MODULE HANDBOOK

Bachelor of Science

Bachelor Industrial and Organizational Psychology (FS-OI-EU-BAIOP)

180 ECTS

Distance Learning

INTERNATIONAL
UNIVERSITY OF
APPLIED SCIENCES

Classification: Undergraduate

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2023-02-01

1. Semester

Psychology

Module Code: DLBSAPSY_E

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

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

Module Coordinator

Prof. Dr. Heike Schiebeck (Psychology)

Contributing Courses to Module

- Psychology (DLBSAPSY01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam or Advanced Workbook	

Weight of Module

see curriculum

Module Contents

- The Science of Psychology
- Psychobiological Basics
- Sensation and Perception
- Cognitive Processes
- Learning and Memory
- Motivation and Emotion
- Theories of Personality
- Social Psychology
- Psychotherapeutic Methods and Approaches

Learning Outcomes

Psychology

On successful completion, students will be able to

- understand psychology as a science and delineate its content.
- reproduce approaches, methods and tools of psychology as a research discipline.
- penetrate approaches, methods and instruments of psychology as a therapeutic discipline.
- understand the most significant psychological schools of thought, orientations and disciplines
- explain the opportunities and limitations of psychological observations and predictions with regard to human behavior, thinking and feeling.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Psychology

Course Code: DLBSAPSY01_E

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

Course Description

Students will learn the basics and core contents of psychology as a scientific discipline and its discourses. The most important approaches and terminologies will be introduced, as well as the variety of research-based approaches and therapeutic schools. In this way, students will build up a basic knowledge that enables them to make reliable appraisals from a psychological perspective in later stages of their studies and in their careers.

Course Outcomes

On successful completion, students will be able to

- understand psychology as a science and delineate its content.
- reproduce approaches, methods and tools of psychology as a research discipline.
- penetrate approaches, methods and instruments of psychology as a therapeutic discipline.
- understand the most significant psychological schools of thought, orientations and disciplines
- explain the opportunities and limitations of psychological observations and predictions with regard to human behavior, thinking and feeling.

Contents

1. The Science of Psychology
    - 1.1 History of Psychology and Psychological Perspectives
    - 1.2 Psychology as an Empirical Science

2. Psychobiological fundamentals
    - 2.1 Structure of Nerve Cells and Transmission of Information
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3. Sensation and Perception
    - 3.1 Basic Principles of Sensation and Perception
    - 3.2 Social Perception

4. Cognitive Processes
    - 4.1 Thinking, Problem Solving, Decision Making
    - 4.2 Judgment and Decision Making
    - 4.3 Intelligence

5. Learning and Memory
    - 5.1 Classical and Operant Conditioning (Associative Learning)
    - 5.2 Non-Associative Learning: Habituation and Sensitization
    - 5.3 Cognition, Interaction and Learning
    - 5.4 Retaining What is Learned: Memory Systems and Knowledge Organization

6. Motivation and Emotion
    - 6.1 Motivation Theories
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7. Theories of Personality
    - 7.1 Theories of Personality
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8. Social Psychology
    - 8.1 Groups processes
    - 8.2 Attitudes
    - 8.3 Stereotypes and Prejudices
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    - 8.5 Prosocial Behavior

9. Psychotherapeutic Methods and approaches
    - 9.1 Psychodynamic Psychotherapies
    - 9.2 Cognitive-Behavioral Psychotherapies
    - 9.3 Humanistic Conversational Psychotherapy
    - 9.4 Systemic Psychotherapy
    - 9.5 Comparison of Psychotherapies and General Principles of Action

Literature
Compulsory Reading
Further Reading ▪ Ciccarelli, S. K., & Noland White, J. (2009): Psychology. Pearson Education. New Jersey ▪ Eysenck, M. W. (2004): Psychology - An International Perspective. East Sussex: Psychology Press. ▪ Gerrig, R. J./Zimbardo, P. G. & Campbell, A. J. (2015): Psychology and Life, 2nd edition, Pearson Australia, French Forest ▪ Mann, S. (2016): Psychology: A Complete Introduction, Hachette Book Group, New York ▪ Pawlik, K. & Rosenzweig, M. R. (2000): The International Handbook of Psychology, SAGE Publications, London

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Advanced Workbook

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Collaborative Work

Module Code: DLBCSCW

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

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

Module Coordinator

Prof. Dr. Karin Halbritter (Collaborative Work)

Contributing Courses to Module

- Collaborative Work (DLBCSCW01)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Oral Assignment Study Format: Distance Learning Oral Assignment	

Weight of Module

see curriculum

Module Contents

- Self-Directed and Collaborative Learning
- Networking and Cooperation
- Performance in (Virtual) Teams
- Communication, Arguments, and Being Convincing
- Potentials for Conflict and Managing Conflicts
- Self-Management and Personal Skills

Learning Outcomes

Collaborative Work

On successful completion, students will be able to

- design their own learning processes both self-directed and collaborative with analog and digital media.
- initiate face-to-face and virtual cooperation and select suitable methods for shaping collaboration even in an intercultural context and across disciplinary boundaries.
- assess different forms of communication in relation to the goals and requirements of different situations and to reflect on their own communication and argumentation behavior in order to be able to shape conducive collaboration also in an interdisciplinary context.
- recognize social diversity including cultural and professional differences as a value, and to name and apply tools to deal with them constructively.
- explain conflict potentials and the role of emotions in conflicts and to describe the use of systemic methods in the target- and solution-oriented handling of conflicts.
- analyze one's own resources, present methods of self-leadership and self-motivation, and derive appropriate strategies.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business & Management fields

Collaborative Work

Course Code: DLBCSCW01

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

Course Description

The course supports the students in building up and expanding important interdisciplinary competences for our networked world, and in doing so, students can take advantage of the opportunities for constructive cooperation with others. It presents essential forms and design possibilities of collaborative learning and working, imparts basic knowledge and tools for self-managed, flexible, and creative thinking, learning and acting and familiarizes students with the topics of empathy and emotional intelligence. Students are also encouraged to use the course contents. In this way, they promote their autonomous competence to act and their competence in the interactive application of tools and in interacting in heterogeneous groups.

Course Outcomes

On successful completion, students will be able to

- design their own learning processes both self-directed and collaborative with analog and digital media.
- initiate face-to-face and virtual cooperation and select suitable methods for shaping collaboration even in an intercultural context and across disciplinary boundaries.
- assess different forms of communication in relation to the goals and requirements of different situations and to reflect on their own communication and argumentation behavior in order to be able to shape conducive collaboration also in an interdisciplinary context.
- recognize social diversity including cultural and professional differences as a value, and to name and apply tools to deal with them constructively.
- explain conflict potentials and the role of emotions in conflicts and to describe the use of systemic methods in the target- and solution-oriented handling of conflicts.
- analyze one's own resources, present methods of self-leadership and self-motivation, and derive appropriate strategies.

