 Potential Analysis and Diagnosis of Development Needs
  - 9.2 Development Planning
  - 9.3 High Performance Management
  - 9.4 Leadership Developments and Bimodal Leadership
  - 9.5 Transfer Protection
10. Performance Evaluation
  - 10.1 Goals of the Performance Assessment
  - 10.2 Assessment Procedure Based on the OKR Method
  - 10.3 Target Agreement and Commitment
  - 10.4 Performance Evaluation

**Literature****Compulsory Reading****Further Reading**

- Arnold, J./Coyne, I./Randall, R./Patterson, F. (2020): *Work Psychology: Understanding Human Behaviour in the Workplace*. Work psychology. 7th Edition. Pearson Education, Harlow.
- Bolton, C./Machova, V./Kovacova, M./Valaskova, K. (2018): The power of Human-Machine Collaboration – Artificial intelligence, business automation and smart economy, In: *Economics, Management, and Financial Markets*, Vol. 13 (4), S.51 (6).
- Bayo-Moriones, A./Billon, M./Lera-López, F. (2017): Are new work practices applied together with ICT and AMT? In: *The International Journal of Human Resource Management*, Vol. 28 (4), S.553–580.
- Carney, B./Getz, I. (2009): *Free your employees and let them lead your business to higher productivity, profits and growth*. Crown Business, New York.
- Cook, K. (2020): *The Psychology of Silicon Valley. Ethical Threats and Emotional Unintelligence in the Tech Industry*. 1st Edition, Springer Nature, Cham.
- Demerouti, E./Corts, I. M./Boz, M. (Ed.) (2018): *Current Issues in Work and Organizational Psychology*. Routledge, London.
- Denning, S. (2015): How to make the whole organization agile. In: *Strategy & Leadership*, Vol. 43 (6), S. 8.
- Gregoriou, G. N./Neuhauser, K. L. (Ed.) (2007): *Mergers and acquisitions. Current issues*. Palgrave Macmillan, Basingstoke/Hampshire.
- Hamel, G. (2007): *The future of management*. Harvard Business School Press, Boston.
- Laloux, F. (2014): *Reinventing organizations – A guide to creating organizations inspired by the next stage in human consciousness*. Nelson Parker, Brussels.
- Lewis, R. (Ed.) (2013): *Work and occupational psychology. Integrating theory and practice*. Sage, Los Angeles.
- Pfeffer, J./Thiry, K. (2006): *Leadership Challenges in building and growing a great company.*, Stanford Graduate School of Business, Santa Clara.
- Robertson, B. (2015): *Holacracy. The New Management System that redefines Management*. Henry Holt and Co., New York.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

# Diversity Management

Module Code: DLMSVDM\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Stefanie Rödel (Diversity Management) / Prof. Dr. Karin Halbritter (Seminar: Diversity Management)

## Contributing Courses to Module

- Diversity Management (DLMSVDM01\_E)
- Seminar: Diversity Management (DLMSVDM02\_E)

## Module Exam Type

Module Exam	Split Exam
	<p><u>Diversity Management</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul> <p><u>Seminar: Diversity Management</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Written Assessment: Research Essay</li> </ul>

## Weight of Module

see curriculum

**Module Contents****Diversity Management**

- Introduction to Diversity Management
- Dimensions of Diversity
- Theories and Theoretical Approaches of Diversity Management
- Organizational Perspectives on Diversity Management
- Diversity Management as basis for Design of Solutions
- Selected Diversity Dimensions and Empirical Studies
- Critical Reflection on Diversity Management

**Seminar: Diversity Management**

Against the background of megatrends such as advancing Globalization, New Work and Digitalization, the workforces of companies and organizations in general are becoming increasingly diverse. In this module, current and practice-relevant aspects of Diversity Management are examined from different perspectives. Diversity is seen as an opportunity and not as a problem. Therefore, critical questions shall also be considered.

**Learning Outcomes****Diversity Management**

On successful completion, students will be able to

- describe the various aspects of diversity management in their specific contexts.
- identify potentials and challenges of Diversity Management in organizations.
- analyze and compare theories and concepts of Diversity Management.
- apply practical tools and methods of Diversity Management.
- analyze and question studies and statements regarding Diversity Management.
- critically examine the theoretical and practical aspects of Diversity Management.

**Seminar: Diversity Management**

On successful completion, students will be able to

- critically assess the importance of diversity in a world of constant Globalization and Digitalization.
- identify concepts and practices of Diversity Management in different contexts, industries and countries as well as to compare and evaluate them.
- develop concepts and ideas that lead to better acceptance and successful implementation of Diversity Management.
- independently discuss a current topic in Diversity Management using the contemporary and relevant literature (monographs and journals) and to develop solutions.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources field

# Diversity Management

Course Code: DLMSVDM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

From an organizational perspective, Diversity Management encompasses strategies and methods to actively plan, coordinate and manage organizational diversity. Diversity Management aims to make accessible and utilize the diversity of individual competencies, characteristics, attitudes and cultural backgrounds of employees for the success of the organization. The focus is on recognizing and respecting differences in all their manifestations, such as origin, gender, age, religion, sexual orientation, etc., in order to promote the integration of organizational members and their well-being. Megatrends such as Globalization, Demographic Change and New Work foster the increase and gain in importance of diversity in organizations. Diversity will become the norm rather than the exception. This course will help students to recognize and understand the importance of diversity and acquire skills for effective and successful Diversity Management. By providing basic knowledge of Diversity Management theories and models, students will be empowered to develop and apply practical concepts and methods to realize the potential that diversity brings to the organization.

## Course Outcomes

On successful completion, students will be able to

- describe the various aspects of diversity management in their specific contexts.
- identify potentials and challenges of Diversity Management in organizations.
- analyze and compare theories and concepts of Diversity Management.
- apply practical tools and methods of Diversity Management.
- analyze and question studies and statements regarding Diversity Management.
- critically examine the theoretical and practical aspects of Diversity Management.

## Contents

1. Introduction to Diversity Management
  - 1.1 The Term Diversity and its Origin
  - 1.2 The Concept of Diversity Management
  - 1.3 The Need for Diversity Management: Trends and Backgrounds
2. Diversity Dimensions
  - 2.1 The Four Layer Model
  - 2.2 Primary Dimensions
  - 2.3 Secondary Dimensions



3. Theories and Theoretical Approaches of Diversity Management
  - 3.1 Social Identity Theory
  - 3.2 Stereotypes and Categorization
  - 3.3 Information Processing Theory
4. Diversity Management from an Organizational Perspective
  - 4.1 Organizational Design and Culture
  - 4.2 Organizational Change Processes
  - 4.3 Human Resources Management
  - 4.4 Employee Management
5. Diversity Management: Strategies and Concepts
  - 5.1 Conflict Reduction and Conflict Resolution
  - 5.2 Inclusion and Belonging
  - 5.3 Diversity Trainings
6. Selected Diversity Dimensions and Empirical Studies
  - 6.1 Gender (Women, Men, LGBTQ)
  - 6.2 Age and Generation
  - 6.3 Religion, Culture and Nationality
  - 6.4 People with Disabilities and Diseases (HIV)
  - 6.5 New Trends/Paradigms (Single Parent, Tele/Part-Time Workers, Dual Career Couples)
7. Critical Reflection of Diversity Management
  - 7.1 Diversity at any price?
  - 7.2 Dangers and Challenges
  - 7.3 Opportunities and Potentials

**Literature****Compulsory Reading****Further Reading**

- Browaeys, M.-J./Price, R. (2019): *Understanding Cross-Cultural Management*, Pearson Education, London.
- Dietz, J./Petersen, L.-E. (2006): *Diversity Management*. In: Stahl, G./Björkman, I.: *Handbook of Research in International Human Resource Management*. Edward Elgar Publishing, Cheltenham, Chapter 12, 223 – 243.
- Frémeaux, S. (2020): *A Common Good Perspective on Diversity*. *Business Ethics Quarterly*. 2020;30(2): 200-228.
- Gomez-Mejia, L./ Balkin, D./ Cardy, R. (2015): *Managing Diversity*. In: Gomez-Mejia, L./ Balkin, D./ Cardy, R. (Ed.): *Managing Human Resources*, Chapter 4, Pearson Education, 146-176.
- Harvey, C./Allard, M. J. (2014): *Understanding and Managing Diversity: Readings, Cases, and Exercises*. 6th Edition, Pearson, London.
- Kirton, G./Greene, A.-M. (2015): *The Dynamics of Managing Diversity: A critical approach*. 4th Edition, Routledge, United Kingdom.
- Lozano, J. F./ Escrich, T. (2017): *Cultural Diversity in Business: A Critical Reflection on the Ideology of Tolerance*. In: *Journal of Business Ethics* 142, 679–696.
- Mousa, M. (2020): *Does Gender Diversity Affect Workplace Happiness for Academics? The Role of Diversity Management and Organizational Inclusion*. In: *Public Organization Review* 2020/21, 119–135.
- Philips K. (2014): *How Diversity works*. *Scientific American*. Oct2014, Vol. 311 Issue 4, p43-47.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b> 90 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 30 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Seminar: Diversity Management

Course Code: DLMSVDM02\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course discusses the rapidly increasing diversity in the workplace and the Globalization of markets as an opportunity for individual and organizational growth rather than a problem to be solved. For succeeding in today's Knowledge Economy, it is important to develop the ability to understand, engage, and integrate people from diverse backgrounds and worldviews - be they gender, nationality, age, generation, religion, educational background, etc. In order to benefit from the potential of diversity it is required to develop concepts and practices which draw attention to this issues. They shall help to use diversity effectively, promote inclusion and create productive collaboration in these increasingly complex contexts. The topics discussed in this course will be approached by students in their current or future roles in private and public companies or institutions. Since diversity is in the best interest of these organizations, this course will help students to recognize and understand the importance of diversity. The students will gain skills for effective Diversity Management which openly address even critical issues.

### Course Outcomes

On successful completion, students will be able to

- critically assess the importance of diversity in a world of constant Globalization and Digitalization.
- identify concepts and practices of Diversity Management in different contexts, industries and countries as well as to compare and evaluate them.
- develop concepts and ideas that lead to better acceptance and successful implementation of Diversity Management.
- independently discuss a current topic in Diversity Management using the contemporary and relevant literature (monographs and journals) and to develop solutions.

### Contents

- Current topics and aspects of Diversity Management. The following catalog of topic is divided into three topic blocks. It provides the basis for the content. Topics can be supplemented or updated by the tutor.
- Topic block 1: Megatrends and Diversity
  - The diversity debate: Where are we coming from and where are we going to?
  - Demographic change and diversity
  - New Work and Diversity
  - Digitization and Diversity
  - Diversity and Inclusion in education

- Topic block 2: Diversity in the Workplace
  - Work-life Balance programs and their impact on Diversity
  - Diversity and the role of Leadership
  - Diversity and Media
  - Diversity and Marketing
  - Corporate Social Responsibility und Diversity
  - Diversity Management in international comparison
- Topic block 3: Diversity and implications for HR work
  - Recruiting, Retention of a diversified workforce
  - Diversity und Employer Branding
  - Education and training measures in the company concerning Diversity
  - Prejudice, stereotyping and bullying in the workplace: impact on individuals, teams and organizations.

## Literature

### Compulsory Reading

### Further Reading

- Borak, M./Michalle, E. (2014): *Managing Diversity. Toward a Globally Inclusive Workplace*. 3rd. Edition, SAGE Publications, Los Angeles.
- Corritore, M./ Goldberg, A./ Srivastava, S. B. (2020): Duality in Diversity: How Intrapersonal and Interpersonal Cultural Heterogeneity Relate to Firm Performance. In: *Administrative Science Quarterly*, 2020;65(2), 359-394.
- Crittenden, V./Davis, C./Perren, R. (2020): Embracing Diversity in Marketing Education. *Journal of Marketing Education*. 2020;42(1):3-6.
- Davidson, M./Reinemund, S./Borst, G./Veihmeyer, J. B. (2012): How Hard Should You Push Diversity? *Harvard Business Review*, 90(11), 139–143.
- Deimer, C. (2011): *Managing Diversity at ALPHA AIRLINES*. In: Vedder, G./ Göbel, E./ Krause, F. (Hrsg.): *Fallstudien zum Diversity Management*, Reiner Hampp: München, 113-129.
- Entrekina, L./Scott-Ladd, B. D. (2014): *Human Resource Management and Change: A Practising Manager's Guide*. Routledge, London.
- Fernando, M./Romero-Fernández, P./Sánchez-Gardey, G. (2012): Transforming Human Resource Management Systems to Cope with Diversity. *Journal of Business Ethics*, 107(4), 511.
- Harvey, C./Allard, M. J. (2014): *Understanding and Managing Diversity: Readings, Cases, and Exercises*. 6th Edition, Pearson, London.
- Roshni, D. (2019): Diversity management as a strategic human resource agenda: critique and roadmap. In: *Strategic HR Review*, 2019;18(1), 26-29.
- Stojmenovska, D./Bol, T./Leopold, T. (2017): Does Diversity Pay? A Replication of Herring (2009). *American Sociological Review*, 82(4), 857.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Accounting

Module Code: DLMBACCE

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Gerhard Sälzer (Advanced Management Accounting & Control ) / Prof. Dr. Gerhard Sälzer (Current Issues in Accounting)

## Contributing Courses to Module

- Advanced Management Accounting & Control (DLMBACCE01)
- Current Issues in Accounting (DLMBACCE02)

## Module Exam Type

### Module Exam

### Split Exam

Advanced Management Accounting & Control

- Study Format "Distance Learning": Exam, 90 Minutes

Current Issues in Accounting

- Study Format "Distance Learning": Exam, 90 Minutes

## Weight of Module

see curriculum

### **Module Contents**

#### **Advanced Management Accounting & Control**

- Controllership and the CFO: Core Competencies, Organization, and Strategies
- Contingency Theory and Management Accounting and Control
- Levers of Control
- Behavioral Management Accounting and Control
- Transfer Pricing, and Corporate and Shared Service Centers
- Balance Scorecard, Executive Remuneration, and Control
- Product Life Cycle, Business Strategy, and Control

#### **Current Issues in Accounting**

- Preparation of Financial Statements
- Optimization of Receivables and Inventory
- Optimization of Liabilities and Equity
- Current Issues in Financial Accounting
- Valuing Businesses
- Capital Budgeting 154
- Financial Modeling and Valuation



### Learning Outcomes

#### Advanced Management Accounting & Control

On successful completion, students will be able to

- Describe how controllership is set up in international companies.
- Explain how management accounting and control have to consider the contingencies under which they are set up.
- Design management accounting and control processes specific to the contingencies characterizing a specific company.
- Utilize management accounting and control processes to address strategic uncertainties and support organizational learning.
- Design, evaluate, and optimize management accounting and control systems and practices to influence the behavior of managers and employees.
- Identify the importance of transfer pricing for multinational groups.
- Discuss the role of the CFO in an international company.