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    - 1.2 Learning, Information, and Dealing with Knowledge and Ignorance
    - 1.3 C-Model: Collective – Collaborative – Continuous – Connected
    - 1.4 Checking Your Own Learning Behaviour

2. Networking and Cooperation
    - 2.1 Finding and Winning Suitable Cooperation Partners
    - 2.2 Sustainable Relationships: Digital Interaction and Building Trust
    - 2.3 Collaboration: Organizing Locally and Virtually and Using Media
    - 2.4 Social Learning: Agile, Collaborative, and Mobile Planning of Learning Processes

3. Performance in (Virtual) Teams
    - 3.1 Goals, Roles, Organization and Performance Measurement
    - 3.2 Team Building and Team Flow
    - 3.3 Scrum as a Framework for Agile Project Management
    - 3.4 Design Thinking, Kanban, Planning Poker, Working-in-Progress-Limits & Co

4. Communicate and Convince
    - 4.1 Communication as Social Interaction
    - 4.2 Language, Images, Metaphors, and Stories
    - 4.3 It's the Attitude that Counts: Open, Empathetic, and Appreciative Communication
    - 4.4 Listen Actively - Argue - Convince - Motivate
    - 4.5 Analyze Your Own Conversational and Argumentational Skills

5. Recognize Conflict Potentials - Handle Conflicts - Negotiate Effectively
    - 5.1 Respecting Diversity - Seizing Opportunities
    - 5.2 Developing Empathy for Yourself and Others
    - 5.3 Systemic Work Solutions and Reframing
    - 5.4 Negotiate Constructively: Finding Clear Words - Interests Instead of Positions

6. Realize Your Own Projects
    - 6.1 Set Goals Effectively - Focus - Reflect
    - 6.2 The Agile Use of One's Own Time
    - 6.3 (Self-)Coaching and Inner Team
    - 6.4 Strategies and Methods for Self-Management and Self-Motivation

7. Mobilize Your Resources
    - 7.1 Recognizing Resources - Regulating Emotions
    - 7.2 Reflection and Innovation - Lateral Thinking and Creativity
    - 7.3 Transfer Strength and Willpower: Analyzing and Controlling Condition Factors

Literature
Compulsory Reading
Further Reading ▪ Baber, A., Waymon, L., Alphonso, A., & Wylde, J. (2015): Strategic connections. The new face of networking in a collaborative world. New York: AMACOM. ▪ Boulton, J. G., Allen, P. M., & Bowman, C. (2015): Embracing complexity. Strategic perspectives for an age of turbulence. 1. ed. Oxford: Oxford Univ. Press. ▪ Chang, B., & Kang, H. (2016): Challenges facing group work online. In: Distance Education 37 (1), S. 73–88. DOI: 10.1080/01587919.2016.1154781. ▪ Duhigg, C. (2013): The power of habit. Why we do what we do and how to change. London: Random House Books. ▪ Fisher, R., & Ury, W. (2012): Getting to yes. Negotiating an agreement without giving in. Updated and rev., 3. ed. London: Random House Business Books. ▪ Kaats, E., & Opheij, W. (2014): Creating conditions for promising collaboration. Alliances, networks, chains, strategic partnerships. Berlin, Heidelberg, s.l.: Springer Berlin Heidelberg (SpringerBriefs in Business). ▪ Martin, S. J., Goldstein, N. J., & Cialdini, R. B. (2015). The small BIG: Small changes that spark BIG influence. London, England: Profile Books. ▪ Oettingen, G. (2014). Rethinking positive thinking: Inside the new science of motivation. New York, NY: Current.

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Oral Assignment

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Oral Assignment

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

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☐ Exam Template
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☐ Reader
☑ Slides

Introduction to Academic Work

Module Code: DLBCSIAW

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

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

Module Coordinator

Prof. Dr. Maya Stagge (Introduction to Academic Work)

Contributing Courses to Module

- Introduction to Academic Work (DLBCSIAW01)

Module Exam Type

Module Exam	**Split Exam**
Study Format: myStudies Basic Workbook (passed / not passed) Study Format: Distance Learning Basic Workbook (passed / not passed)	

Weight of Module

see curriculum

Module Contents

- Scientific Theoretical Foundations and Research Paradigms
- Application of Good Scientific Practice
- Methodology
- Librarianship: Structure, Use, and Literature Management
- Forms of Scientific Work at IUBH

Learning Outcomes

Introduction to Academic Work

On successful completion, students will be able to

- understand and apply formal criteria of a scientific work.
- distinguish basic research methods and identify criteria of good scientific practice.
- describe central scientific theoretical basics and research paradigms and their effects on scientific research results.
- use literature databases, literature administration programs, and other library structures properly; avoid plagiarism; and apply citation styles correctly.
- apply the evidence criteria to scientific texts.
- define a research topic and derive a structure for scientific texts.
- compile a list of literature, illustrations, tables, and abbreviations for scientific texts.
- understand and distinguish between the different forms of scientific work at IU.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Methods	All Bachelor Programmes in the Business & Management field

Introduction to Academic Work

Course Code: DLBCSIAW01

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

Course Description

The application of good scientific practice is one of the basic academic qualifications that should be acquired while studying. This course deals with the distinction between everyday knowledge and science. This requires a deeper understanding of the theory of science, as well as the knowledge of basic research methods and instruments for writing scientific texts. The students therefore gain initial insight into academic research and are introduced to the basic knowledge that will help them in the future to produce scientific papers. In addition, the students receive an overview of the different IU examination forms and insight into their requirements and implementation.

Course Outcomes

On successful completion, students will be able to

- understand and apply formal criteria of a scientific work.
- distinguish basic research methods and identify criteria of good scientific practice.
- describe central scientific theoretical basics and research paradigms and their effects on scientific research results.
- use literature databases, literature administration programs, and other library structures properly; avoid plagiarism; and apply citation styles correctly.
- apply the evidence criteria to scientific texts.
- define a research topic and derive a structure for scientific texts.
- compile a list of literature, illustrations, tables, and abbreviations for scientific texts.
- understand and distinguish between the different forms of scientific work at IU.

Contents

1. Theory of Science
    - 1.1 Introduction to Science and Research
    - 1.2 Research Paradigms
    - 1.3 Fundamental Research Decisions
    - 1.4 Effects of Scientific Paradigms on Research Design

2. Application of Good Scientific Practice
    - 2.1 Research Ethics
    - 2.2 Evidence Teaching
    - 2.3 Data Protection and Affidavit
    - 2.4 Orthography and Shape
    - 2.5 Identification and Delimitation of Topics
    - 2.6 Research Questions and Structure

3. Research Methods
    - 3.1 Empirical Research
    - 3.2 Literature and Reviews
    - 3.3 Quantitative Data Collection
    - 3.4 Qualitative Data Collection
    - 3.5 Mix of Methods
    - 3.6 Critique of Methods and Self-Reflection

4. Librarianship: Structure, Use, and Literature Management
    - 4.1 Plagiarism Prevention
    - 4.2 Database Research
    - 4.3 Literature Administration
    - 4.4 4.4 Citation and Author Guidelines
    - 4.5 4.5 Bibliography

5. Scientific Work at the IU – Research Essay

6. Scientific Work at the IU - Project Report

7. Scientific Work at the IU - Case Study

8. Scientific Work at the IU - Bachelor Thesis

9. Scientific Work at the IU – Oral Assignment

10. Scientific Work at the IU – Oral Project Report

11. Scientific Work at the IU - Colloquium

12. Scientific Work at the IU - Portfolio

13. Scientific Work at the IU - Exam

Literature
Compulsory Reading
Further Reading ▪ Bell, J. (2014). Doing your research project. [electronic resource] : a guide for first-time researchers. Berkshire: Open University Press ▪ Creswell, J. W., & Guetterman, T. C. (2020). Educational research [electronic resource] : planning, conducting, and evaluating quantitative and qualitative research. Harlow, Essex, United Kingdom Pearson Education Limited ▪ Neuman, W. L. (n.d.). Social Research Methods [electronic resource]: Pearson New International Edition: Qualitative and Quantitative Approaches. Pearson ▪ Paul Oliver. (2012). Succeeding with Your Literature Review: A Handbook for Students. Open University Press ▪ Schwaiger, M. [Ed., Taylor, C. R. [Ed., & Sarstedt, M. [Ed. (2011). Measurement and research methods in international marketing. Emerald ▪ Sonyel Oflazoglu. (2017). Qualitative versus Quantitative Research. ▪ Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). Introduction to qualitative research methods [electronic resource]: a guidebook and resource. Hoboken, New Jersey Wiley ▪ Thornhill, A., Saunders, M., & Lewis, P. (2019). Research methods for business students [electronic resource]. Harlow, England Pearson