#### Current Issues in Accounting

On successful completion, students will be able to

- explain selected management and financial accounting issues.
- Analyze relevant issues specific to the level of financial accounting established in a company.
- Identify and explain the specific tasks of a CFO with regards to the different functions of financial accounting and financial management.
- Describe the regulatory changes following the economic crisis, e.g. Basel III, and identify their impact of financial accounting and control.
- Discuss recent developments concerning IFRS.
- Develop processes and strategic plans that recognize the increased importance of working capital optimization and capital restructuring.
- Identify the functions of a chief treasurer or controller in a multinational corporation.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field(s) of Finance & Tax Accounting

#### Links to other Study Programs of IUBH

All Master Programmes in the Business & Management field(s)

## Advanced Management Accounting & Control

Course Code: DLMBACCE01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course deals with advanced aspects of management accounting and control. Students will understand how controllership is set up in international companies and explore the contingencies of management accounting and control, e.g. strategy, organizational life cycle phase, size, and ownership structure. The course also introduces the concept of the levers of control and highlights not only the traditional feedback and constraining function of control systems, but also the learning and expanding function of these control levers. As management accounting and control ultimately aims to influence the behavior of managers and employees when implementing the organization's goals, behavioral aspects must be considered. Constraints such as limitations concerning the information processing capabilities of managers have to be taken into account when designing management control systems. Furthermore, as companies grow larger and operate in different countries, transfer pricing systems for controlling corporate and shared service centers have to be set up. Upon completion of this course, students will also understand the consequences of different approaches to transfer pricing.

### Course Outcomes

On successful completion, students will be able to

- Describe how controllership is set up in international companies.
- Explain how management accounting and control have to consider the contingencies under which they are set up.
- Design management accounting and control processes specific to the contingencies characterizing a specific company.
- Utilize management accounting and control processes to address strategic uncertainties and support organizational learning.
- Design, evaluate, and optimize management accounting and control systems and practices to influence the behavior of managers and employees.
- Identify the importance of transfer pricing for multinational groups.
- Discuss the role of the CFO in an international company.

**Contents**

1. Controllershship and the CFO: Core Competencies, Organization, and Strategies
  - 1.1 Management Accounting and Control
  - 1.2 Core Competencies of CFOs and Controllers
  - 1.3 Controllershship Strategies
  - 1.4 Organization of the Controller and Finance Unit
2. Contingency Theory and Management Accounting and Control
  - 2.1 Contingency Theory
  - 2.2 Differences in Management Accounting and Control According to Different Contingencies
  - 2.3 Limitations of Contingency Theory
3. Levers of Control
  - 3.1 Levers of Control
  - 3.2 Implications of the Levers of Control for the Management Accounting and Control Function
  - 3.3 Instruments for Different Levers of Control
4. Behavioral Management Accounting and Control
  - 4.1 Cognitive and Behavioral Constraints of Managers
  - 4.2 Implications for the Design of Management Accounting and Control Systems
  - 4.3 Behavioral Aspects of Implementing Management Control Systems
5. Transfer Pricing, and Corporate and Shared Service Centers
  - 5.1 Transfer Pricing Methods
  - 5.2 Transfer Pricing in Multi-National Companies
  - 5.3 Organizing Corporate Centers and Allocation of Their Costs
  - 5.4 Organizing and Pricing of Shared Service Centers
6. Balance Scorecard, Executive Remuneration, and Control
  - 6.1 Balanced Scorecard: An Overview
  - 6.2 Measures in Balanced Scorecard
  - 6.3 Agency Theory and Balanced Scorecard
  - 6.4 Implications of Balanced Scorecard on Control

7. Product Life Cycle, Business Strategy, and Control
  - 7.1 An Overview of Product Life Cycle
  - 7.2 Stages of Product Life Cycle and Business Strategy
  - 7.3 Implications of Product Life Cycle on Control

## Literature

### Compulsory Reading

#### Further Reading

- Atkinson, A. A., Kaplan, R. S., Matsumara, E. M., & Young, S. M. (2012). Management accounting: Information for decision making and strategy execution (6th ed.). Upper Saddle River, NJ: Pearson.
- Bangemann, T. O. (2005). Shared services in finance and accounting . Aldershot, Hants, England: Gower.
- Buytendijk, F. (2010). Dealing with dilemmas: Where business analytics fall short . Chichester: Wiley.
- Chenhall, R. H. (2007). Theorizing contingencies in management control systems research. Handbooks of Management Accounting Research, 2, 163–205.
- Davila, A., & Foster, G. (2005). Management accounting systems adoption decisions: Evidence and performance implications from early-stage/startup companies. The Accounting Review, 80(4), 1039–1068.
- Lovallo, D., & Kahnemann, D. (2003). Delusions of success: How optimism undermines executives' decisions. Harvard Business Review, 81(7), 56–63.
- Merchant, K. A., & Pick, K. (2010). Blind spots, biases and other pathologies in the boardroom . New York: Business Expert Press.
- Schuster, P., & Clarke, P. (2010). Transfer prices: Functions, types and behavioral implications. Management Accounting Quarterly, 11(2), 22–32.
- Tarasovich, B., & Lyons, B. (2009). Finance flies high: How Unilever redesigned its finance function to build value and drive growth. Strategic Finance, 91(5), 25–29.
- Tuomela, T. (2005). The interplay of different levers of control: A case study of introducing a new performance measurement system. Management Accounting Research, 16(3), 293–320.
- Weber, J., & Nevries, P. (2010). Drivers of successful controllership: Activities, people, and connecting with management . New York: Business Expert Press.
- Wickramasinghe, D., & Alawattage, C. (2007). Towards contingency theory of management accounting. Management accounting change: Approaches and perspectives , 381–407. London: Routledge.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

## Current Issues in Accounting

Course Code: DLMBACCE02

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	DLMBACCE01

### Course Description

Management accounting and financial accounting are constantly changing and adapting to internal and external circumstances. Financial accounting according to IFRS is continually evolving; developments occur in accounting rules and instruments for financial management are constantly emerging. Following the financial and economic crisis in 2008, accounting changed significantly following the introduction of additional regulatory rules and operating requirements. This course gives students an insight into selected issues and provides practical examples in management accounting and financial accounting. Students are introduced to specific tasks of a CFO with regard to accounting and financial management. The course will also facilitate students to develop an in-depth understanding of working capital optimization and capital restructuring. Finally, students will apply their financial and management accounting knowledge in an integrated financial modeling exercise.

### Course Outcomes

On successful completion, students will be able to

- explain selected management and financial accounting issues.
- Analyze relevant issues specific to the level of financial accounting established in a company.
- Identify and explain the specific tasks of a CFO with regards to the different functions of financial accounting and financial management.
- Describe the regulatory changes following the economic crisis, e.g. Basel III, and identify their impact of financial accounting and control.
- Discuss recent developments concerning IFRS.
- Develop processes and strategic plans that recognize the increased importance of working capital optimization and capital restructuring.
- Identify the functions of a chief treasurer or controller in a multinational corporation.

### Contents

1. Preparation of Financial Statements
  - 1.1 Accrual and Deferral Concepts for Recording Transactions
  - 1.2 End-of-Period Adjustments and the Use of Accounting Estimates
  - 1.3 Preparation of Financial Statements and the Classified Balance Sheet
  - 1.4 The Accrual Basis of Accounting and the Interpretation of Financial Statements
  - 1.5 Financial Analysis and the Company's Liquidity: Working Capital Ratio, Current Ratio, and Quick Ratio

2. Optimization of Receivables and Inventory
  - 2.1 Receivables and Uncollectibles
  - 2.2 Accounting for Receivables and Uncollectibles
  - 2.3 Inventories Classification
  - 2.4 Inventory Cost Flow Assumptions and Their Impact on Financial Statements
  - 2.5 Financial Analysis: Accounts Receivable and Inventory Turnover Ratios
3. Optimization of Liabilities and Equity
  - 3.1 Financing Using Current Liabilities, Notes Payable, and Contingencies
  - 3.2 Long-Term Sources of Finance
  - 3.3 Debt and Equity Financing and Earnings Per Share
  - 3.4 Financial Statement Analysis Using Price-Earnings Ratio
4. Current Issues in Financial Accounting
  - 4.1 International Financial Reporting Standards (IFRS)
  - 4.2 Principle- Versus Rule-Based Standards and IFRS Fair Value Measures
  - 4.3 Specific IFRS Standards
  - 4.4 Financial Statement Presentation under IFRS
  - 4.5 Integrated Revenue Recognition and the Implications of Adopting IFRS
5. Valuing Businesses
  - 5.1 Financial Statements and Valuation
  - 5.2 Accrual Accounting and Valuation: Pricing Book Value
  - 5.3 Accrual Accounting and Valuation: Pricing Earnings
  - 5.4 Business Valuation Methods in Practice
  - 5.5 Corporate Restructuring, Corporate Governance, and Auditor's Role in Firm Valuation
6. Capital Budgeting
  - 6.1 Capital Budgeting Decisions
  - 6.2 Non-Discounting Models: Payback and Accounting Rate of Return
  - 6.3 Discounting Models: The Net Present Value (NPV) Method and Internal Rate of Return (IRR)
  - 6.4 NPV Versus IRR for Selecting Mutually Exclusive Projects
  - 6.5 Basics of Modeling Capital Budgeting
7. Financial Modeling and Valuation
  - 7.1 Using Assumptions and Building a Financial Model
  - 7.2 Analysis, Valuation, and Planning



## Literature

### Compulsory Reading

### Further Reading

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(6th ed.). New York, NY: John Wiley and Sons.
- Sagner, J. (2014).  
Working capital management: Applications and case studies  
(pp. 1–32, 89–141). New York, NY: John Wiley & Sons.
- Shefrin, H. (2005).  
Behavioral corporate finance  
. Boston, MA: McGraw-Hill.
- Weston, F. J., Mitchell, M., & Mulherin, H. (2003).  
Takeovers, restructuring and corporate governance  
(4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Artificial Intelligence

Module Code: DLMIMWKI

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Ulrich Kerzel (Artificial Intelligence) / Prof. Dr. Tim Schlippe (Seminar: AI and Society)

## Contributing Courses to Module

- Artificial Intelligence (DLMAIAI01)
- Seminar: AI and Society (DLMAISAI01)

## Module Exam Type

### Module Exam

### Split Exam

#### Artificial Intelligence

- Study Format "Distance Learning": Exam, 90 Minutes

#### Seminar: AI and Society

- Study Format "Distance Learning": Written Assessment: Research Essay

## Weight of Module

see curriculum

<p><b>Module Contents</b></p> <p><b>Artificial Intelligence</b></p> <ul style="list-style-type: none"> <li>▪ History of AI</li> <li>▪ AI application areas</li> <li>▪ Expert systems</li> <li>▪ Neuroscience</li> <li>▪ Modern AI systems</li> </ul> <p><b>Seminar: AI and Society</b></p> <p>In this module, students will reflect on current societal and political implications of artificial intelligence. To this end, pertinent topics will be introduced via articles that are then critically evaluated by the students in the form of a written essay.</p>	
<p><b>Learning Outcomes</b></p> <p><b>Artificial Intelligence</b></p> <p>On successful completion, students will be able to</p> <ul style="list-style-type: none"> <li>▪ remember the historical developments in the field of artificial intelligence.</li> <li>▪ analyze the different application areas of artificial intelligence.</li> <li>▪ comprehend expert systems.</li> <li>▪ apply Prolog to simple expert systems.</li> <li>▪ comprehend the brain and cognitive processes from a neuro-scientific point of view.</li> <li>▪ understand modern developments in artificial intelligence.</li> </ul> <p><b>Seminar: AI and Society</b></p> <p>On successful completion, students will be able to</p> <ul style="list-style-type: none"> <li>▪ name selected current societal topics and issues in artificial intelligence.</li> <li>▪ explain the influence and impact of artificial intelligence on societal, economic, and political topics.</li> <li>▪ transfer theoretically-acquired knowledge to real-world cases.</li> <li>▪ treat in a scientific manner a select topic in the form of a written essay.</li> <li>▪ critically question and discuss current societal and political issues arising from the recent advances in artificial intelligence methodology.</li> <li>▪ develop own problem-solving skills and processes through reflection on the possible impact of their future occupation in the sector of artificial intelligence.</li> </ul>	
<p><b>Links to other Modules within the Study Program</b></p> <p>This module is similar to other modules in the field of Data Science &amp; Artificial Intelligence.</p>	<p><b>Links to other Study Programs of IUBH</b></p> <p>All Master Programmes in the IT &amp; Technology field.</p>

# Artificial Intelligence

Course Code: DLMAIAI01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

The quest for artificial intelligence has captured humanity's interest for many decades and has been an active research area since the 1960s. This course will give a detailed overview of the historical developments, successes, and set-backs in AI, as well as the development and use of expert systems in early AI systems. In order to understand cognitive processes, the course will give a brief overview of the biological brain and (human) cognitive processes and then focus on the development of modern AI systems fueled by recent developments in hard- and software. Particular focus will be given to discussion of the development of "narrow AI" systems for specific use cases vs. the creation of general artificial intelligence. The course will give an overview of a wide range of potential application areas in artificial intelligence, including industry sectors such as autonomous driving and mobility, medicine, finance, retail, and manufacturing.

## Course Outcomes

On successful completion, students will be able to

- remember the historical developments in the field of artificial intelligence.
- analyze the different application areas of artificial intelligence.
- comprehend expert systems.
- apply Prolog to simple expert systems.
- comprehend the brain and cognitive processes from a neuro-scientific point of view.
- understand modern developments in artificial intelligence.

## Contents

1. History of AI
  - 1.1 Historical Developments
  - 1.2 AI Winter
  - 1.3 Notable Advances in AI
2. Expert Systems
  - 2.1 Overview Over Expert Systems
  - 2.2 Introduction to Prolog
3. Neuroscience
  - 3.1 The (Human) Brain
  - 3.2 Cognitive Processes

- 4. Modern AI Systems
  - 4.1 Recent Developments in Hard- and Software
  - 4.2 Narrow vs General AI
  - 4.3 NLP and Computer Vision
  
- 5. AI Application Areas
  - 5.1 Autonomous Vehicles & Mobility
  - 5.2 Personalized Medicine
  - 5.3 FinTech
  - 5.4 Retail & Industry

**Literature**

**Compulsory Reading**

**Further Reading**

- Bear, F., Barry, W., & Paradiso, M. (2006). Neuroscience: Exploring the brain (3rd ed.). Baltimore, MD: Lippincott Williams and Wilkins.
- Bratko, I. (2011). Prolog programming for artificial intelligence (4th ed.). Hoboken, NJ: Pearson.
- Jackson, P. (1998). Introduction to expert systems (3rd ed.). Chicago, IL: Addison Wesley Longman.
- Nilsson, N. (2009). The quest for artificial intelligence. Cambridge: Cambridge University Press.
- Russel, S., & Norvig, P. (2009). Artificial intelligence: A modern approach (3rd ed.). Malaysia: Pearson.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Seminar: AI and Society

Course Code: DLMAISAI01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

In the current decade, impressive advances have been achieved in the field of artificial intelligence. Several cognitive tasks like object recognition in images and video, natural language processing, game strategy, and autonomous driving and robotics are now being performed by machines at unprecedented levels of ability. This course will examine some of societal, economic, and political implications of these developments.

### Course Outcomes

On successful completion, students will be able to

- name selected current societal topics and issues in artificial intelligence.
- explain the influence and impact of artificial intelligence on societal, economic, and political topics.
- transfer theoretically-acquired knowledge to real-world cases.
- treat in a scientific manner a select topic in the form of a written essay.
- critically question and discuss current societal and political issues arising from the recent advances in artificial intelligence methodology.
- develop own problem-solving skills and processes through reflection on the possible impact of their future occupation in the sector of artificial intelligence.

### Contents

- The seminar covers current topics concerning the societal impact of artificial intelligence. Each participant must create a seminar paper on a topic assigned to him/her. A current list of topics is given in the Learning Management System.



**Literature****Compulsory Reading****Further Reading**

- Boddington, P. (2017): Towards a code of ethics for artificial intelligence. Springer International Publishing, New York, NY.
- Bostrom, N. (2016): Superintelligence: Paths, dangers, strategies. Oxford University Press, Oxford.
- Tegmark, M. (2018): Life 3.0: Being human in the age of artificial intelligence. Penguin, New York, NY.
- Wachter-Boettcher, S. (2017): Technically wrong: Sexist apps, biased algorithms, and other threats of toxic tech. W. W. Norton & Company, New York, NY.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Negotiation and Intercultural Management

Module Code: DLMHREENIM

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Georg Berkel (Negotiation) / Prof. Dr. Markus Prandini (Intercultural Management)

## Contributing Courses to Module

- Negotiation (DLMNEGE01-01)
- Intercultural Management (DLMINTIM01\_E)

## Module Exam Type

### Module Exam

### Split Exam

#### Negotiation

- Study Format "Distance Learning": Oral Assignment

#### Intercultural Management

- Study Format "Fernstudium": Exam, 90 Minutes

## Weight of Module

see curriculum

### **Module Contents**

#### **Negotiation**

- The significance and nature of negotiation
- The distribution of value
- Distributive negotiation tactics
- The creation of value
- Value creation negotiation tactics
- The negotiator's dilemma
- Learning to negotiate

#### **Intercultural Management**

- Fundamentals and classification of intercultural management
- Role and importance of intercultural management for companies
- Diversity management in intercultural management
- Entrepreneurial aspects in decision-making for intercultural management
- Focal points of intercultural management
- Intercultural management in selected countries

### Learning Outcomes

#### Negotiation

On successful completion, students will be able to

- Describe the process of negotiation and the interconnected but opposing processes of value distribution and value creation.
- Recognize common myths and misconceptions regarding negotiation and negotiators and take measures to avoid common pitfalls.
- Apply empirical insights about the process of negotiation to negotiation scenarios.
- Negotiate with various other parties using value distribution and value creation tactics.
- Engage in a process of self-reflection and utilize a variety of tools to improve performance as a novice negotiator.

#### Intercultural Management

On successful completion, students will be able to

- recognize and classify intercultural management as an independent discipline in business administration.
- use important cultural theories and cultural dimensions as a basis for business decisions in an international context.
- analyze relevant core competencies of a company for successful intercultural management and apply them in concrete situations.
- identify and manage culture-specific influences on the strategy, marketing and human resources of internationally active companies.
- apply important aspects of intercultural management in leadership, communication and cooperation in international teams.
- demonstrate cultural sensitivity and deeper understanding of international cooperation with selected cultural regions (Germany, USA, China).

#### Links to other Modules within the Study Program

This module is similar to other modules in the fields of Business Administration & Management

#### Links to other Study Programs of IUBH

All Master Programs in the Business & Management fields

# Negotiation

Course Code: DLMNEGE01-01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

The course enables students to learn about both the negotiation process and actually how to negotiate. In order to understand the rules that govern the interpersonal decision-making process that is negotiation, it is essential to have an in-depth understanding of the two sides of negotiation: the distribution of value and the creation of value. This course begins by introducing students to the pervasive nature of negotiation and some of the common myths and misconceptions that limit the potential benefits that can be gained through effective negotiation. It then delves into the concept of distribution value and the specific tactics that can be employed in order to arrive at the most favorable outcome. Students will then explore value creation and how to implement tactics to move from a win-lose scenario to a win-win. The course will then offer insights drawn from game theory (including the prisoner's dilemma, the "stag hunt game," the "tit-for-tat" strategy) before concluding with a focused exploration of how to manage the process of implementing negotiation theory in practice, avoiding pitfalls and allowing for effective negotiation learning.

## Course Outcomes

On successful completion, students will be able to

- Describe the process of negotiation and the interconnected but opposing processes of value distribution and value creation.
- Recognize common myths and misconceptions regarding negotiation and negotiators and take measures to avoid common pitfalls.
- Apply empirical insights about the process of negotiation to negotiation scenarios.
- Negotiate with various other parties using value distribution and value creation tactics.
- Engage in a process of self-reflection and utilize a variety of tools to improve performance as a novice negotiator.

## Contents

1. The Significance and Nature of Negotiation
  - 1.1 The Nature and Types of Negotiation
  - 1.2 Misconceptions About Negotiation and Myths About Negotiators
2. The Distribution of Value
  - 2.1 The Pie: Zone of Possible Agreement
  - 2.2 Slicing the Pie: Maximizing Distributive Outcomes

3. Distributive Negotiation Tactics
  - 3.1 Distributive Negotiation To-Dos
  - 3.2 Learning Transfer
4. The Creation of Value
  - 4.1 Value Creation: From Win-Lose to Win-Win
  - 4.2 The Four Steps and the Three Types of Value Creation
5. Value Creation Negotiation Tactics
  - 5.1 Framing
  - 5.2 Value Creation Negotiation To-Dos
6. The Negotiator's Dilemma
  - 6.1 The Dilemma Between Creating and Distributing Value
  - 6.2 The Prisoner's Dilemma as a Metaphor for the Negotiator's Dilemma
  - 6.3 Coping Strategies: Tit-for-Tat Strategy and Changing Payoffs
7. Learning to Negotiate
  - 7.1 From Theory to Practice
  - 7.2 Three Challenges to Learning to Negotiate
  - 7.3 A Model for Negotiation Learning

**Literature****Compulsory Reading****Further Reading**

- Bazerman, M. H., & Neale, M. A. (1993).  
Negotiating rationally  
. New York: The Free Press.
- Berkel, G. (2013). Contract management. In M. Kleinaltenkamp, W. Plinke, & I. Geiger (Eds.),  
Business project management and marketing: Mastering business markets.  
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- Brett, J. M. (2014).  
Negotiating globally: How to negotiate deals, resolve dispute, and make decisions across  
cultural boundaries  
. San Francisco: Jossey-Bass.
- De Cremer, D., & Pillutla, M. (2013).  
Making negotiations predictable: What science tells us  
. Basingstoke: Palgrave Macmillan.
- Der Foo, M., Anger Elfenbein, H., Hoon Tan, H., & Chuan Aik, V. (2004). Emotional intelligence  
and negotiation: The tension between creating and claiming value.  
International Journal of Conflict Management, 15  
(4), 411–429.
- Diekmann, K., & Galinsky, A. D. (2006). Overconfident, underprepared: Why you may not be  
ready to negotiate.  
Negotiation, 9  
(10), 6–9.
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own incompetence.  
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(3), 83–87.
- Fisher, R., Ury, W. L., & Patton, B. (2011).  
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(3rd ed.). London: Penguin Books.
- Galinsky, A. D., & Mussweiler, T. (2001). First offers as anchors: The role of perspective- taking  
and negotiator focus.  
Journal of Personality & Social Psychology, 81  
(4), 657–669.
- Gigerenzer, G. (2005). I think, therefore I err.  
Social Research, 72  
(1), 195–218.
- Kahneman, D. (2011).  
Thinking, fast and slow  
. London: Penguin Books.
- Katz, G. (2011).  
Intercultural negotiations: The unique case of Germany and Israel.  
Berlin: Books on Demand.
- Lax, D. A., & Sebenius, J. K. (1986).  
The manager as negotiator: Bargaining for cooperation  
and competitive gain.  
New York, NY: Free Press.
- Liberman, V., Samuels, S. M., & Ross, L. (2004). The name of the game: Predictive power  
of reputations versus situational labels in determining prisoner's dilemma game moves.  
Personality  
and Social Psychology Bulletin 30



**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Oral Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Intercultural Management

Course Code: DLMINTIM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

With the ever growing globalization of the economy, the demands on managers and employees to operate successfully in an international environment have increased. An important core competence of internationally active companies is the skill to competently deal with the idiosyncrasies of other cultures. In business administration, an independent discipline of intercultural management has therefore been developed to examine the behavior and cooperation of people from countries and organizations around the world and to derive recommendations for successful interactions on a corporate and personal level. This course provides students with a conceptual framework for a systematic understanding of the concept of culture, cultural synergies and differences, and the convergence and divergence of cultural norms and values. Students acquire the knowledge and intercultural skills necessary to manage and work across borders and cultures in a changing global business environment.

## Course Outcomes

On successful completion, students will be able to

- recognize and classify intercultural management as an independent discipline in business administration.
- use important cultural theories and cultural dimensions as a basis for business decisions in an international context.
- analyze relevant core competencies of a company for successful intercultural management and apply them in concrete situations.
- identify and manage culture-specific influences on the strategy, marketing and human resources of internationally active companies.
- apply important aspects of intercultural management in leadership, communication and cooperation in international teams.
- demonstrate cultural sensitivity and deeper understanding of international cooperation with selected cultural regions (Germany, USA, China).

## Contents

1. Fundamentals and classification of intercultural management
  - 1.1 Intercultural management as an independent discipline in business administration
  - 1.2 Important cultural concepts as basis for intercultural management
  - 1.3 Important cultural dimensions as basis for intercultural understanding

2. Role and importance of intercultural management for companies
  - 2.1 International developments and contexts for enterprises
  - 2.2 Connection between national culture and corporate culture
  - 2.3 Entrepreneurial core competencies for successful intercultural management
3. Diversity management in intercultural management
  - 3.1 Working with diversity in companies
  - 3.2 Management styles in individualistic and collectivist cultures
  - 3.3 Reconciliation of cultural dilemmas
4. Entrepreneurial decision-making dimensions of intercultural management
  - 4.1 Strategy
  - 4.2 Marketing
  - 4.3 Human Resources Management (HRM)
5. Focal points of intercultural management
  - 5.1 Intercultural management and Corporate Governance
  - 5.2 Intercultural communication
  - 5.3 Intercultural teamwork
6. Intercultural management in selected countries
  - 6.1 Germany
  - 6.2 USA
  - 6.3 China

## Literature

### Compulsory Reading

### Further Reading

- Browaays, M-J. / Price, R. (2015): Understanding Cross-Cultural Management. 3rd Edition, Pearson, Upper Saddle River.
- Deresky, H. (2017): International Management: Managing Across Borders and Cultures. 9th Edition, Pearson Education Limited, Harlow.
- Steers, R. M. / Nardon, L. / Sanchez-Runde, C. J. (2016): Management across Cultures. Developing Global Competencies. Cambridge University Press, Cambridge.
- Thomas, D.C. / Inkson, K. (2017): Cultural Intelligence: Surviving and Thriving in the Global Village. 3rd Edition, Berrett-Koehler Publishers, Oakland.
- Trompenaars, F. (2012): Riding the Waves of Culture. Understanding Cultural Diversity in Global Business. 3rd Edition, N. Brealey Publishing, London/Boston.

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b> 90 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 30 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

# Human Performance

Module Code: DLMPMWHP\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Magdalena Bathen-Gabriel (Biohacking) / Prof. Dr. Magdalena Bathen-Gabriel (Project: Workspace Design)

## Contributing Courses to Module

- Biohacking (DLMPMWHP01\_E)
- Project: Workspace Design (DLMPMWHP02\_E)

## Module Exam Type

### Module Exam

### Split Exam

#### Biohacking

- Study Format "Distance Learning": Written Assessment: Written Assignment

#### Project: Workspace Design

- Study Format "Distance Learning": Oral Project Report

## Weight of Module

see curriculum

### Module Contents

#### Biohacking

- Biological and Anatomical Basics of the Brain
- The Gut-Brain Axis
- Nutrition and Cognitive Performance
- Exercise and Cognitive Performance
- Sleep and Cognitive Performance
- Light and Cognitive Performance
- More "Hacks" and Performance

#### Project: Workspace Design

With increasing tertiary sector and knowledge work, there is renewed attention to the design of physical workspaces for creative and knowledge workers, which is reflected in empirical research findings. This course aims to sensitize students to the design of workspaces and to provide them with empirically supported design principles. Students will therefore develop an overview of the relationships between well-being, job satisfaction and the physical work environment based on empirical and conceptual literature. These findings are transferred to a specific practical task in a problem-oriented manner.

### Learning Outcomes

#### Biohacking

On successful completion, students will be able to

- understand and reproduce the basic features of the anatomy of the human brain.
- explain empirically supported relationships between nutrition and the brain.
- explain empirically supported relationships between movement and the brain.
- explain empirically supported relationships between micronutrients and the brain.
- explain empirically supported relationships between sleep and the brain.
- derive problem-related recommendations based on empirical findings of biohacking.

#### Project: Workspace Design

On successful completion, students will be able to

- understand effects of the physical environment on job satisfaction, productivity, and well-being and to apply them to practical use cases.
- transfer cultural aspects such as values or brand of an organization into the workspace design.
- design workplaces and workspaces with respect to their design for high productivity and justify this.
- design approaches to promote positive emotions and avoid negative thinking patterns to develop and translate them into formal language.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources and Architecture

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources and Design, Architecture & Construction fields

# Biohacking

Course Code: DLMPMWHP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

Biohacking is a new approach to optimize health and performance. This course provides an overview of how biohacking can contribute to maintaining health on the one hand and enhancing performance and well-being on the other. To this end, empirically supported results on the influence of nutrition, exercise, sleep and light on health, well-being and performance are analyzed. The course is designed to help students develop a better understanding of their own performance on the one hand, and to build knowledge and understanding as well as consulting skills regarding self-management with employees or clients on the other hand.