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Basic Workbook (passed / not passed)

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Basic Workbook (passed / not passed)

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Business Psychology

Module Code: DLBWPWPS_E

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

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

Module Coordinator

Prof. Dr. Julia Pitters (Business Psychology)

Contributing Courses to Module

- Business Psychology (DLBMPS01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- General Theories of Business Psychology
- Psychology of Microeconomic Processes
- Psychology of Macroeconomic Processes
- Psychology of Change
- The Learning Organization

Learning Outcomes

Business Psychology

On successful completion, students will be able to

- describe central economic assumptions and their influencing factors and critically question them in relation to concrete action and decision making.
- discuss important theories in the field of motivation, cognition and interaction and explain their significance for economic tasks and contexts.
- explain fundamental psychological conditioning factors and explanatory models of macroeconomic processes and phenomena and apply them to central economic issues.
- present the importance of work and essential influencing factors from a psychological perspective and derive operational possibilities for shaping work.
- differentiate essential psychological models and concepts for describing and influencing human behavior in organizations and groups.
- assess the possibilities and limits of the targeted development of organizations on the basis of central psychological theories and models and to develop behavioral recommendations.
- discuss basic psychological concepts of the learning organization and design measures for everyday working life.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Business Psychology

Course Code: DLBMPS01_E

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

Course Description

Decisions in complex situations do not follow the rules of logic, but are determined by the features of market participants' behavior. In order to better understand this behavior and to make reliable forecasts based on it, economics is recommended to include discoveries in the field of psychology.After an introduction to business psychology and its influencing factors, students are familiarized with the various theories on motivation, cognition and interaction. This course then looks into business psychology at the macro- and microeconomic level. Students learn about the psychological view on the development of countries and societies as well as the psychology of organizations and groups. In addition, the psychology of work in relation to human resources in general and job satisfaction in particular is examined.Students learn about and understand the importance of change in organizations and the principle of the learning organization. The ability to learn faster than the competition is one of the most important competitive factors. Learning organizations promote joint and individual learning and increase employee motivation towards work.

Course Outcomes

On successful completion, students will be able to

- describe central economic assumptions and their influencing factors and critically question them in relation to concrete action and decision making.
- discuss important theories in the field of motivation, cognition and interaction and explain their significance for economic tasks and contexts.
- explain fundamental psychological conditioning factors and explanatory models of macroeconomic processes and phenomena and apply them to central economic issues.
- present the importance of work and essential influencing factors from a psychological perspective and derive operational possibilities for shaping work.
- differentiate essential psychological models and concepts for describing and influencing human behavior in organizations and groups.
- assess the possibilities and limits of the targeted development of organizations on the basis of central psychological theories and models and to develop behavioral recommendations.
- discuss basic psychological concepts of the learning organization and design measures for everyday working life.

Contents

1. Economic Psychology of People
    1.1 Economic Psychology
    1.2 Human Behavior in the Economy

2. Influencing Factors of Basic Economic Assumptions
    2.1 Decision-Making Theories and Decision Anomalies
    2.2 Perception and Processing of Information
    2.3 Feelings

3. Theories of Business Psychology
    3.1 Theories in the Field of Motivation
    3.2 Theories in the Field of Cognition
    3.3 Theories in the Field of Interaction

4. Psychology of Macroeconomic Processes
    4.1 Psychology of Economic Development
    4.2 Psychology of Developed Societies
    4.3 Psychology of Markets
    4.4 Psychology of Money

5. Psychology of Microeconomic Processes I
    5.1 Psychology of Work
    5.2 Psychology of the Work Force
    5.3 Psychology of Work Design
    5.4 Psychology of Job Satisfaction
    5.5 Psychology of Workload

6. Economic Psychology of Microeconomic Processes II
    6.1 Psychology of Organizations
    6.2 Organizational Groups
    6.3 Organizational Power
    6.4 Organizational Conflicts
    6.5 Organizational Leadership

7. Psychology of Change
    7.1 Areas of Organizational Change
    7.2 Phases of organizational Change
    7.3 Organizational Development

8. The Learning Organization
    - 8.1 Systemic Thinking
    - 8.2 Personal Mastery
    - 8.3 Mental Models
    - 8.4 Visions
    - 8.5 Team Learning

Literature

Compulsory Reading

Further Reading

- Kirchler, E. (2011): Wirtschaftspsychologie. Individuen, Gruppen, Märkte, Staat. 4. Auflage, Hogrefe, Göttingen.
- Moser, K. (2007): Wirtschaftspsychologie. Springer, Berlin.
- Senge, P. (2011): Die Fünfte Disziplin. Kunst und Praxis der lernenden Organisation. 11. Auflage, Schäffer-Poeschel, Stuttgart.
- Wiswede, G. (2012): Einführung in die Wirtschaftspsychologie. 5. Auflage, UTB, Stuttgart.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Business 101

Module Code: DLBBAB_E

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

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

Module Coordinator
Prof. Dr. Markus Prandini (Business 101)

Contributing Courses to Module
▪ Business 101 (DLBBAB01_E)

Module Exam Type	
Module Exam Study Format: myStudies Exam or Written Assessment: Written Assignment Study Format: Distance Learning Exam or Written Assessment: Written Assignment	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Businesses and their environment
- Types of business organizations
- Management and structure of business
- Production of goods and services
- Marketing of products and services
- Management of labor
- Accounting in business

Learning Outcomes

Business 101

On successful completion, students will be able to

- apply business and economic thinking and working methods.
- explain economic subjects and questioning models of business administration.
- classify and formulate corporate goals.
- describe and apply a general business decision-making process.
- recognize and design the organizational structure and process organization in the company.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business & Management fields

Business 101

Course Code: DLBBAB01_E

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

Course Description

Business 101 deals with the basics of general business administration. It provides students with an understanding of the fundamental questions of doing business. In addition, basic organizational approaches of companies are shown. With the successful completion of the course, the students have gained fundamental knowledge in general business administration. This course lays the foundation for the advanced modules in the further course of their studies.

Course Outcomes

On successful completion, students will be able to

- apply business and economic thinking and working methods.
- explain economic subjects and questioning models of business administration.
- classify and formulate corporate goals.
- describe and apply a general business decision-making process.
- recognize and design the organizational structure and process organization in the company.

Contents

1. Businesses and their environment
    - 1.1 Concepts of business
    - 1.2 A system of economic relationships
    - 1.3 Business environment

2. Types of business organizations
    - 2.1 Companies in production and service
    - 2.2 Divisions of companies

3. Management and structure of business
    - 3.1 Basics of Business Management
    - 3.2 Functions of organizations, managers and control
    - 3.3 The decision making process
    - 3.4 Organizational structure of business

4. Production of goods and services
    - 4.1 Origin and development of the production process
    - 4.2 Industrial strategy of business

5. Marketing of goods and services
    - 5.1 Goals and types of marketing
    - 5.2 Marketing mix

6. Management of labor
    - 6.1 Process of management of labor
    - 6.2 Demand in labor
    - 6.3 Human relations in organizations

7. Accounting in business
    - 7.1 Functions and goals of accounting
    - 7.2 Spheres of accounting
    - 7.3 Fundamental principles of accounting

Literature

Compulsory Reading

Further Reading

- Collins, J. (2011). Good to great: Why some companies make the leap…and others don’t. Harper Business.
- Covey, S. (1989) The 7 habits of highly effective people: Powerful lessons in personal change. Free Press.
- Miller, J. (2004). QBQ! The question behind the question. Penguin.