## Course Outcomes

On successful completion, students will be able to

- understand and reproduce the basic features of the anatomy of the human brain.
- explain empirically supported relationships between nutrition and the brain.
- explain empirically supported relationships between movement and the brain.
- explain empirically supported relationships between micronutrients and the brain.
- explain empirically supported relationships between sleep and the brain.
- derive problem-related recommendations based on empirical findings of biohacking.

## Contents

1. Health, Well-Being and Performance
  - 1.1 Definitions
  - 1.2 Empirically Supported Effects of Well-Being and Health
2. Biological and Anatomical Basics of the Brain
  - 2.1 Structure of the Brain
  - 2.2 Role of Neurons
  - 2.3 Sympathetic and Parasympathetic Nervous System
3. The Gut-Brain Axis
  - 3.1 Communication between Brain and Gut
  - 3.2 The Microbiome
  - 3.3 Empirical Findings on the Gut-Brain Axis



4. Nutrition and Cognitive Performance
  - 4.1 Chronobiological Diet
  - 4.2 Nutrition and Microbiome
  - 4.3 Empirical Findings on Nutrition and Performance
5. Exercise and Cognitive Performance
  - 5.1 Types Movement
  - 5.2 Empirical Evidence on Exercise and Performance
6. Sleep and Cognitive Performance
  - 6.1 Types and Phases of Sleep
  - 6.2 Sleep and Regeneration
  - 6.3 Sleep and Memory
  - 6.4 Further Empirical Findings on Effects of Sleep
7. Light and Cognitive Performance
  - 7.1 Types of Light and Wavelengths
  - 7.2 Light and Degeneration
  - 7.3 Empirical Findings on Light and Cognitive Performance.
8. More "Hacks" and Performance
  - 8.1 Hormones
  - 8.2 Environmental Toxins
  - 8.3 Ergonomics
  - 8.4 Chronic Inflammation

**Literature****Compulsory Reading****Further Reading**

- Asprey, D. (2019): Super Human. The Bulletproof Plan to Age Backward and Maybe Even Live Forever. 5th edition, HarperCollins, New York.
- Bhaskaran, K. et al. (2014): Body-mass index and risk of 22 specific cancers. A population-based cohort study of 5 24 million UK adults. In: The Lancet, 384. Jg., Journal 9945, p. 755-765.
- Hölscher, C. (2011): Diabetes as a risk factor for Alzheimer's disease. Insulin signalling impairment in the brain as an alternative model of Alzheimer's disease. In: Biochem Soc Trans, 39. Jg., Journal 4, p. 891-897.
- Meyer, T. et al. (2017): Attention deficit-hyperactivity disorder is associated with reduced blood pressure and serum vitamin D levels. Results from the nationwide German Health Interview and Examination Survey for Children and Adolescents (KiGGS). In: European child & adolescent psychiatry, 26. Jg., Journal 2, p. 165-175.
- Stimpfel, M./Jancar, N./Virant-Klun, I. (2018): New challenge: mitochondrial epigenetics? In: Stem Cell Reviews and Reports, 14. Jg., Journal 1, p. 13-26.
- Van De Voorde, K./Paauwe, J./Van Veldhoven, M. (2012): Employee well-being and the HRM-organizational performance relationship: a review of quantitative studies. In: International Journal of Management Reviews, 14. Jg., Journal 4, p. 391-407.
- Wang, Y. et al. (2019): Association of muscular strength and incidence of type 2 diabetes. In: Mayo Clinic Proceedings, 94. Jg., Journal 4, p. 643-651.
- Wright, T. A./Cropanzano, R. (2000): Psychological well-being and job satisfaction as predictors of job performance. In: Journal of occupational health psychology, 5. Jg., Journal 1, p. 84-94.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Written Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Project: Workspace Design

Course Code: DLMPMWHP02\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

For many years, research on success factors for well-being and performance at work has focused on the analysis of psychological and task-related variables (e.g., Vischer 2007). In this course, students will develop an overview of the empirical relationships between well-being, job satisfaction and the physical work environment based on empirical and conceptual literature. These findings are transferred to a specific practical task in a problem-oriented manner.

### Course Outcomes

On successful completion, students will be able to

- understand effects of the physical environment on job satisfaction, productivity, and well-being and to apply them to practical use cases.
- transfer cultural aspects such as values or brand of an organization into the workspace design.
- design workplaces and workspaces with respect to their design for high productivity and justify this.
- design approaches to promote positive emotions and avoid negative thinking patterns to develop and translate them into formal language.

### Contents

- The course is intentionally designed to be interdisciplinary so that students acquire basic interior design knowledge and combine it with insights from psychosocial research on the effects of the physical work environment.
- The following aspects represent essential contents of the course:
  - Design of a culture- and vision-based work environment; translation of the brand into the work environment; harmonious embedding in the environment; translation of corporate values into the work environment; flexibility in work design; activity-based workspaces and their effects on health and engagement; light and air; emotional reactions to design and space; promotion of productive habits; consideration of different personalities and work styles; promotion of communication in the workspace; team play and fun at work; personalization possibilities in the workspace; multifunctional spaces; evaluation criteria.
- Possible topics for exam performance:
  - Own practical problem: Redesign of a previous workspace according to scientific aspects of productivity and well-being.

- Activity-based workspaces: Concept for the redesign of an open-plan office according to ergonomic and health-psychological aspects
- Choice of a particular brand: translation of the brand into the workspace of the Marketing Department
- Choice of a specific brand: translation of the brand into the workspace of the HR department
- Choice of a particular company: translation of the company's values into the Workspace of the human resources department and the associated conference room
- Zero-Commute Housing: Embedding a Home Office Landscape

#### Literature

#### Compulsory Reading

#### Further Reading

- Gillen, N. (2019): Future Office. Next-generation workplace design. Riba, London.
- Haapakangas, A. et al. (2018): Self-rated productivity and employee well-being in activity-based office. The role of environmental perceptions and workspace use. In: Building and Environment, 145. Jg., p. 115-124.
- Knight, C./Haslam, S. A. (2010): The relative merits of lean, enriched, and empowered offices. An experimental examination of the impact of workspace management strategies on well-being and productivity. In: Journal of Experimental Psychology: Applied, 16. Jg., Journal 2, p. 158.
- Pizag, A. (2015). Create a thriving workspace. Pizag, Sydney.
- Vischer, J. C. (2007): The effects of the physical environment on job performance: towards a theoretical model of workspace stress. In: Stress and health: Journal of the International Society for the Investigation of Stress, 23. Jg., Journal 3, p. 175-184.
- Wells, M. M. (2000): Office clutter or meaningful personal displays: The role of office personalization in employee and organizational well-being. In: Journal of environmental psychology, 20. Jg., Journal 3, p. 239-255.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Project
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Oral Project Report

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

## Work and Organisational Psychology

Module Code: DLMPMWKAO\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Karin Halbritter (Concepts in Psychology) / Prof. Dr. Karin Halbritter (Occupational and Organizational Psychology)

### Contributing Courses to Module

- Concepts in Psychology (DLMWPWKP01\_E)
- Occupational and Organizational Psychology (DLMWPAOP01\_E)

### Module Exam Type

Module Exam	Split Exam
	<p><u>Concepts in Psychology</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul> <p><u>Occupational and Organizational Psychology</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul>

### Weight of Module

see curriculum

### **Module Contents**

#### **Concepts in Psychology**

- General Psychology I
- General Psychology II
- Social Psychology
- Industrial Psychology
- Organizational Psychology

#### **Occupational and Organizational Psychology**

- Performance Evaluation
- Industrial and Organizational Psychology and its Impact
- Work Analysis and Evaluation
- Work Design Concepts
- New Forms of Work
- Agile Organization
- Organizational Development as a Process
- Mergers & Acquisition: Mergers and Corporate Takeovers
- Recruitment
- Human Resources Development



### Learning Outcomes

#### Concepts in Psychology

On successful completion, students will be able to

- understand psychology as a science and to be able to distinguish it from other disciplines in terms of content.
- classify psychology as a scientific and research discipline, and grasp selected fundamentals of psychology.
- know essential concepts of psychology in terms of their relevance to business psychology.
- build knowledge of the central concepts and theories of psychology that are essential for understanding the subject area of business psychology.
- integrate approaches, methods and instruments of psychology into everyday business life.
- discuss questions of psychology with regard to human behavior, thinking and feeling and apply it in the context of companies.

#### Occupational and Organizational Psychology

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to labor analysis.
- recognize the need for organizations to transform into agile organizations and to name and apply their principles.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- understand the impact of artificial intelligence and robotics on work and help design appropriate human-machine interaction measures from the perspective of industrial and organizational psychology to maintain a humane way of working.
- accompany corporate mergers from an organizational psychology perspective with appropriate measures.
- conduct active sourcing-based recruitment based on data and modern recruiting tools.
- operate contemporary measures of employee development and leadership development.
- implement performance appraisal procedures and be able to perform job performance evaluations.
- take on tasks in the areas of management and human resource leadership.

#### Links to other Modules within the Study Program

This module is similar to other modules in the fields of Psychology and Social Work

#### Links to other Study Programs of IUBH

All other Master Programs in the Social Sciences field

## Concepts in Psychology

Course Code: DLMWPWKP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course provides students from other disciplines with a core understanding of the fundamental concepts of psychology. The content of the course provides both the basis for understanding psychology as a science and the essential theories and knowledge that are essential for classifying and applying issues in business psychology. Students learn the fundamentals and core content of the scientific discipline of psychology. They gain a comprehensive understanding of essential psychological research areas and fields of application that have connection and relevance to business psychology. In this way, students build up a basic knowledge that enables them to adopt the perspective of business psychology issues in the further course of their studies and to build up and expand their knowledge in this area on a sound basis.

### Course Outcomes

On successful completion, students will be able to

- understand psychology as a science and to be able to distinguish it from other disciplines in terms of content.
- classify psychology as a scientific and research discipline, and grasp selected fundamentals of psychology.
- know essential concepts of psychology in terms of their relevance to business psychology.
- build knowledge of the central concepts and theories of psychology that are essential for understanding the subject area of business psychology.
- integrate approaches, methods and instruments of psychology into everyday business life.
- discuss questions of psychology with regard to human behavior, thinking and feeling and apply it in the context of companies.

### Contents

1. General Psychology I
  - 1.1 Perception
  - 1.2 Memory
  - 1.3 Cognition

2. General Psychology II
  - 2.1 Learning
  - 2.2 Motivation
  - 2.3 Emotion
3. Social Psychology
  - 3.1 The Power of the Social
  - 3.2 Social Influence
  - 3.3 Conflict, Aggression and Cooperation
  - 3.4 Selected Social Psychological Theories
  - 3.5 Prosocial Behavior, Helping Behavior and Altruism
4. Industrial Psychology
  - 4.1 Basics of Industrial Psychology
  - 4.2 Concepts and Methods of Work Analysis and Evaluation
  - 4.3 Concepts and Methods of Work Motivation and Satisfaction
  - 4.4 Concepts and Methods of Workplace Design
  - 4.5 Work and Health
5. Organizational Psychology
  - 5.1 Fundamentals of Organizational Psychology and Structure
  - 5.2 Organizational Culture and Climate
  - 5.3 Interaction and Communication in Organizations
  - 5.4 Conflicts in Organizations
  - 5.5 Mergers & Acquisitions

<b>Literature</b>
<b>Compulsory Reading</b>
<p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>▪ Aronson, E./Wilson, T. D./Sommers, S. R. (2021): Social psychology. 10th Edition. Pearson, Harlow.</li> <li>▪ Chmiel, N. (2008): An introduction to work and organizational psychology. A European perspective. 2nd Edition. Blackwell, Malden.</li> <li>▪ Conte, J. M./Landy, J. (2013): Work in the 21st century: an introduction to industrial and organizational psychology. 4th Edition, Wiley, Hoboken.</li> <li>▪ Fraccaroli, F./Sverke, M. (2017): An Introduction to Work and Organizational Psychology; An International Perspective. John Wiley &amp; Sons, Ltd, Wiley Online Library, Hoboken.</li> <li>▪ Hewstone, M./Stroebe, W./Jonas, K. (2015): An introduction to social psychology. 6th Edition. Wiley, Chichester.</li> <li>▪ Jex, S. M./Britt, T. W. (2014): Organizational Psychology. A Scientist-Practitioner Approach. 3rd Edition. Wiley, Hoboken.</li> <li>▪ Kalat, J. W. (2017): Introduction to psychology. 11th Edition, Cengage Learning, Boston.</li> <li>▪ Perrewé, P. L./Halbesleben, J. R. B./Rosen, C. C. (2012): The Role of the Economic Crisis on Occupational Stress and Well Being. Emerald Group Publishing Limited, Bingley.</li> <li>▪ Reeve, J. (2018): Understanding motivation and emotion. 7th Edition, Wiley Custom, Hoboken.</li> <li>▪ Wegner, D./Hood, B./Schacter, D./Gilbert, D. (2019): Psychology. 3rd European Edition, Macmillan Higher Education, London.</li> <li>▪ Zibarras, L./Lewis, R. (2013): What is Occupational Psychology. In: Lewis, R./Zibarras, L. (Ed.): Work and occupational psychology. Integrating theory and practice. Sage, Los Angeles. S. 3–24.</li> </ul>

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

# Occupational and Organizational Psychology

Course Code: DLMWPAOP01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
BA	English		5	none

## Course Description

The way people work together in organizations is currently being decisively influenced by the digital transformation. This has far-reaching effects on the way work is done. Formal and informal processes of interaction and communication are influenced by this. The course Occupational and Organizational Psychology deals with the subject area, concepts and methods of work and organizational design. It focuses on the positive design of work processes and also looks at the impact of work in terms of the experience and actions of organizational members. The course provides students with tools that enable them to analyze, evaluate and design in the field of work and organizational psychology.

## Course Outcomes

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to labor analysis.
- recognize the need for organizations to transform into agile organizations and to name and apply their principles.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- understand the impact of artificial intelligence and robotics on work and help design appropriate human-machine interaction measures from the perspective of industrial and organizational psychology to maintain a humane way of working.
- accompany corporate mergers from an organizational psychology perspective with appropriate measures.
- conduct active sourcing-based recruitment based on data and modern recruiting tools.
- operate contemporary measures of employee development and leadership development.
- implement performance appraisal procedures and be able to perform job performance evaluations.
- take on tasks in the areas of management and human resource leadership.