Study Format myStudies

Study Format myStudies	**Course Type** Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Written Assessment: Written Assignment

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Written Assessment: Written Assignment

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Industrial and Organizational Psychology in Practice

Module Code: DLBWPPWPP_E

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

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

Module Coordinator

Prof. Dr. Julia Pitters (Project: Industrial and Organizational Psychology in Practice)

Contributing Courses to Module

- Project: Industrial and Organizational Psychology in Practice (DLBWPPWPP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Project Report	

Weight of Module

see curriculum

Module Contents

This course focuses on an industrial and organizational psychological and practical topic such as fiscal psychology, work motivation, or corporate culture.

Learning Outcomes

Project: Industrial and Organizational Psychology in Practice

On successful completion, students will be able to

- become familiar with practical topics in industrial and organizational psychology.
- engage in depth with scientific literature on a topic of their own choice.
- determine a topic and translate it into a research question.
- discuss the challenges for implementation and how these can be solved.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology.	All Bachelor Programs in the Social Sciences field.

Project: Industrial and Organizational Psychology in Practice

Course Code: DLBWPPWPP01_E

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

Course Description

Industrial and organizational psychology covers a broad spectrum of topics relevant to business and economics. The course offers students the opportunity to actively deal with a practical topic of industrial and organizational psychology such as work motivation, corporate culture or tax psychology, to familiarize themselves with the relevant scientific literature, to apply it in practice and to reflect critically on it.

Course Outcomes

On successful completion, students will be able to

- become familiar with practical topics in industrial and organizational psychology.
- engage in depth with scientific literature on a topic of their own choice.
- determine a topic and translate it into a research question.
- discuss the challenges for implementation and how these can be solved.

Contents

- The spectrum of research in industrial and organizational psychology ranges from business topics such as workplace design, work motivation, or leadership behavior, to marketing topics such as consumer behavior and advertising, to economic issues such as tax or wage equity. Based on the knowledge they have acquired so far, students have the opportunity in this course to conduct scientific research on a topic related to industrial and organizational psychology, to derive questions that are relevant in practice and to discuss them critically.

Literature

Compulsory Reading

Further Reading

- Kirchler, E. & Hölzl, E. (2017). Economic Psychology: An introduction. Cambridge, University Press.
- Leodolter, W. (2017). Digital Transformation Shaping the Subconscious Minds of Organizations, Springer.
- McKenna (2020). Business Psychology and Organizational Behavior. (6th Ed.). Routledge.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

2. Semester

Social Psychology

Module Code: DLBWPSPS_E

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

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

Module Coordinator

Prof. Dr. Julia Pitters (Social Psychology)

Contributing Courses to Module

- Social Psychology (DLBWPSPS01_E)

Module Exam Type

Module Exam	**Split Exam**
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- The Power of the Social
- Social Psychological Concepts
- Communication
- Conflict, Aggression and Cooperation
- Social Psychological Theory
- The self
- Prosocial Behavior, Helping Behavior and Altruism
- Attitudes

Learning Outcomes **Social Psychology** On successful completion, students will be able to ▪ explain the basic theories, methods, topics and findings of social psychology. ▪ outline how human behavior interacts with others, and ▪ assess its consequences, transfer the acquired knowledge to applied problems. ▪ transfer and apply social psychological findings to everyday social phenomena. ▪ discuss scientific facts based on the theoretical background of social psychology. ▪ develop and enhance their skills in analyzing social situations and social behavior.	
Links to other Modules within the Study Program This module is similar to other modules in the fields of Psychology	**Links to other Study Programs of the University** All Bachelor Programs in the Social Sciences fields

Social Psychology

Course Code: DLBWPSPS01_E

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

Course Description

Social exchange is the basis of our everyday life. Based on this assumption, the basic mechanisms, principles, models and theories that explain these social psychological processes are explored. Especially with the currently increasing importance of conflicts in the social and political environment, these aspects are becoming increasingly relevant. This also affects the context of the constantly advancing digitalization in the work environment, or the change in human forms of living. Students will learn the relevant theories, concepts and principles in the context of social interaction. Methodical approaches to social psychology are taught as well as the knowledge of classical research methods in this context. Students should be able to recognize and make practical use of the diverse effects of human experience and behaviour in the context of others.

Course Outcomes

On successful completion, students will be able to

- explain the basic theories, methods, topics and findings of social psychology.
- outline how human behavior interacts with others, and
- assess its consequences, transfer the acquired knowledge to applied problems.
- transfer and apply social psychological findings to everyday social phenomena.
- discuss scientific facts based on the theoretical background of social psychology.
- develop and enhance their skills in analyzing social situations and social behavior.

Contents

1. The power of the Social
    1.1 Subject and Research Methods of Social Psychology
    1.2 Central Social Psychological Experiments

2. Selected Social Psychological Concepts
    2.1 Social Influence and Affiliation
    2.2 Incidental Social Influence
    2.3 Group, Role and Status
    2.4 Findings of Central Social Psychological Studies
    2.5 Minority Influence

3. Communication
    - 3.1 Communication, Communication Models and Channels
    - 3.2 Axioms of Communication by Watzlawick
    - 3.3 Communication Breakdowns and Communication Rules
    - 3.4 Self-Image and External Image

4. Conflict, Aggression and Cooperation
    - 4.1 Social Dilemmas
    - 4.2 Aggressive Behavior and Aggression as a Social Problem
    - 4.3 The Psychology of Evil
    - 4.4 Conflict Resolution through Negotiation as a Tool of Cooperation

5. Selected Social Psychological Theories
    - 5.1 Attribution Theory
    - 5.2 Consistency Theory
    - 5.3 Reactance Theory of Brehm
    - 5.4 The Equity Theory of Adams and Justice
    - 5.5 Reactance

6. The Self
    - 6.1 Gain Self-Knowledge
    - 6.2 The Self of Mental Representation
    - 6.3 The Regulatory Function of the Self
    - 6.4 The Motivational Function of the Self

7. Prosocial Behavior, Helping Behavior and Altruism
    - 7.1 Failure to Assist
    - 7.2 Helping Support
    - 7.3 Helping Behavior in Everyday Life

8. Attitudes
    - 8.1 Content, Structure and Purpose of Attitudes
    - 8.2 Attitude Changes
    - 8.3 Attitudes and the Prediction of Behavior

Literature

Compulsory Reading

Further Reading

- Aronson, T., Wilson, R. & Akert, S. (2020). Social Psychology, 10th ed., Pearson, New York.
- Milgram, S. [Blass, T. (Ed.)] (2010). The Individual in a Social World: Essays and Experiments (3rd expanded ed.). London: Pinter & Martin.
- Zimbardo, P. (2008). The Lucifer effect. Understanding how good people turn evil. Rider, London.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
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☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Marketing

Module Code: BMAR-02_E

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

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

Module Coordinator
Prof. Dr. Nele Hansen (Marketing)

Contributing Courses to Module
▪ Marketing (BMAR03-02_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Fundamentals of Marketing
- Product Policy Decisions
- Communication Policy Decisions
- Pricing Policy Decisions
- Distribution Policy Decisions
- Basics of Consumer Behavior Research
- Marketing Message
- Purchase Decision Models
- Market Research and Segmentation
- Customer Satisfaction

Learning Outcomes

Marketing

On successful completion, students will be able to

- outline basic concepts and fundamentals in marketing.
- explain the terms brand management and positioning.
- distinguish between the marketing tools (4 Ps).
- understand the relationship between the marketing mix instruments.
- understand the importance of consumer behavior.
- outline the purchase decision process and the factors influencing this process.
- critically evaluate the topic of customer segmentation.
- comprehend customer satisfaction and customer loyalty.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Marketing & Sales	All Bachelor Programs in the Marketing & Communication field

Marketing

Course Code: BMAR03-02_E

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

Course Description

The aim of the course is to provide students with the central marketing concepts and terms of operative marketing. They will gain an insight into the different approaches of marketing in the company and become familiar with the management of products and brands as well as with the concept of positioning in the market. The course teaches students the basic tools of marketing using the marketing mix instruments. The four elements of the marketing mix will be discussed in detail, i.e., product, communication, pricing and distribution policy decisions. The relationship and interaction of the individual elements will be illustrated by company cases. The students learn that the success of a product depends on a consistent and consequent implementation of the single elements in operative marketing. Furthermore, the course encourages a deeper understanding of consumer behavior. Students will learn the basic concepts of consumer behavior research. The course explores different purchase decision models and examines the factors of conditioning, information processing and effects of emotions that significantly influence purchase decisions. Again, real-world examples are used to link theory and practice. The topic of market segmentation will be explored in detail in the context of market research. Here, students become familiar with the most important instruments and methods. Other important topics of marketing are customer satisfaction and customer loyalty, which are closely related.Customer expectations and various measures for customer loyalty will be presented and further analyzed.

Course Outcomes

On successful completion, students will be able to

- outline basic concepts and fundamentals in marketing.
- explain the terms brand management and positioning.
- distinguish between the marketing tools (4 Ps).
- understand the relationship between the marketing mix instruments.
- understand the importance of consumer behavior.
- outline the purchase decision process and the factors influencing this process.
- critically evaluate the topic of customer segmentation.
- comprehend customer satisfaction and customer loyalty.

Contents

1. Basic Concepts of Marketing
    - 1.1 Central Terminology
    - 1.2 Brand Management, Positioning and Competitive Strategies
    - 1.3 Marketing Management

2. Product Policy Decisions
    - 2.1 Terms of Product Policy Decisions
    - 2.2 Application Dimensions of Product Policy Decisions
    - 2.3 Innovation Management

3. Communication Policy Decisions
    - 3.1 Integrated Marketing Communications
    - 3.2 Communication Tools

4. Pricing Policy Decisions
    - 4.1 Positioning of Pricing Policy Decisions in Marketing
    - 4.2 Pricing Strategies
    - 4.3 Price Determination and Conditioning

5. Distribution Policy Decisions
    - 5.1 Basic Concepts of Distribution Policy Decisions
    - 5.2 Vertical Design of the Distribution System
    - 5.3 Horizontal Design of the Distribution System

6. Basic Approaches of Consumer Behavior Research
    - 6.1 Relevance and Terms of Consumer Behavior Research
    - 6.2 Private and Professional Consumers
    - 6.3 Theoretical Foundations

7. Consumers and the Marketing Message
    - 7.1 Activating Processes
    - 7.2 Cognitive Processes
    - 7.3 Environmental Moderators

8. Purchase Decision Models
    - 8.1 The Purchase Decision Process
    - 8.2 Types of Purchase Decisions
    - 8.3 Theories of Purchase Decisions

9. Market Research and Segmentation
    - 9.1 Relevance and Terms of Market Research
    - 9.2 Methods and Instruments of Market Research
    - 9.3 Segmentation Methods

10. Customer Satisfaction
    - 10.1 Relevance and Concept of Customer Satisfaction
    - 10.2 Customer Loyalty
    - 10.3 Relationship Marketing

Literature

Compulsory Reading

Further Reading

- Blythe, J. (2006): Essentials of Marketing Communications. 3rd edition, Prentice Hall, Upper Saddle River (NJ).
- Blythe, J. (2012): Essentials of Marketing. 5th edition, Pearson, London.
- Egan, J. (2015): Marketing Communications. 2nd edition, SAGE, Thousand Oaks (CA).
- Kotler, P./Keller, K.L./Chernev, A.(2021): Marketing Management. 16th edition, Pearson, London.
- Simon, H./Fassnacht, M. (2019): Price Management. Strategy, Analysis, Decision, Implementation. 4th edition, Springer Gabler, Heidelberg.
- Babin, B. J./Harris, E. G. (2015): Consumer Behavior. 7th edition, South-Western/Cengage, Boston.
- Hoyer, W.D./MacInnis, D.J./Pieters, R. (2018): Consumer Behavior. 7th edition. Cengage Learning.
- Sethna, Z./Blythe, J. (2016): Consumer Behavior. 3rd edition, SAGE, Thousand Oaks (CA).
- Solomon, M. R. (2014): Consumer Behavior. Buying, Having, and Being. 11th edition, Prentice Hall, Upper Saddle River (NJ).

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Marketing I

Module Code: BMAR1-02_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	3	90 h

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

Module Coordinator

Prof. Dr. Nele Hansen (Marketing I)

Contributing Courses to Module

- Marketing I (BMAR01-02_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Fundamentals of Marketing
- Product Policy Decisions
- Communication Policy Decisions
- Pricing Policy Decisions
- Distribution Policy Decisions

Learning Outcomes	
Marketing I On successful completion, students will be able to ▪ outline basic concepts and fundamentals in marketing. ▪ explain the terms brand management and positioning. ▪ distinguish between the marketing tools (4 Ps). ▪ understand the relationship between the marketing mix instruments.	
Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Marketing & Sales	All Bachelor Programs in the Marketing & Communication field

Marketing I

Course Code: BMAR01-02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		3	none

Course Description

The aim of the course is to provide students with the central marketing concepts and terms of operative marketing. They will gain an insight into the different approaches of marketing in the company and become familiar with the management of products and brands as well as with the concept of positioning in the market. The course teaches students the basic tools of marketing using the marketing mix instruments. The four elements of the marketing mix will be discussed in detail, i.e., product, communication, pricing and distribution policy decisions. The relationship and interaction of the individual elements will be illustrated by company cases. The students learn that the success of a product depends on a consistent and consequent implementation of the single elements in operative marketing.

Course Outcomes

On successful completion, students will be able to

- outline basic concepts and fundamentals in marketing.
- explain the terms brand management and positioning.
- distinguish between the marketing tools (4 Ps).
- understand the relationship between the marketing mix instruments.

Contents

1. Basic Concepts of Marketing
    - 1.1 Central Terminology
    - 1.2 Brand Management, Positioning and Competitive Strategies
    - 1.3 Marketing Management

2. Product Policy Decisions
    - 2.1 Terms of Product Policy Decisions
    - 2.2 Application Dimensions of Product Policy Decisions
    - 2.3 Innovation Management

3. Communication Policy Decisions
    - 3.1 Integrated Marketing Communications
    - 3.2 Communication Tools

4. Pricing Policy Decisions
    - 4.1 Positioning of Pricing Policy Decisions in Marketing
    - 4.2 Pricing Strategies
    - 4.3 Price Determination and Conditioning

5. Distribution Policy Decisions
    - 5.1 Basic Concepts of Distribution Policy Decisions
    - 5.2 Vertical Design of the Distribution System
    - 5.3 Horizontal Design of the Distribution System

Literature

Compulsory Reading

Further Reading

- Blythe, J. (2006): Essentials of Marketing Communications. 3rd edition, Prentice Hall, Upper Saddle River (NJ).
- Blythe, J. (2012): Essentials of Marketing. 5th edition, Pearson, London.
- Egan, J. (2015): Marketing Communications. 2nd edition, SAGE, Thousand Oaks (CA).
- Kotler, P./Keller, K.L./Chernev, A.(2021): Marketing Management. 16th edition, Pearson, London.
- Simon, H./Fassnacht, M. (2019): Price Management. Strategy, Analysis, Decision, Implementation. 4th edition, Springer Gabler, Heidelberg.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
54 h	0 h	18 h	18 h	0 h	90 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Marketing II