**Contents**

1. Industrial and Organizational Psychology and its Impact
  - 1.1 Subject Area of Industrial and Organizational Psychology
  - 1.2 Fields of Investigation and Tasks of Industrial and Organizational Psychology
  - 1.3 Human Images in Industrial and Organizational Psychology
  - 1.4 Work Activity and Personality Development
  - 1.5 Load and Stress
  - 1.6 Life Domain Balance
2. Work Analysis and Evaluation
  - 2.1 Methodical Approaches of the Work Analysis
  - 2.2 Procedure for Work Analyses
  - 2.3 Selected Methods of Work Analysis
3. Work Design Concepts
  - 3.1 Sociotechnical System Design
  - 3.2 Concepts of Action and Activity Theory
  - 3.3 Motivation Theoretical Approaches
  - 3.4 Work Design Strategies
4. New Forms of Work
  - 4.1 Need for Holistic Restructuring
  - 4.2 Artificial Intelligence and Automation
  - 4.3 Human-Machine Interaction
  - 4.4 Robotics Integration
  - 4.5 User-Oriented Dialog Design
5. Agile Organization
  - 5.1 Characteristics of Agile Organization
  - 5.2 Strategic Change Processes
  - 5.3 Principles and Procedure in the Agile Environment
  - 5.4 Agile Frameworks
  - 5.5 Job Aids

6. Organizational Development (OE) as a Process
  - 6.1 Impact of Societal and Organizational Conditions on Organizational Development
  - 6.2 Systemic Principles for the Design of Organizational Development Processes
  - 6.3 Foundations of an Evolutionary Organization
  - 6.4 Integral Process and Consulting Model
  - 6.5 Change of Existing Organizations
  - 6.6 Reflection of Change Processes
7. Mergers & Acquisitions: Mergers and Corporate Takeovers
  - 7.1 Organizational Preconditions
  - 7.2 Psychological Processes
  - 7.3 Culture Change
  - 7.4 Coaching as an Organizational Development Strategy
8. Recruitment
  - 8.1 Digital Recruiting Transformation
  - 8.2 Models and Processes
  - 8.3 Social Recruiting
  - 8.4 Recruiting Tools
  - 8.5 Active Sourcing and Intelligent Use of Data
  - 8.6 Touchpoints in the Application Process
9. Human Resources Development
  - 9.1 Potential Analysis and Diagnosis of Development Needs
  - 9.2 Development Planning
  - 9.3 High Performance Management
  - 9.4 Leadership Developments and Bimodal Leadership
  - 9.5 Transfer Protection
10. Performance Evaluation
  - 10.1 Goals of the Performance Assessment
  - 10.2 Assessment Procedure Based on the OKR Method
  - 10.3 Target Agreement and Commitment
  - 10.4 Performance Evaluation



**Literature****Compulsory Reading****Further Reading**

- Arnold, J./Coyne, I./Randall, R./Patterson, F. (2020): *Work Psychology: Understanding Human Behaviour in the Workplace*. Work psychology. 7th Edition. Pearson Education, Harlow.
- Bolton, C./Machova, V./Kovacova, M./Valaskova, K. (2018): The power of Human-Machine Collaboration – Artificial intelligence, business automation and smart economy, In: *Economics, Management, and Financial Markets*, Vol. 13 (4), S.51 (6).
- Bayo-Moriones, A./Billon, M./Lera-López, F. (2017): Are new work practices applied together with ICT and AMT? In: *The International Journal of Human Resource Management*, Vol. 28 (4), S.553–580.
- Carney, B./Getz, I. (2009): *Free your employees and let them lead your business to higher productivity, profits and growth*. Crown Business, New York.
- Cook, K. (2020): *The Psychology of Silicon Valley. Ethical Threats and Emotional Unintelligence in the Tech Industry*. 1st Edition, Springer Nature, Cham.
- Demerouti, E./Corts, I. M./Boz, M. (Ed.) (2018): *Current Issues in Work and Organizational Psychology*. Routledge, London.
- Denning, S. (2015): How to make the whole organization agile. In: *Strategy & Leadership*, Vol. 43 (6), S. 8.
- Gregoriou, G. N./Neuhauser, K. L. (Ed.) (2007): *Mergers and acquisitions. Current issues*. Palgrave Macmillan, Basingstoke/Hampshire.
- Hamel, G. (2007): *The future of management*. Harvard Business School Press, Boston.
- Laloux, F. (2014): *Reinventing organizations – A guide to creating organizations inspired by the next stage in human consciousness*. Nelson Parker, Brussels.
- Lewis, R. (Ed.) (2013): *Work and occupational psychology. Integrating theory and practice*. Sage, Los Angeles.
- Pfeffer, J./Thiry, K. (2006): *Leadership Challenges in building and growing a great company.*, Stanford Graduate School of Business, Santa Clara.
- Robertson, B. (2015): *Holacracy. The New Management System that redefines Management*. Henry Holt and Co., New York.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Diversity Management

Module Code: DLMSVDM\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Prof. Dr. Stefanie Rödel (Diversity Management) / Prof. Dr. Karin Halbritter (Seminar: Diversity Management)

### Contributing Courses to Module

- Diversity Management (DLMSVDM01\_E)
- Seminar: Diversity Management (DLMSVDM02\_E)

### Module Exam Type

#### Module Exam

#### Split Exam

Diversity Management

- Study Format "Distance Learning": Exam, 90 Minutes

Seminar: Diversity Management

- Study Format "Distance Learning": Written Assessment: Research Essay

### Weight of Module

see curriculum

### Module Contents

#### Diversity Management

- Introduction to Diversity Management
- Dimensions of Diversity
- Theories and Theoretical Approaches of Diversity Management
- Organizational Perspectives on Diversity Management
- Diversity Management as basis for Design of Solutions
- Selected Diversity Dimensions and Empirical Studies
- Critical Reflection on Diversity Management

#### Seminar: Diversity Management

Against the background of megatrends such as advancing Globalization, New Work and Digitalization, the workforces of companies and organizations in general are becoming increasingly diverse. In this module, current and practice-relevant aspects of Diversity Management are examined from different perspectives. Diversity is seen as an opportunity and not as a problem. Therefore, critical questions shall also be considered.

### Learning Outcomes

#### Diversity Management

On successful completion, students will be able to

- describe the various aspects of diversity management in their specific contexts.
- identify potentials and challenges of Diversity Management in organizations.
- analyze and compare theories and concepts of Diversity Management.
- apply practical tools and methods of Diversity Management.
- analyze and question studies and statements regarding Diversity Management.
- critically examine the theoretical and practical aspects of Diversity Management.

#### Seminar: Diversity Management

On successful completion, students will be able to

- critically assess the importance of diversity in a world of constant Globalization and Digitalization.
- identify concepts and practices of Diversity Management in different contexts, industries and countries as well as to compare and evaluate them.
- develop concepts and ideas that lead to better acceptance and successful implementation of Diversity Management.
- independently discuss a current topic in Diversity Management using the contemporary and relevant literature (monographs and journals) and to develop solutions.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Human Resources

**Links to other Study Programs of IUBH**

All Master Programs in the Human Resources field

# Diversity Management

Course Code: DLMSVDM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

From an organizational perspective, Diversity Management encompasses strategies and methods to actively plan, coordinate and manage organizational diversity. Diversity Management aims to make accessible and utilize the diversity of individual competencies, characteristics, attitudes and cultural backgrounds of employees for the success of the organization. The focus is on recognizing and respecting differences in all their manifestations, such as origin, gender, age, religion, sexual orientation, etc., in order to promote the integration of organizational members and their well-being. Megatrends such as Globalization, Demographic Change and New Work foster the increase and gain in importance of diversity in organizations. Diversity will become the norm rather than the exception. This course will help students to recognize and understand the importance of diversity and acquire skills for effective and successful Diversity Management. By providing basic knowledge of Diversity Management theories and models, students will be empowered to develop and apply practical concepts and methods to realize the potential that diversity brings to the organization.

## Course Outcomes

On successful completion, students will be able to

- describe the various aspects of diversity management in their specific contexts.
- identify potentials and challenges of Diversity Management in organizations.
- analyze and compare theories and concepts of Diversity Management.
- apply practical tools and methods of Diversity Management.
- analyze and question studies and statements regarding Diversity Management.
- critically examine the theoretical and practical aspects of Diversity Management.

## Contents

1. Introduction to Diversity Management
  - 1.1 The Term Diversity and its Origin
  - 1.2 The Concept of Diversity Management
  - 1.3 The Need for Diversity Management: Trends and Backgrounds
2. Diversity Dimensions
  - 2.1 The Four Layer Model
  - 2.2 Primary Dimensions
  - 2.3 Secondary Dimensions

3. Theories and Theoretical Approaches of Diversity Management
  - 3.1 Social Identity Theory
  - 3.2 Stereotypes and Categorization
  - 3.3 Information Processing Theory
4. Diversity Management from an Organizational Perspective
  - 4.1 Organizational Design and Culture
  - 4.2 Organizational Change Processes
  - 4.3 Human Resources Management
  - 4.4 Employee Management
5. Diversity Management: Strategies and Concepts
  - 5.1 Conflict Reduction and Conflict Resolution
  - 5.2 Inclusion and Belonging
  - 5.3 Diversity Trainings
6. Selected Diversity Dimensions and Empirical Studies
  - 6.1 Gender (Women, Men, LGBTQ)
  - 6.2 Age and Generation
  - 6.3 Religion, Culture and Nationality
  - 6.4 People with Disabilities and Diseases (HIV)
  - 6.5 New Trends/Paradigms (Single Parent, Tele/Part-Time Workers, Dual Career Couples)
7. Critical Reflection of Diversity Management
  - 7.1 Diversity at any price?
  - 7.2 Dangers and Challenges
  - 7.3 Opportunities and Potentials

<b>Literature</b>
<b>Compulsory Reading</b>
<p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>▪ Browaeys, M.-J./Price, R. (2019): Understanding Cross-Cultural Management, Pearson Education, London.</li> <li>▪ Dietz, J./Petersen, L.-E. (2006): Diversity Management. In: Stahl, G./Björkman, I.: Handbook of Research in International Human Resource Management. Edward Elgar Publishing, Cheltenham, Chapter 12, 223 – 243.</li> <li>▪ Frémeaux, S. (2020): A Common Good Perspective on Diversity. Business Ethics Quarterly. 2020;30(2): 200-228.</li> <li>▪ Gomez-Mejia, L./ Balkin, D./ Cardy, R. (2015): Managing Diversity. In: Gomez-Mejia, L./ Balkin, D./ Cardy, R. (Ed.): Managing Human Resources, Chapter 4, Pearson Education, 146-176.</li> <li>▪ Harvey, C./Allard, M. J. (2014): Understanding and Managing Diversity: Readings, Cases, and Exercises. 6th Edition, Pearson, London.</li> <li>▪ Kirton, G./Greene, A.-M. (2015): The Dynamics of Managing Diversity: A critical approach. 4th Edition, Routledge, United Kingdom.</li> <li>▪ Lozano, J. F./ Escrich, T. (2017): Cultural Diversity in Business: A Critical Reflection on the Ideology of Tolerance. In: Journal of Business Ethics 142, 679–696.</li> <li>▪ Mousa, M. (2020): Does Gender Diversity Affect Workplace Happiness for Academics? The Role of Diversity Management and Organizational Inclusion. In: Public Organization Review 2020/21, 119–135.</li> <li>▪ Philips K. (2014): How Diversity works. Scientific American. Oct2014, Vol. 311 Issue 4, p43-47.</li> </ul>



**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Seminar: Diversity Management

Course Code: DLMSVDM02\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course discusses the rapidly increasing diversity in the workplace and the Globalization of markets as an opportunity for individual and organizational growth rather than a problem to be solved. For succeeding in today's Knowledge Economy, it is important to develop the ability to understand, engage, and integrate people from diverse backgrounds and worldviews - be they gender, nationality, age, generation, religion, educational background, etc. In order to benefit from the potential of diversity it is required to develop concepts and practices which draw attention to this issues. They shall help to use diversity effectively, promote inclusion and create productive collaboration in these increasingly complex contexts. The topics discussed in this course will be approached by students in their current or future roles in private and public companies or institutions. Since diversity is in the best interest of these organizations, this course will help students to recognize and understand the importance of diversity. The students will gain skills for effective Diversity Management which openly address even critical issues.

### Course Outcomes

On successful completion, students will be able to

- critically assess the importance of diversity in a world of constant Globalization and Digitalization.
- identify concepts and practices of Diversity Management in different contexts, industries and countries as well as to compare and evaluate them.
- develop concepts and ideas that lead to better acceptance and successful implementation of Diversity Management.
- independently discuss a current topic in Diversity Management using the contemporary and relevant literature (monographs and journals) and to develop solutions.

### Contents

- Current topics and aspects of Diversity Management. The following catalog of topic is divided into three topic blocks. It provides the basis for the content. Topics can be supplemented or updated by the tutor.
- Topic block 1: Megatrends and Diversity
  - The diversity debate: Where are we coming from and where are we going to?
  - Demographic change and diversity
  - New Work and Diversity
  - Digitization and Diversity
  - Diversity and Inclusion in education

- Topic block 2: Diversity in the Workplace
  - Work-life Balance programs and their impact on Diversity
  - Diversity and the role of Leadership
  - Diversity and Media
  - Diversity and Marketing
  - Corporate Social Responsibility und Diversity
  - Diversity Management in international comparison
- Topic block 3: Diversity and implications for HR work
  - Recruiting, Retention of a diversified workforce
  - Diversity und Employer Branding
  - Education and training measures in the company concerning Diversity
  - Prejudice, stereotyping and bullying in the workplace: impact on individuals, teams and organizations.