Module Code: BMAR2-02_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	BMAR01-02_E	BA	2	60 h

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

Module Coordinator

Prof. Dr. Nele Hansen (Marketing II)

Contributing Courses to Module

- Marketing II (BMAR02-02_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Basics of Consumer Behavior Research
- Marketing Message
- Purchase Decision Models
- Market Research and Segmentation
- Customer Satisfaction

Learning Outcomes

Marketing II

On successful completion, students will be able to

- understand the importance of consumer behavior.
- outline the purchase decision process and the factors influencing this process.
- critically evaluate the topic of customer segmentation.
- comprehend customer satisfaction and customer loyalty.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Marketing & Sales	All Bachelor Programs in the Marketing & Communication field

Marketing II

Course Code: BMAR02-02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		2	BMAR01-02_E

Course Description

The aim of the course is to gain a deeper understanding of consumer behavior. Students will learn the basic concepts of consumer behavior research. The course explores different purchase decision models and examines the factors of conditioning, information processing and effects of emotions that significantly influence purchase decisions. Again, real-world examples are used to link theory and practice. The topic of market segmentation will be explored in detail in the context of market research. Here, students become familiar with the most important instruments and methods. Other important topics of marketing are customer satisfaction and customer loyalty, which are closely related.Customer expectations and various measures for customer loyalty will be presented and further analyzed.

Course Outcomes

On successful completion, students will be able to

- understand the importance of consumer behavior.
- outline the purchase decision process and the factors influencing this process.
- critically evaluate the topic of customer segmentation.
- comprehend customer satisfaction and customer loyalty.

Contents

1. Basic Approaches of Consumer Behavior Research
   - 1.1 Relevance and Terms of Consumer Behavior Research
   - 1.2 Private and Professional Consumers
   - 1.3 Theoretical Foundations

2. Consumers and the Marketing Message
   - 2.1 Activating Processes
   - 2.2 Cognitive Processes
   - 2.3 Environmental Moderators

3. Purchase Decision Models
    - 3.1 The Purchase Decision Process
    - 3.2 Types of Purchase Decisions
    - 3.3 Theories of Purchase Decisions

4. Market Research and Segmentation
    - 4.1 Relevance and Terms of Market Research
    - 4.2 Methods and Instruments of Market Research
    - 4.3 Segmentation Methods

5. Customer Satisfaction
    - 5.1 Relevance and Concept of Customer Satisfaction
    - 5.2 Customer Loyalty
    - 5.3 Relationship Marketing

Literature

Compulsory Reading

Further Reading

- Babin, B. J./Harris, E. G. (2015): Consumer Behavior. 7th edition, South-Western/Cengage, Boston.
- Hoyer, W.D./MacInnis, D.J./Pieters, R. (2018): Consumer Behavior. 7th edition. Cengage Learning.
- Sethna, Z./Blythe, J. (2016): Consumer Behavior. 3rd edition, SAGE, Thousand Oaks (CA).
- Solomon, M. R. (2014): Consumer Behavior. Buying, Having, and Being. 11th edition, Prentice Hall, Upper Saddle River (NJ).

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
36 h	0 h	12 h	12 h	0 h	60 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Personality and Differential Psychology

Module Code: DLBWPPDPS_E

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

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

Module Coordinator

Prof. Dr. Karin Halbritter (Personality and Differential Psychology)

Contributing Courses to Module

- Personality and Differential Psychology (DLBWPPDPS01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam or Advanced Workbook	

Weight of Module

see curriculum

Module Contents

- Personality - Construct and Theories
- Methods for Personality Research
- Trait Approaches and Models
- Specific Personality Constructs
- Personality Development
- Personality Disorders and Characteristics
- Forms of Therapy for the Treatment of Disorders

Learning Outcomes

Personality and Differential Psychology

On successful completion, students will be able to

- describe and consider the construct of personality in a differentiated way.
- deal specifically with the characteristics and focal points of various personality theories.
- reflect on different theoretical approaches to the description, explanation and change of human personality.
- transfer theoretical models to concrete problems.
- name and understand the methods of personality research.
- explain the factors influencing the development of personality.
- clarify the meaning of intelligence, creativity and competences/competencies from a personal-psychology perspective.
- recognize central disturbance patterns and behavioral abnormalities of the personality.
- explain the central therapeutic approaches to the treatment of disorders.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Personality and Differential Psychology

Course Code: DLBWPPDPS01_E

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

Course Description

People perceive the behavior of other people as well as their own experience and behavior through the subjective lens of everyday life. They have ideas about what makes up a person's personality, how personality develops, and look for explanations for conspicuous behavior and personalities. In doing so, people want to understand what causes others to behave in extreme ways. The course provides access to the construct of personality as well as methodological-theoretical knowledge for its assessment. It sheds light on the factors for the development of personality and addresses the causes of behavioral problems and possibilities for their treatment.

Course Outcomes

On successful completion, students will be able to

- describe and consider the construct of personality in a differentiated way.
- deal specifically with the characteristics and focal points of various personality theories.
- reflect on different theoretical approaches to the description, explanation and change of human personality.
- transfer theoretical models to concrete problems.
- name and understand the methods of personality research.
- explain the factors influencing the development of personality.
- clarify the meaning of intelligence, creativity and competences/competencies from a personal-psychology perspective.
- recognize central disturbance patterns and behavioral abnormalities of the personality.
- explain the central therapeutic approaches to the treatment of disorders.

Contents

1. Personality - Construct and Theories
    1.1 Definition
    1.2 Psychoanalytic Approach
    1.3 Humanistic Approach
    1.4 Learning Theory Approach
    1.5 Cognitive Approach

2. Methods for Personality Research
    - 2.1 Self-Assessment
    - 2.2 Questionnaire
    - 2.3 Behavioral Observation and Behavioral Assessment
    - 2.4 Test Procedure

3. Trait Approaches and Models
    - 3.1 Temperament
    - 3.2 Trait Model
    - 3.3 Five-factor Model of Personality
    - 3.4 Practical Application: NEO-FFI and NEO-PI-R

4. Specific personality constructs
    - 4.1 The Self
    - 4.2 Intelligence
    - 4.3 Creativity
    - 4.4 Competences and Competencies

5. Personality Development
    - 5.1 Genetic and Environmental Influences
    - 5.2 Stability and Changeability

6. Personality Disorders and Characteristics
    - 6.1 Mental Disorders
    - 6.2 Personality Disorders

7. Forms of Therapy for the Treatment of Disorders
    - 7.1 Psychotherapy
    - 7.2 Behavioral Therapy
    - 7.3 Humanistic Therapy

Literature

Compulsory Reading

Further Reading

- Emre, M. (2019): The Personality Brokers: The Strange History of Myers-Briggs and the Birth of Personality Testing. Anchor, Palatine.
- Fox, D. (2013): The Clinician's Guide to Diagnosis and Treatment of Personality Disorders. PESI, Eau Claire.
- Gaines, S. O. Jr. (2019): Personality Psychology. The Basics. Routledge, London.
- John, O. P./Robins, R. W. (Eds.) (2021): Handbook of Personality. Theory and Research. 4th Edition, The Guilford Press, New York City.
- MacMartin, J. A. (2016): Personality Psychology: A Student-Centered Approach. 2nd Edition, Sage Publications, Thousand Oaks.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Advanced Workbook

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Statistics

Module Code: BSTA-01_E

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

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

Module Coordinator

Prof. Dr. Benny Briesenmeister (Statistics)

Contributing Courses to Module

- Statistics (BSTA01-01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Evaluation Methods of One-Dimensional Data
- Evaluation Methods of Two-Dimensional Data
- Fundamentals of Probability Theory
- Special Probability Distributions
- Samples
- Statistical Estimation Procedures
- Hypothesis Testing
- Linear Regression

Learning Outcomes	
Statistics On successful completion, students will be able to ▪ prepare and present data in tabular and graphical format ▪ analyze and interpret data and their measures of location and dispersion. ▪ identify how two variables are related to one another and analyze their relationship. ▪ describe real conditions in probabilistic terms and evaluate them quantitatively. ▪ name the most important probability distributions and apply them to real-world problems. ▪ utilize numerical material from a sample as a basis for drawing conclusions about phenomena in the population. ▪ perform statistical test procedures and evaluate the results. ▪ perform regressions and interpret the results. ▪ critically appraise prepared statistics or statistical analyses	
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 the University** All Bachelor Programs in the Business & Management field

Statistics

Course Code: BSTA01-01_E

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

Course Description

The term "statistics" usually describes two phenomena: (i) the tabular and/or graphical processing of data and (ii) statistical methods used to collect, process and draw conclusions from data. From this it immediately follows that confrontation with statistics is ubiquitous - whether in studies, where statistical methods are applied in related courses, in bachelor theses, or in everyday professional life, where managers are confronted daily with statistical analyses that they are required to understand and interpret. The aim of the course is therefore to teach the most essential elements of statistical procedures. Methodologically, the course is comprised of two steps. Firstly, theoretical basics of individual statistical methods are presented and these are deepened by means of smaller examples and (interactive) illustrations. Secondly, the methods learned are studied on the basis of application cases. In terms of content, the course is divided into three parts. Descriptive statistics deals with different forms of data representation. Probability calculation serves above all as the basis for inferential statistics, in which the attempt is made to draw conclusions about the population from a sample.

Course Outcomes

On successful completion, students will be able to

- prepare and present data in tabular and graphical format
- analyze and interpret data and their measures of location and dispersion.
- identify how two variables are related to one another and analyze their relationship.
- describe real conditions in probabilistic terms and evaluate them quantitatively.
- name the most important probability distributions and apply them to real-world problems.
- utilize numerical material from a sample as a basis for drawing conclusions about phenomena in the population.
- perform statistical test procedures and evaluate the results.
- perform regressions and interpret the results.
- critically appraise prepared statistics or statistical analyses

Contents

1. Introduction
    - 1.1 Subject of Statistics
    - 1.2 Basic Concepts of statistics
    - 1.3 Procedure of Statistical Investigations

2. Evaluation Methods of One-Dimensional Data
    - 2.1 Frequency Distributions
    - 2.2 Measures of Central Tendendy
    - 2.3 Measures of Dispersion

3. Evaluation Methods of Two-Dimensional Data
    - 3.1 Scatter Diagram and Contingency Table
    - 3.2 Correlation Measures

4. Fundamentals of Probability Theory
    - 4.1 Random Experiments and Events
    - 4.2 Probability of Events
    - 4.3 Random Variables and Their Distribution

5. Special Probability Distributions
    - 5.1 Normal Distribution
    - 5.2 T-Distribution

6. Samples
    - 6.1 Sampling
    - 6.2 Sampling Functions
    - 6.3 Sampling Distributions

7. Statistical Estimation Procedures
    - 7.1 Point Estimate
    - 7.2 Interval Estimation

8. Hypothesis Testing
    - 8.1 Methodology
    - 8.2 Expected Value Test with Known Standard Deviation (Z-Test)
    - 8.3 Expected Value Test with Unknown Standard Deviation (T-Test)

9. Linear Regression
    - 9.1 Regression Line
    - 9.2 Quality Assessment
    - 9.3 Applications

Literature

Compulsory Reading

Further Reading

- Carlson, Kieth A., Winquist, Jennifer R. (2021): An Introduction to Statistics: An Active Learning Approach, 3rd Edition, SAGE Publications
- Frost, Jim (2020): Introduction to Statistics: An Intuitive Guide for Analyzing Data and Unlocking Discoveries, 1st Edition, Statistics by Jim Publishing
- Frost, Jim (2020) Hypothesis Testing: An Intuitive Guide for Making Data Driven Decisions, 1st Edition, Statistics by Jim Publishing
- Heumann, C.; Schomaker, M. (2018): Introduction to Statistics an Data Analysis: With Exercises, Solutions an Applications in R, 2nd Edition, Springer
- James, Gareth; Witten, Daniela; Hastie, Trevor; Tibshirani, Robert (2021): An Introduction to Statistical Learning: with Applications in R, 2nd Edition, Spinner
- Pishro-Nik, Hossein (2014): Introduction to Probability, Statistics and Random Process, 1st Edition Kappa Research
- Reid, Howard M. (2014): Introduction to Statistics: fundamental concepts and procedures of data analysis, 1st Edition, SAGE Publications

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Occupational and Organizational Psychology

Module Code: DLBWPAOPS_E

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

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

Module Coordinator
Prof. Dr. Julia Pitters (Occupational and Organizational Psychology)

Contributing Courses to Module
▪ Occupational and Organizational Psychology (DLPOPS02_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Basics of Occupational Psychology
- Concepts and Methods of work Analysis and Evaluation
- Concepts and Methods of Work Motivation and Satisfaction
- Concepts and Methods of Work and Workplace Design
- Occupational Health and Safety
- Basics of Organizational Psychology
- Concepts and Methods of Organizational Analysis and Design
- Interaction and Communication in Organizations
- Organizational Climate and Culture
- The Learning Organization

Learning Outcomes

Occupational and Organizational Psychology

On successful completion, students will be able to

- outline the most important theories, findings and methods of occupational and organizational psychology and place them in the overall context of industrial and organizational psychology.
- explain the most important psychological aspects of an optimal design of work systems
- use their acquired knowledge for the analysis and evaluation of companies as well as to derive concrete recommendations for action to change them.
- explain the main methods of work analysis, evaluation and design.
- describe the models of work motivation and satisfaction and use them to proactively create a motivating work environment.
- mention the basic organizational psychological processes and their effects on the work in groups/teams.
- describe, explain and predict the behaviour of people in organizations and be able to derive initial insights for the assumption of management tasks and personnel management.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programmes in the Social Sciences fields

Occupational and Organizational Psychology

Course Code: DLPOPS02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

The cooperation of people in organizations is decisively determined by the formal and informal processes of interaction and communication. The course "Occupational and Organizational Psychology" deals with the theoretical foundations, concepts and methods of work and organizational design, focusing on the effects on the experience and actions of the various organizational members.

Course Outcomes

On successful completion, students will be able to

- outline the most important theories, findings and methods of occupational and organizational psychology and place them in the overall context of industrial and organizational psychology.
- explain the most important psychological aspects of an optimal design of work systems
- use their acquired knowledge for the analysis and evaluation of companies as well as to derive concrete recommendations for action to change them.
- explain the main methods of work analysis, evaluation and design.
- describe the models of work motivation and satisfaction and use them to proactively create a motivating work environment.
- mention the basic organizational psychological processes and their effects on the work in groups/teams.
- describe, explain and predict the behaviour of people in organizations and be able to derive initial insights for the assumption of management tasks and personnel management.