## Literature

### Compulsory Reading

### Further Reading

- Borak, M./Michalle, E. (2014): *Managing Diversity. Toward a Globally Inclusive Workplace*. 3rd. Edition, SAGE Publications, Los Angeles.
- Corritore, M./ Goldberg, A./ Srivastava, S. B. (2020): Duality in Diversity: How Intrapersonal and Interpersonal Cultural Heterogeneity Relate to Firm Performance. In: *Administrative Science Quarterly*, 2020;65(2), 359-394.
- Crittenden, V./Davis, C./Perren, R. (2020): Embracing Diversity in Marketing Education. *Journal of Marketing Education*. 2020;42(1):3-6.
- Davidson, M./Reinemund, S./Borst, G./Veihmeyer, J. B. (2012): How Hard Should You Push Diversity? *Harvard Business Review*, 90(11), 139–143.
- Deimer, C. (2011): *Managing Diversity at ALPHA AIRLINES*. In: Vedder, G./ Göbel, E./ Krause, F. (Hrsg.): *Fallstudien zum Diversity Management*, Reiner Hampp: München, 113-129.
- Entrekina, L./Scott-Ladd, B. D. (2014): *Human Resource Management and Change: A Practising Manager's Guide*. Routledge, London.
- Fernando, M./Romero-Fernández, P./Sánchez-Gardey, G. (2012): Transforming Human Resource Management Systems to Cope with Diversity. *Journal of Business Ethics*, 107(4), 511.
- Harvey, C./Allard, M. J. (2014): *Understanding and Managing Diversity: Readings, Cases, and Exercises*. 6th Edition, Pearson, London.
- Roshni, D. (2019): Diversity management as a strategic human resource agenda: critique and roadmap. In: *Strategic HR Review*, 2019;18(1), 26-29.
- Stojmenovska, D./Bol, T./Leopold, T. (2017): Does Diversity Pay? A Replication of Herring (2009). *American Sociological Review*, 82(4), 857.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

## E-Commerce

Module Code: MWEC-01\_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

N.N. (E-Commerce I) / N.N. (E-Commerce II)

### Contributing Courses to Module

- E-Commerce I (MWEC01-01\_E)
- E-Commerce II (MWEC02-01\_E)

### Module Exam Type

#### Module Exam

#### Split Exam

##### E-Commerce I

- Study Format "Distance Learning": Exam, 90 Minutes

##### E-Commerce II

- Study Format "Distance Learning": Written Assessment: Case Study

### Weight of Module

see curriculum

### **Module Contents**

#### **E-Commerce I**

- Basics of e-business and e-commerce
- Forms of e-commerce
- Strategic options in e-commerce
- Development of e-commerce strategies
- Measurement of success and success factors in e-commerce
- Risk benefit in e-commerce
- E-commerce in selected sectors

#### **E-Commerce II**

- Basics of online marketing and e-commerce
- web usability
- Network-based payment systems
- Legal basis
- Shop systems - tools - logistics
- Social media marketing in e-commerce
- Monitoring and analysis

## Learning Outcomes

### E-Commerce I

On successful completion, students will be able to

- explain the basics and theory of e-commerce.
- know analysis methods for the economic management of e-commerce.
- classify the terms e-commerce and e-business.
- explain alternative strategies and instruments of e-commerce, implement them and check their influence on success.
- work with chances and possibilities of the internet in connection with e-commerce.
- know current business models and use this knowledge to find additional distribution channels.
- analyze e-commerce from a management perspective and prepare well-founded decision documents.
- know the sectoral characteristics of e-commerce, especially how e-commerce is structured in the B2B and capital goods sector and what has to be considered in the consumer goods industry (B2C).

### E-Commerce II

On successful completion, students will be able to

- assess the potential of an online shop to successfully sell products and services over the Internet.
- know the conceptual, technical and legal aspects of e-commerce
- describe important prerequisites for success in e-commerce such as product range presentation, checkout and payment processes, conversion rate, etc.
- know selection criteria for shop systems and know the most important ones (Hybris, Magento etc.)
- explain current and future challenges, so that they can implement e-shop and e-commerce projects themselves.

#### Links to other Modules within the Study Program

This module is similar to other modules in the field of E-Commerce

#### Links to other Study Programs of IUBH

All Master Programs in the Marketing & Communication fields

# E-Commerce I

Course Code: MWEC01-01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

This course addresses the topic of e-commerce. In addition to basic technical terms, concepts, business models and players, the opportunities and risks of electronic commerce within market-related and legal frameworks are also introduced. Based on this, the possible strategic options in e-commerce are presented in detail, on the basis of which students can derive their own e-commerce strategy.

## Course Outcomes

On successful completion, students will be able to

- explain the basics and theory of e-commerce.
- know analysis methods for the economic management of e-commerce.
- classify the terms e-commerce and e-business.
- explain alternative strategies and instruments of e-commerce, implement them and check their influence on success.
- work with chances and possibilities of the internet in connection with e-commerce.
- know current business models and use this knowledge to find additional distribution channels.
- analyze e-commerce from a management perspective and prepare well-founded decision documents.
- know the sectoral characteristics of e-commerce, especially how e-commerce is structured in the B2B and capital goods sector and what has to be considered in the consumer goods industry (B2C).

## Contents

1. Basics of E-Business and E-Commerce
  - 1.1 Definition of Terms, Limitations and Links to Other Units
  - 1.2 Mobile Commerce
    - 1.1 Trends and Opportunities
    - 1.2 Economic Framework Conditions in E-Commerce
    - 1.3 Value Creation and Business Models
    - 1.4 Actors/Market Participants and Business Relations
2. Forms of E-Commerce
  - 2.1 Types of E-Commerce Operations
  - 2.2 Innovative Forms of Interactive E-Commerce



3. Strategic Options in E-Commerce
  - 3.1 Product Range Policy
  - 3.2 Pricing Policy
  - 3.3 Distribution Policy
  - 3.4 Communication Policy
  - 3.5 IT System Landscape and Internal Organization of E-Commerce
  - 3.6 Customer Loyalty, Trust and Reputation
4. Development of an E-Commerce Strategy
  - 4.1 Conceptual Framework
  - 4.2 Target Planning
  - 4.3 E-Business Analysis
  - 4.4 E-Business Strategy Formulation
  - 4.5 E-Business Strategy Implementation and Strategy Audit
5. Success Measurement and Success Factors in E-Commerce
  - 5.1 Success Measurements in E-Commerce
  - 5.2 Success Factors in E-Commerce
6. Opportunities and Risks in E-Commerce
  - 6.1 Legal Risks in E-Commerce (B2C)
  - 6.2 Opportunities and Risks for Pure Players
  - 6.3 Opportunities and Risks for Multi-Channel Players
7. E-Commerce in Selected Sectors
  - 7.1 E-Commerce in the Consumer Goods Sector (B2C) - E-Shop
  - 7.2 E-Commerce in the Capital Goods Sector (B2C) - E-Procurement

### Literature

#### Compulsory Reading

#### Further Reading

- Hanson, W./Kalyanam, K. (2007): Internet Marketing and e-Commerce. 2nd edition, Cengage, Boston, MA.
- Laudon, K./Traver, C. G. (2011): E-Commerce. Business. Technology. Society. 7. Auflage, Prentice Hall, Upper Saddle River, NJ.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## E-Commerce II

Course Code: MWEC02-01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course expands and deepens the understanding of electronic commerce with elements of operational marketing, especially brand communication and interactive product/service and pricing, complemented by in-depth aspects of the growing importance of payment systems and mobile commerce systems. Based on the understanding of online customer behavior, participants discuss online advertising, pricing and communication, as well as PR activities, for example in the area of social networks. Another focus is on the technical requirements for successful e-commerce, such as usability, selection of shop and payment systems. The course program is supplemented by legal framework conditions and possibilities for customer integration. After completing this course, students will have a deeper understanding of marketing implications of e-commerce.

### Course Outcomes

On successful completion, students will be able to

- assess the potential of an online shop to successfully sell products and services over the Internet.
- know the conceptual, technical and legal aspects of e-commerce
- describe important prerequisites for success in e-commerce such as product range presentation, checkout and payment processes, conversion rate, etc.
- know selection criteria for shop systems and know the most important ones (Hybris, Magento etc.)
- explain current and future challenges, so that they can implement e-shop and e-commerce projects themselves.

### Contents

1. Basics of Online Marketing and E-Commerce
  - 1.1 Behavior of Online Customers
  - 1.2 Forms of Online Marketing
  - 1.3 Importance, Function and Impact of Online Marketing in E-Commerce
  - 1.4 Online Sales Channels, Mobile Marketing and Apps
  - 1.5 Implementation: Decision Criteria, Specifications and Project Management

2. Web Usability
  - 2.1 Criteria of Good Web Usability
  - 2.2 Barrier-Free Design and Responsive Design
  - 2.3 Search Engine Optimization and Content Marketing
3. Network-Based Payment Systems
  - 3.1 Criteria for Web-Based Payment Systems
  - 3.2 Prepaid Systems, Pay-Now Systems and Pay-Later Systems
  - 3.3 Mobile Payment
  - 3.4 Scoring
4. Legal Basis
  - 4.1 Legal Aspects of Ordering and Delivery Processes
  - 4.2 General Terms and Conditions, Commercial Law and Right of Withdrawal
  - 4.3 Image Rights, Trademark Protection and Data Privacy
  - 4.4 Liability of the Shop and Website Operator
5. Shop Systems - Tools - Logistics
  - 5.1 Success Factors and Selection Criteria of a Good Online Shop
  - 5.2 Seal of Approval/Certification
  - 5.3 Range of Goods and Ordering Process
  - 5.4 Processing and Logistics
  - 5.5 Collection and Receivables Management
6. Social Media Marketing in E-Commerce
  - 6.1 Cross-Media Marketing of Online Shops
  - 6.2 Customer Retention and Achievement of Reach
  - 6.3 Conflict Management in Social Networks
  - 6.4 Social Media Advertising and Advertising Networks
7. Monitoring and Analysis
  - 7.1 Measuring Success: Goals, Methods and Funds
  - 7.2 Targeting and KPI Definitions
  - 7.3 Web Controlling
  - 7.4 Visitor Analysis

**Literature****Compulsory Reading****Further Reading**

- Hanson, W./Kalyanam, K. (2007): Internet Marketing and e-Commerce. 2nd edition, Cengage, Boston, MA.
- Laudon, K./Traver, C. G. (2011): E-Commerce. Business. Technology. Society. 7. Auflage, Prentice Hall, Upper Saddle River, NJ.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Case Study
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Case Study

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

# Accounting

Module Code: DLMBACCE

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Gerhard Sälzer (Advanced Management Accounting & Control ) / Prof. Dr. Gerhard Sälzer (Current Issues in Accounting)

## Contributing Courses to Module

- Advanced Management Accounting & Control (DLMBACCE01)
- Current Issues in Accounting (DLMBACCE02)

## Module Exam Type

### Module Exam

### Split Exam

Advanced Management Accounting & Control

- Study Format "Distance Learning": Exam, 90 Minutes

Current Issues in Accounting

- Study Format "Distance Learning": Exam, 90 Minutes

## Weight of Module

see curriculum

### **Module Contents**

#### **Advanced Management Accounting & Control**

- Controllership and the CFO: Core Competencies, Organization, and Strategies
- Contingency Theory and Management Accounting and Control
- Levers of Control
- Behavioral Management Accounting and Control
- Transfer Pricing, and Corporate and Shared Service Centers
- Balance Scorecard, Executive Remuneration, and Control
- Product Life Cycle, Business Strategy, and Control

#### **Current Issues in Accounting**

- Preparation of Financial Statements
- Optimization of Receivables and Inventory
- Optimization of Liabilities and Equity
- Current Issues in Financial Accounting
- Valuing Businesses
- Capital Budgeting 154
- Financial Modeling and Valuation



**Learning Outcomes****Advanced Management Accounting & Control**

On successful completion, students will be able to

- Describe how controllership is set up in international companies.
- Explain how management accounting and control have to consider the contingencies under which they are set up.
- Design management accounting and control processes specific to the contingencies characterizing a specific company.
- Utilize management accounting and control processes to address strategic uncertainties and support organizational learning.
- Design, evaluate, and optimize management accounting and control systems and practices to influence the behavior of managers and employees.
- Identify the importance of transfer pricing for multinational groups.
- Discuss the role of the CFO in an international company.

**Current Issues in Accounting**

On successful completion, students will be able to

- explain selected management and financial accounting issues.
- Analyze relevant issues specific to the level of financial accounting established in a company.
- Identify and explain the specific tasks of a CFO with regards to the different functions of financial accounting and financial management.
- Describe the regulatory changes following the economic crisis, e.g. Basel III, and identify their impact of financial accounting and control.
- Discuss recent developments concerning IFRS.
- Develop processes and strategic plans that recognize the increased importance of working capital optimization and capital restructuring.
- Identify the functions of a chief treasurer or controller in a multinational corporation.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field(s) of Finance & Tax Accounting

**Links to other Study Programs of IUBH**

All Master Programmes in the Business & Management field(s)

## Advanced Management Accounting & Control

Course Code: DLMBACCE01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

This course deals with advanced aspects of management accounting and control. Students will understand how controllership is set up in international companies and explore the contingencies of management accounting and control, e.g. strategy, organizational life cycle phase, size, and ownership structure. The course also introduces the concept of the levers of control and highlights not only the traditional feedback and constraining function of control systems, but also the learning and expanding function of these control levers. As management accounting and control ultimately aims to influence the behavior of managers and employees when implementing the organization's goals, behavioral aspects must be considered. Constraints such as limitations concerning the information processing capabilities of managers have to be taken into account when designing management control systems. Furthermore, as companies grow larger and operate in different countries, transfer pricing systems for controlling corporate and shared service centers have to be set up. Upon completion of this course, students will also understand the consequences of different approaches to transfer pricing.

### Course Outcomes

On successful completion, students will be able to

- Describe how controllership is set up in international companies.
- Explain how management accounting and control have to consider the contingencies under which they are set up.
- Design management accounting and control processes specific to the contingencies characterizing a specific company.
- Utilize management accounting and control processes to address strategic uncertainties and support organizational learning.
- Design, evaluate, and optimize management accounting and control systems and practices to influence the behavior of managers and employees.
- Identify the importance of transfer pricing for multinational groups.
- Discuss the role of the CFO in an international company.

**Contents**

1. Controllershship and the CFO: Core Competencies, Organization, and Strategies
  - 1.1 Management Accounting and Control
  - 1.2 Core Competencies of CFOs and Controllers
  - 1.3 Controllershship Strategies
  - 1.4 Organization of the Controller and Finance Unit
2. Contingency Theory and Management Accounting and Control
  - 2.1 Contingency Theory
  - 2.2 Differences in Management Accounting and Control According to Different Contingencies
  - 2.3 Limitations of Contingency Theory
3. Levers of Control
  - 3.1 Levers of Control
  - 3.2 Implications of the Levers of Control for the Management Accounting and Control Function
  - 3.3 Instruments for Different Levers of Control
4. Behavioral Management Accounting and Control
  - 4.1 Cognitive and Behavioral Constraints of Managers
  - 4.2 Implications for the Design of Management Accounting and Control Systems
  - 4.3 Behavioral Aspects of Implementing Management Control Systems
5. Transfer Pricing, and Corporate and Shared Service Centers
  - 5.1 Transfer Pricing Methods
  - 5.2 Transfer Pricing in Multi-National Companies
  - 5.3 Organizing Corporate Centers and Allocation of Their Costs
  - 5.4 Organizing and Pricing of Shared Service Centers
6. Balance Scorecard, Executive Remuneration, and Control
  - 6.1 Balanced Scorecard: An Overview
  - 6.2 Measures in Balanced Scorecard
  - 6.3 Agency Theory and Balanced Scorecard
  - 6.4 Implications of Balanced Scorecard on Control

7. Product Life Cycle, Business Strategy, and Control
  - 7.1 An Overview of Product Life Cycle
  - 7.2 Stages of Product Life Cycle and Business Strategy
  - 7.3 Implications of Product Life Cycle on Control

## Literature

### Compulsory Reading

### Further Reading

- Atkinson, A. A., Kaplan, R. S., Matsumara, E. M., & Young, S. M. (2012). Management accounting: Information for decision making and strategy execution (6th ed.). Upper Saddle River, NJ: Pearson.
- Bangemann, T. O. (2005). Shared services in finance and accounting . Aldershot, Hants, England: Gower.
- Buytendijk, F. (2010). Dealing with dilemmas: Where business analytics fall short . Chichester: Wiley.
- Chenhall, R. H. (2007). Theorizing contingencies in management control systems research. Handbooks of Management Accounting Research, 2, 163–205.
- Davila, A., & Foster, G. (2005). Management accounting systems adoption decisions: Evidence and performance implications from early-stage/startup companies. The Accounting Review, 80(4), 1039–1068.
- Lovallo, D., & Kahnemann, D. (2003). Delusions of success: How optimism undermines executives' decisions. Harvard Business Review, 81(7), 56–63.
- Merchant, K. A., & Pick, K. (2010). Blind spots, biases and other pathologies in the boardroom . New York: Business Expert Press.
- Schuster, P., & Clarke, P. (2010). Transfer prices: Functions, types and behavioral implications. Management Accounting Quarterly, 11(2), 22–32.
- Tarasovich, B., & Lyons, B. (2009). Finance flies high: How Unilever redesigned its finance function to build value and drive growth. Strategic Finance, 91(5), 25–29.
- Tuomela, T. (2005). The interplay of different levers of control: A case study of introducing a new performance measurement system. Management Accounting Research, 16(3), 293–320.
- Weber, J., & Nevries, P. (2010). Drivers of successful controllership: Activities, people, and connecting with management . New York: Business Expert Press.
- Wickramasinghe, D., & Alawattage, C. (2007). Towards contingency theory of management accounting. Management accounting change: Approaches and perspectives , 381–407. London: Routledge.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Current Issues in Accounting

Course Code: DLMBACCE02

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	DLMBACCE01

## Course Description

Management accounting and financial accounting are constantly changing and adapting to internal and external circumstances. Financial accounting according to IFRS is continually evolving; developments occur in accounting rules and instruments for financial management are constantly emerging. Following the financial and economic crisis in 2008, accounting changed significantly following the introduction of additional regulatory rules and operating requirements. This course gives students an insight into selected issues and provides practical examples in management accounting and financial accounting. Students are introduced to specific tasks of a CFO with regard to accounting and financial management. The course will also facilitate students to develop an in-depth understanding of working capital optimization and capital restructuring. Finally, students will apply their financial and management accounting knowledge in an integrated financial modeling exercise.

## Course Outcomes

On successful completion, students will be able to

- explain selected management and financial accounting issues.
- Analyze relevant issues specific to the level of financial accounting established in a company.
- Identify and explain the specific tasks of a CFO with regards to the different functions of financial accounting and financial management.
- Describe the regulatory changes following the economic crisis, e.g. Basel III, and identify their impact of financial accounting and control.
- Discuss recent developments concerning IFRS.
- Develop processes and strategic plans that recognize the increased importance of working capital optimization and capital restructuring.
- Identify the functions of a chief treasurer or controller in a multinational corporation.

## Contents

1. Preparation of Financial Statements
  - 1.1 Accrual and Deferral Concepts for Recording Transactions
  - 1.2 End-of-Period Adjustments and the Use of Accounting Estimates
  - 1.3 Preparation of Financial Statements and the Classified Balance Sheet
  - 1.4 The Accrual Basis of Accounting and the Interpretation of Financial Statements
  - 1.5 Financial Analysis and the Company's Liquidity: Working Capital Ratio, Current Ratio, and Quick Ratio

2. Optimization of Receivables and Inventory
  - 2.1 Receivables and Uncollectibles
  - 2.2 Accounting for Receivables and Uncollectibles
  - 2.3 Inventories Classification
  - 2.4 Inventory Cost Flow Assumptions and Their Impact on Financial Statements
  - 2.5 Financial Analysis: Accounts Receivable and Inventory Turnover Ratios
3. Optimization of Liabilities and Equity
  - 3.1 Financing Using Current Liabilities, Notes Payable, and Contingencies
  - 3.2 Long-Term Sources of Finance
  - 3.3 Debt and Equity Financing and Earnings Per Share
  - 3.4 Financial Statement Analysis Using Price-Earnings Ratio
4. Current Issues in Financial Accounting
  - 4.1 International Financial Reporting Standards (IFRS)
  - 4.2 Principle- Versus Rule-Based Standards and IFRS Fair Value Measures
  - 4.3 Specific IFRS Standards
  - 4.4 Financial Statement Presentation under IFRS
  - 4.5 Integrated Revenue Recognition and the Implications of Adopting IFRS
5. Valuing Businesses
  - 5.1 Financial Statements and Valuation
  - 5.2 Accrual Accounting and Valuation: Pricing Book Value
  - 5.3 Accrual Accounting and Valuation: Pricing Earnings
  - 5.4 Business Valuation Methods in Practice
  - 5.5 Corporate Restructuring, Corporate Governance, and Auditor's Role in Firm Valuation
6. Capital Budgeting
  - 6.1 Capital Budgeting Decisions
  - 6.2 Non-Discounting Models: Payback and Accounting Rate of Return
  - 6.3 Discounting Models: The Net Present Value (NPV) Method and Internal Rate of Return (IRR)
  - 6.4 NPV Versus IRR for Selecting Mutually Exclusive Projects
  - 6.5 Basics of Modeling Capital Budgeting
7. Financial Modeling and Valuation
  - 7.1 Using Assumptions and Building a Financial Model
  - 7.2 Analysis, Valuation, and Planning



## Literature

### Compulsory Reading

### Further Reading

- Bank for International Settlements. (2011).  
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<http://www.bis.org/publ/bcbs189.pdf>
- Bodmer, E. (2014).  
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- Chapman, C. S., Hopwood, A. G., & Shields, M. D. (2009).  
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(3rd ed.). Amsterdam: Elsevier.
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- DePamphilis, D. (2015).  
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(8th ed., pp. 592–627). San Diego, CA: Academic Press.
- Gaughan, P. A. (2015).  
Mergers, acquisitions, and corporate restructurings  
(6th ed.). Hoboken, NJ: John Wiley & Sons.
- Groot, T., & Lukka, K. (2000).  
Cases in management accounting: Current practices in European companies  
. New York City, NY: Pearson Education.
- Jain, N.K. (2004).  
Working capital management  
. New Delhi, Dehli: A.P.H. Publishing Cooperation
- Koller, T., Goedhart, M., & Wessels, D. (2015).  
Valuation: Measuring and managing the value of companies  
(6th ed.). New York, NY: John Wiley and Sons.
- Sagner, J. (2014).  
Working capital management: Applications and case studies  
(pp. 1–32, 89–141). New York, NY: John Wiley & Sons.
- Shefrin, H. (2005).  
Behavioral corporate finance  
. Boston, MA: McGraw-Hill.
- Weston, F. J., Mitchell, M., & Mulherin, H. (2003).  
Takeovers, restructuring and corporate governance  
(4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Artificial Intelligence

Module Code: DLMIMWKI

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Ulrich Kerzel (Artificial Intelligence) / Prof. Dr. Tim Schlippe (Seminar: AI and Society)

## Contributing Courses to Module

- Artificial Intelligence (DLMAIAI01)
- Seminar: AI and Society (DLMAISAI01)

## Module Exam Type

### Module Exam

### Split Exam

#### Artificial Intelligence

- Study Format "Distance Learning": Exam, 90 Minutes

#### Seminar: AI and Society

- Study Format "Distance Learning": Written Assessment: Research Essay

## Weight of Module

see curriculum

**Module Contents****Artificial Intelligence**

- History of AI
- AI application areas
- Expert systems
- Neuroscience
- Modern AI systems

**Seminar: AI and Society**

In this module, students will reflect on current societal and political implications of artificial intelligence. To this end, pertinent topics will be introduced via articles that are then critically evaluated by the students in the form of a written essay.

**Learning Outcomes****Artificial Intelligence**

On successful completion, students will be able to

- remember the historical developments in the field of artificial intelligence.
- analyze the different application areas of artificial intelligence.
- comprehend expert systems.
- apply Prolog to simple expert systems.
- comprehend the brain and cognitive processes from a neuro-scientific point of view.
- understand modern developments in artificial intelligence.

**Seminar: AI and Society**

On successful completion, students will be able to

- name selected current societal topics and issues in artificial intelligence.
- explain the influence and impact of artificial intelligence on societal, economic, and political topics.
- transfer theoretically-acquired knowledge to real-world cases.
- treat in a scientific manner a select topic in the form of a written essay.
- critically question and discuss current societal and political issues arising from the recent advances in artificial intelligence methodology.
- develop own problem-solving skills and processes through reflection on the possible impact of their future occupation in the sector of artificial intelligence.

**Links to other Modules within the Study Program**

This module is similar to other modules in the field of Data Science & Artificial Intelligence.

**Links to other Study Programs of IUBH**

All Master Programmes in the IT & Technology field.

# Artificial Intelligence

Course Code: DLMAIAI01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

The quest for artificial intelligence has captured humanity's interest for many decades and has been an active research area since the 1960s. This course will give a detailed overview of the historical developments, successes, and set-backs in AI, as well as the development and use of expert systems in early AI systems. In order to understand cognitive processes, the course will give a brief overview of the biological brain and (human) cognitive processes and then focus on the development of modern AI systems fueled by recent developments in hard- and software. Particular focus will be given to discussion of the development of "narrow AI" systems for specific use cases vs. the creation of general artificial intelligence. The course will give an overview of a wide range of potential application areas in artificial intelligence, including industry sectors such as autonomous driving and mobility, medicine, finance, retail, and manufacturing.

## Course Outcomes

On successful completion, students will be able to

- remember the historical developments in the field of artificial intelligence.
- analyze the different application areas of artificial intelligence.
- comprehend expert systems.
- apply Prolog to simple expert systems.
- comprehend the brain and cognitive processes from a neuro-scientific point of view.
- understand modern developments in artificial intelligence.

## Contents

1. History of AI
  - 1.1 Historical Developments
  - 1.2 AI Winter
  - 1.3 Notable Advances in AI
2. Expert Systems
  - 2.1 Overview Over Expert Systems
  - 2.2 Introduction to Prolog
3. Neuroscience
  - 3.1 The (Human) Brain
  - 3.2 Cognitive Processes

- 4. Modern AI Systems
  - 4.1 Recent Developments in Hard- and Software
  - 4.2 Narrow vs General AI
  - 4.3 NLP and Computer Vision
  
- 5. AI Application Areas
  - 5.1 Autonomous Vehicles & Mobility
  - 5.2 Personalized Medicine
  - 5.3 FinTech
  - 5.4 Retail & Industry

**Literature**

**Compulsory Reading**

**Further Reading**

- Bear, F., Barry, W., & Paradiso, M. (2006). Neuroscience: Exploring the brain (3rd ed.). Baltimore, MD: Lippincott Williams and Wilkins.
- Bratko, I. (2011). Prolog programming for artificial intelligence (4th ed.). Hoboken, NJ: Pearson.
- Jackson, P. (1998). Introduction to expert systems (3rd ed.). Chicago, IL: Addison Wesley Longman.
- Nilsson, N. (2009). The quest for artificial intelligence. Cambridge: Cambridge University Press.
- Russel, S., & Norvig, P. (2009). Artificial intelligence: A modern approach (3rd ed.). Malaysia: Pearson.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed

## Seminar: AI and Society

Course Code: DLMAISAI01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

### Course Description

In the current decade, impressive advances have been achieved in the field of artificial intelligence. Several cognitive tasks like object recognition in images and video, natural language processing, game strategy, and autonomous driving and robotics are now being performed by machines at unprecedented levels of ability. This course will examine some of societal, economic, and political implications of these developments.

### Course Outcomes

On successful completion, students will be able to

- name selected current societal topics and issues in artificial intelligence.
- explain the influence and impact of artificial intelligence on societal, economic, and political topics.
- transfer theoretically-acquired knowledge to real-world cases.
- treat in a scientific manner a select topic in the form of a written essay.
- critically question and discuss current societal and political issues arising from the recent advances in artificial intelligence methodology.
- develop own problem-solving skills and processes through reflection on the possible impact of their future occupation in the sector of artificial intelligence.

### Contents

- The seminar covers current topics concerning the societal impact of artificial intelligence. Each participant must create a seminar paper on a topic assigned to him/her. A current list of topics is given in the Learning Management System.



**Literature****Compulsory Reading****Further Reading**

- Boddington, P. (2017): Towards a code of ethics for artificial intelligence. Springer International Publishing, New York, NY.
- Bostrom, N. (2016): Superintelligence: Paths, dangers, strategies. Oxford University Press, Oxford.
- Tegmark, M. (2018): Life 3.0: Being human in the age of artificial intelligence. Penguin, New York, NY.
- Wachter-Boettcher, S. (2017): Technically wrong: Sexist apps, biased algorithms, and other threats of toxic tech. W. W. Norton & Company, New York, NY.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Research Essay

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Presence</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Negotiation and Intercultural Management

Module Code: DLMHREENIM

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

## Module Coordinator

Prof. Dr. Georg Berkel (Negotiation) / Prof. Dr. Markus Prandini (Intercultural Management)

## Contributing Courses to Module

- Negotiation (DLMNEGE01-01)
- Intercultural Management (DLMINTIM01\_E)

## Module Exam Type

### Module Exam

### Split Exam

#### Negotiation

- Study Format "Distance Learning": Oral Assignment

#### Intercultural Management

- Study Format "Fernstudium": Exam, 90 Minutes

## Weight of Module

see curriculum

### **Module Contents**

#### **Negotiation**

- The significance and nature of negotiation
- The distribution of value
- Distributive negotiation tactics
- The creation of value
- Value creation negotiation tactics
- The negotiator's dilemma
- Learning to negotiate

#### **Intercultural Management**

- Fundamentals and classification of intercultural management
- Role and importance of intercultural management for companies
- Diversity management in intercultural management
- Entrepreneurial aspects in decision-making for intercultural management
- Focal points of intercultural management
- Intercultural management in selected countries

**Learning Outcomes**

**Negotiation**

On successful completion, students will be able to

- Describe the process of negotiation and the interconnected but opposing processes of value distribution and value creation.
- Recognize common myths and misconceptions regarding negotiation and negotiators and take measures to avoid common pitfalls.
- Apply empirical insights about the process of negotiation to negotiation scenarios.
- Negotiate with various other parties using value distribution and value creation tactics.
- Engage in a process of self-reflection and utilize a variety of tools to improve performance as a novice negotiator.

**Intercultural Management**

On successful completion, students will be able to

- recognize and classify intercultural management as an independent discipline in business administration.
- use important cultural theories and cultural dimensions as a basis for business decisions in an international context.
- analyze relevant core competencies of a company for successful intercultural management and apply them in concrete situations.
- identify and manage culture-specific influences on the strategy, marketing and human resources of internationally active companies.
- apply important aspects of intercultural management in leadership, communication and cooperation in international teams.
- demonstrate cultural sensitivity and deeper understanding of international cooperation with selected cultural regions (Germany, USA, China).

**Links to other Modules within the Study Program**

This module is similar to other modules in the fields of Business Administration & Management

**Links to other Study Programs of IUBH**

All Master Programs in the Business & Management fields

# Negotiation

Course Code: DLMNEGE01-01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

The course enables students to learn about both the negotiation process and actually how to negotiate. In order to understand the rules that govern the interpersonal decision-making process that is negotiation, it is essential to have an in-depth understanding of the two sides of negotiation: the distribution of value and the creation of value. This course begins by introducing students to the pervasive nature of negotiation and some of the common myths and misconceptions that limit the potential benefits that can be gained through effective negotiation. It then delves into the concept of distribution value and the specific tactics that can be employed in order to arrive at the most favorable outcome. Students will then explore value creation and how to implement tactics to move from a win-lose scenario to a win-win. The course will then offer insights drawn from game theory (including the prisoner's dilemma, the "stag hunt game," the "tit-for-tat" strategy) before concluding with a focused exploration of how to manage the process of implementing negotiation theory in practice, avoiding pitfalls and allowing for effective negotiation learning.

## Course Outcomes

On successful completion, students will be able to

- Describe the process of negotiation and the interconnected but opposing processes of value distribution and value creation.
- Recognize common myths and misconceptions regarding negotiation and negotiators and take measures to avoid common pitfalls.
- Apply empirical insights about the process of negotiation to negotiation scenarios.
- Negotiate with various other parties using value distribution and value creation tactics.
- Engage in a process of self-reflection and utilize a variety of tools to improve performance as a novice negotiator.

## Contents

1. The Significance and Nature of Negotiation
  - 1.1 The Nature and Types of Negotiation
  - 1.2 Misconceptions About Negotiation and Myths About Negotiators
2. The Distribution of Value
  - 2.1 The Pie: Zone of Possible Agreement
  - 2.2 Slicing the Pie: Maximizing Distributive Outcomes

3. Distributive Negotiation Tactics
  - 3.1 Distributive Negotiation To-Dos
  - 3.2 Learning Transfer
4. The Creation of Value
  - 4.1 Value Creation: From Win-Lose to Win-Win
  - 4.2 The Four Steps and the Three Types of Value Creation
5. Value Creation Negotiation Tactics
  - 5.1 Framing
  - 5.2 Value Creation Negotiation To-Dos
6. The Negotiator's Dilemma
  - 6.1 The Dilemma Between Creating and Distributing Value
  - 6.2 The Prisoner's Dilemma as a Metaphor for the Negotiator's Dilemma
  - 6.3 Coping Strategies: Tit-for-Tat Strategy and Changing Payoffs
7. Learning to Negotiate
  - 7.1 From Theory to Practice
  - 7.2 Three Challenges to Learning to Negotiate
  - 7.3 A Model for Negotiation Learning

**Literature****Compulsory Reading****Further Reading**

- Bazerman, M. H., & Neale, M. A. (1993).  
Negotiating rationally  
. New York: The Free Press.
- Berkel, G. (2013). Contract management. In M. Kleinaltenkamp, W. Plinke, & I. Geiger (Eds.),  
Business project management and marketing: Mastering business markets.  
Heidelberg: Springer.
- Brett, J. M. (2014).  
Negotiating globally: How to negotiate deals, resolve dispute, and make decisions across  
cultural boundaries  
. San Francisco: Jossey-Bass.
- De Cremer, D., & Pillutla, M. (2013).  
Making negotiations predictable: What science tells us  
. Basingstoke: Palgrave Macmillan.
- Der Foo, M., Anger Elfenbein, H., Hoon Tan, H., & Chuan Aik, V. (2004). Emotional intelligence  
and negotiation: The tension between creating and claiming value.  
International Journal of Conflict Management, 15  
(4), 411–429.
- Diekmann, K., & Galinsky, A. D. (2006). Overconfident, underprepared: Why you may not be  
ready to negotiate.  
Negotiation, 9  
(10), 6–9.
- Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003). Why people fail to recognize their  
own incompetence.  
Current Directions in Psychological Science, 12  
(3), 83–87.
- Fisher, R., Ury, W. L., & Patton, B. (2011).  
Getting to yes: Negotiating agreement without giving in  
(3rd ed.). London: Penguin Books.
- Galinsky, A. D., & Mussweiler, T. (2001). First offers as anchors: The role of perspective- taking  
and negotiator focus.  
Journal of Personality & Social Psychology, 81  
(4), 657–669.
- Gigerenzer, G. (2005). I think, therefore I err.  
Social Research, 72  
(1), 195–218.
- Kahneman, D. (2011).  
Thinking, fast and slow  
. London: Penguin Books.
- Katz, G. (2011).  
Intercultural negotiations: The unique case of Germany and Israel.  
Berlin: Books on Demand.
- Lax, D. A., & Sebenius, J. K. (1986).  
The manager as negotiator: Bargaining for cooperation  
and competitive gain.  
New York, NY: Free Press.
- Liberman, V., Samuels, S. M., & Ross, L. (2004). The name of the game: Predictive power  
of reputations versus situational labels in determining prisoner's dilemma game moves.  
Personality  
and Social Psychology Bulletin 30



**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Oral Assignment

<b>Student Workload</b>					
<b>Self Study</b> 110 h	<b>Presence</b> 0 h	<b>Tutorial</b> 20 h	<b>Self Test</b> 20 h	<b>Practical Experience</b> 0 h	<b>Hours Total</b> 150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input checked="" type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input checked="" type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

# Intercultural Management

Course Code: DLMINTIM01\_E

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		5	none

## Course Description

With the ever growing globalization of the economy, the demands on managers and employees to operate successfully in an international environment have increased. An important core competence of internationally active companies is the skill to competently deal with the idiosyncrasies of other cultures. In business administration, an independent discipline of intercultural management has therefore been developed to examine the behavior and cooperation of people from countries and organizations around the world and to derive recommendations for successful interactions on a corporate and personal level. This course provides students with a conceptual framework for a systematic understanding of the concept of culture, cultural synergies and differences, and the convergence and divergence of cultural norms and values. Students acquire the knowledge and intercultural skills necessary to manage and work across borders and cultures in a changing global business environment.

## Course Outcomes

On successful completion, students will be able to

- recognize and classify intercultural management as an independent discipline in business administration.
- use important cultural theories and cultural dimensions as a basis for business decisions in an international context.
- analyze relevant core competencies of a company for successful intercultural management and apply them in concrete situations.
- identify and manage culture-specific influences on the strategy, marketing and human resources of internationally active companies.
- apply important aspects of intercultural management in leadership, communication and cooperation in international teams.
- demonstrate cultural sensitivity and deeper understanding of international cooperation with selected cultural regions (Germany, USA, China).

## Contents

1. Fundamentals and classification of intercultural management
  - 1.1 Intercultural management as an independent discipline in business administration
  - 1.2 Important cultural concepts as basis for intercultural management
  - 1.3 Important cultural dimensions as basis for intercultural understanding

2. Role and importance of intercultural management for companies
  - 2.1 International developments and contexts for enterprises
  - 2.2 Connection between national culture and corporate culture
  - 2.3 Entrepreneurial core competencies for successful intercultural management
3. Diversity management in intercultural management
  - 3.1 Working with diversity in companies
  - 3.2 Management styles in individualistic and collectivist cultures
  - 3.3 Reconciliation of cultural dilemmas
4. Entrepreneurial decision-making dimensions of intercultural management
  - 4.1 Strategy
  - 4.2 Marketing
  - 4.3 Human Resources Management (HRM)
5. Focal points of intercultural management
  - 5.1 Intercultural management and Corporate Governance
  - 5.2 Intercultural communication
  - 5.3 Intercultural teamwork
6. Intercultural management in selected countries
  - 6.1 Germany
  - 6.2 USA
  - 6.3 China

## Literature

### Compulsory Reading

### Further Reading

- Browaays, M-J. / Price, R. (2015): Understanding Cross-Cultural Management. 3rd Edition, Pearson, Upper Saddle River.
- Deresky, H. (2017): International Management: Managing Across Borders and Cultures. 9th Edition, Pearson Education Limited, Harlow.
- Steers, R. M. / Nardon, L. / Sanchez-Runde, C. J. (2016): Management across Cultures. Developing Global Competencies. Cambridge University Press, Cambridge.
- Thomas, D.C. / Inkson, K. (2017): Cultural Intelligence: Surviving and Thriving in the Global Village. 3rd Edition, Berrett-Koehler Publishers, Oakland.
- Trompenaars, F. (2012): Riding the Waves of Culture. Understanding Cultural Diversity in Global Business. 3rd Edition, N. Brealey Publishing, London/Boston.

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Online Lecture
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> yes <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input checked="" type="checkbox"/> Live Tutorium/Course Feed





# 4. Semester

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## Master Thesis

Module Code: MMTHE

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	MA	30	900 h

Semester / Term	Duration	Regularly offered in	Language of Instruction
see curriculum	Minimum 1 semester	WiSe/SoSe	English

### Module Coordinator

Degree Program Advisor (SGL) (Master Thesis) / Degree Program Advisor (SGL) (Colloquium)

### Contributing Courses to Module

- Master Thesis (MMTHE01)
- Colloquium (MMTHE02)

### Module Exam Type

Module Exam	Split Exam
	<u>Master Thesis</u> <ul style="list-style-type: none"> <li>• Study Format "Fernstudium": Masterarbeit (90)</li> </ul> <u>Colloquium</u> <ul style="list-style-type: none"> <li>• Study Format "Fernstudium": Presentation: Colloquium (10)</li> </ul>

### Weight of Module

see curriculum

**Module Contents****Master Thesis**

- Master's thesis

**Colloquium**

- Colloquium on the Master's thesis

**Learning Outcomes****Master Thesis**

On successful completion, students will be able to

- work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.
- analyse selected tasks with scientific methods, critically evaluate them and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyse existing (research) literature appropriate to the topic of the Master's thesis.
- prepare a detailed written elaboration in compliance with scientific methods.

**Colloquium**

On successful completion, students will be able to

- present a problem from their field of study under consideration of academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in the Master's thesis.
- actively answer subject-related questions from subject experts (experts of the Master's thesis).

**Links to other Modules within the Study Program**

This module is similar to other modules in the field(s) of Methods.

**Links to other Study Programs of IUBH**

All Master Programmes in the Business & Management field(s).

## Master Thesis

Course Code: MMTHE01

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		27	none

### Course Description

The aim and purpose of the Master's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study. The content of the Master's thesis can be a practical-empirical or theoretical-scientific problem. Students should prove that they can independently analyse a selected problem with scientific methods, critically evaluate it and work out proposed solutions under the subject-methodological guidance of an academic supervisor. The topic to be chosen by the student from the respective field of study should not only prove the acquired scientific competences, but should also deepen and round off the academic knowledge of the student in order to optimally align his professional abilities and skills with the needs of the future field of activity.

### Course Outcomes

On successful completion, students will be able to

- work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.
- analyse selected tasks with scientific methods, critically evaluate them and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyse existing (research) literature appropriate to the topic of the Master's thesis.
- prepare a detailed written elaboration in compliance with scientific methods.

### Contents

- Within the framework of the Master's thesis, the problem as well as the scientific research goal must be clearly emphasized. The work must reflect the current state of knowledge of the topic to be examined by means of an appropriate literature analysis. The student must prove his ability to use the acquired knowledge theoretically and/or empirically in the form of an independent and problem-solution-oriented application.

<b>Literature</b>
<b>Compulsory Reading</b>
<b>Further Reading</b> <ul style="list-style-type: none"><li>▪ Hunziker, A. W. (2010): Fun at scientific work. This is how you write a good semester, bachelor or master thesis. 4th edition, SKV, Zurich.</li><li>▪ Wehrlin, U. (2010): Scientific work and writing. Guide to the preparation of Bachelor's theses, Master's theses and dissertations - from research to book publication. AVM, Munich.</li><li>▪ Selection of literature according to topic</li></ul>

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Thesis-Kurs
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> yes
<b>Type of Exam</b>	Masterarbeit

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
810 h	0 h	0 h	0 h	0 h	810 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed

## Colloquium

Course Code: MMTHE02

Study Level	Language of Instruction	Contact Hours	CP	Admission Requirements
MA	English		3	none

### Course Description

The colloquium will take place after submission of the Master's thesis. This is done at the invitation of the experts. During the colloquium, the students must prove that they have fully independently produced the content and results of the written work. The content of the colloquium is a presentation of the most important work contents and research results by the student, and the answering of questions by the experts.

### Course Outcomes

On successful completion, students will be able to

- present a problem from their field of study under consideration of academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in the Master's thesis.
- actively answer subject-related questions from subject experts (experts of the Master's thesis).

### Contents

- The colloquium includes a presentation of the most important results of the Master's thesis, followed by the student answering the reviewers' technical questions.

### Literature

#### Compulsory Reading

#### Further Reading

- Renz, K.-C. (2016): The 1 x 1 of the presentation. For school, study and work. 2nd edition, Springer Gabler, Wiesbaden.

**Study Format Fernstudium**

<b>Study Format</b> Fernstudium	<b>Course Type</b> Thesis Defense
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> yes
<b>Type of Exam</b>	Presentation: Colloquium

<b>Student Workload</b>					
<b>Self Study</b>	<b>Presence</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Practical Experience</b>	<b>Hours Total</b>
90 h	0 h	0 h	0 h	0 h	90 h

<b>Instructional Methods</b>	
<input type="checkbox"/> Learning Sprints® <input type="checkbox"/> Course Book <input type="checkbox"/> Vodcast <input type="checkbox"/> Shortcast <input type="checkbox"/> Audio <input type="checkbox"/> Exam Template	<input type="checkbox"/> Review Book <input type="checkbox"/> Creative Lab <input type="checkbox"/> Guideline <input type="checkbox"/> Live Tutorium/Course Feed