Contents

1. Occupational and Organizational Psychology
    1.1 Tasks and forms of Industrial and Organizational Psychology
    1.2 Work
    1.3 History of Occupational Psychology

2. Concepts and Methods of Work Analysis and Evaluation
    2.1 Job Analysis
    2.2 Activity Analysis
    2.3 Job Evaluation

3. Concepts and Methods of Work Motivation and Satisfaction
    - 3.1 Motivational Psychology
    - 3.2 Models Motivational Psychology
    - 3.3 Theories of Job Satisfaction

4. Concepts and Methods of work and Workplace Design
    - 4.1 Design of the Working Environment
    - 4.2 Workplace Design
    - 4.3 Challenges of the New World of Work

5. Occupational Health and Safety
    - 5.1 Ergonomics, Noise, Heat and Lighting
    - 5.2 Stress
    - 5.3 Work Life Balance
    - 5.4 Occupational Safety

6. Basics of Organizational Psychology
    - 6.1 Organizational Psychology
    - 6.2 Organization
    - 6.3 Organization equals Interaction?

7. Concepts and Methods of Organizational Analysis and Design
    - 7.1 Design and Structures of Organizations
    - 7.2 Organizational Diagnosis
    - 7.3 Carrying out an Organizational Diagnosis

8. Interaction and Communication in Organizations
    - 8.1 Communication Models
    - 8.2 Groups and Teamwork
    - 8.3 Conflicts
    - 8.4 (Personnel) Management

9. Organizational Climate and Culture
    - 9.1 Working and Organizational Climate
    - 9.2 Corporate Culture

10. The Learning Organization
    - 10.1 Learning Organization
    - 10.2 Organizational Development
    - 10.3 Innovations

Literature

Compulsory Reading

Further Reading

- Greenberg, J. (2022). Behavior in Organizations, 11th ed., Pearson, New York.
- Hayes, J. (2018). Theory and practice og change management, 5th ed., Palgrawe, London.
- Robbins, S., Judge, T., & Campbell, T. (2017). Organizational Behavior, Pearson, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Organizational Development

Module Code: DLBWPPOE_E

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

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

Module Coordinator

Prof. Dr. Julia Pitters (Project: Organizational Development)

Contributing Courses to Module

- Project: Organizational Development (DLBWPPOE01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Written Assessment: Project Report	**Split Exam**
Weight of Module see curriculum	

Module Contents

This module deals with a topic within the discipline organizational development. This topic addresses a problem in the field of designing new forms of work.

Learning Outcomes

Project: Organizational Development

On successful completion, students will be able to

- independently familiarize themselves with the basics of organizational development and change management.
- describe various classical and current models and methods of organizational change and evaluate their practical applicability.
- identify relevant current trends in work design and describe them based on theoretical approaches.
- independently develop a specific research question or task in the field of work design and answer this question with the help of theories and methods of organizational development.
- develop their own recommendations for the solution of the problem, which are theoretically justified as well as realizable in practice.
- critically reflect upon their own approach and solution.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Project: Organizational Development

Course Code: DLBWPPOE01_E

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

Course Description

Organizational change is an essential component of management as the speed and magnitude of organizational change has greatly increased. This course deals with a specific topic from the field of organizational development. In particular, it focuses on the redesign of work, which is becoming increasingly crucial for the success of companies due to megatrends such as digitization and demographic change. The development of a concrete and practically relevant concept for the redesign of work is the focus of the course. Contents are on the one hand the new forms of work itself and on the other hand their implementation into an existing context.

Course Outcomes

On successful completion, students will be able to

- independently familiarize themselves with the basics of organizational development and change management.
- describe various classical and current models and methods of organizational change and evaluate their practical applicability.
- identify relevant current trends in work design and describe them based on theoretical approaches.
- independently develop a specific research question or task in the field of work design and answer this question with the help of theories and methods of organizational development.
- develop their own recommendations for the solution of the problem, which are theoretically justified as well as realizable in practice.
- critically reflect upon their own approach and solution.

Contents

- This course is positioned in the context of organizational development and change management as it deals with new forms of organization and work ("New Work") as well was with their implementation into an organization. Hence, it is necessary to get an overview of the basics of new ways of working, e.g., agile ways of working, swarm organization, holacracy or the virtualization of work. In addition, students should familiarize themselves with theoretical and practical models and methods of organizational development and change management in order to use them to address a specific, practice-relevant issue. These consist, for example, in various change models (e.g., Lewin, Kotter) or concepts for the acceptance of change. The essential aspect of this course is the linkage of a solid theoretical basis with concrete and current issues of management practice.

Literature

Compulsory Reading

Further Reading

- Kotter, J. (2007). Leading Change. Why Transformation Efforts fail. Harvard Business Review 85, 1-10.
- Laloux, F. (2014). Reinventing Organizations: Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage in Human Consciousness. Vahlen, München.
- Lauer, T. (2021). Change Management – Fundamentals and Success Factors. Springer Verlag.
- Lewin, K. (1947). Frontiers in group dynamics. In Cartwright, D. (Ed.), Field Theory in Social Science. Social Science Paperbacks.
- Van de Ven, A. & Poole, M. (1995). Explaining development and change in organizations. Academy of Management Review 20(3), 510-540.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

3. Semester

Personnel Psychology

Module Code: DLBWPPUB1_E

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

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

Module Coordinator
N.N. (Personnel Psychology)

Contributing Courses to Module
▪ Personnel Psychology (DLBWPPUB01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Tasks and challenges of personnel psychology
- Requirement analysis
- Recruitment
- Personnel marketing and employer branding
- Personnel selection
- Onboarding - Integration of new employees
- Competency management and personnel development
- Performance review
- Legal aspects

Learning Outcomes	
Personnel Psychology On successful completion, students will be able to ▪ know and explain the tasks and processes of modern personnel psychology. ▪ explain the most important theories and methods in the area of the requirement analysis, employee recruiting, selection, development and evaluation. ▪ explain, reflect, select and apply appropriate instruments of personnel psychology depending on the requirements and setting. ▪ independently develop suitable formats to answer personnel-psychologically relevant business questions.	
Links to other Modules within the Study Program This module is similar to other modules in the field of Psychology.	**Links to other Study Programs of the University** All Bachelor Programs in the Social Science field.

Personnel Psychology

Course Code: DLBWPPUB01_E

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

Course Description

As a result of technological change, organizations and companies need more and more employees with specialized skills and competencies, which are increasingly less available in the required number and quality. In addition, they no longer apply to companies on their own initiative. The recruitment market has now developed from an employer market to an applicant market. In order to nevertheless cover the demand for employees, companies must increasingly take unusual paths. They are also required to ensure a match between position, company and employee. For this purpose, knowledge of personnel psychology is just as indispensable as measures to develop skills and competencies required for corporate success. Students learn the common terms, theoretical approaches and methods for checking the fit between applicant/interested party and workplace as well as various methods for recruiting new employees. Furthermore, the importance and the way of integrating new personnel in the organization will be discussed. Students will be familiarized with the role and function of competency management as a basis for selection and planning of development measures. Instruments for the evaluation of action results as well as legal framework conditions round off the course. After completing the course, students are able to initiate, carry out and supervise the entire cycle of an employee in the company in a qualified and competent manner.

Course Outcomes

On successful completion, students will be able to

- know and explain the tasks and processes of modern personnel psychology.
- explain the most important theories and methods in the area of the requirement analysis, employee recruiting, selection, development and evaluation.
- explain, reflect, select and apply appropriate instruments of personnel psychology depending on the requirements and setting.
- independently develop suitable formats to answer personnel-psychologically relevant business questions.

Contents

1. Tasks and Challenges of Personnel Psychology
   - 1.1 Market and technology dynamics
   - 1.2 Organizational dynamics and value dynamics

2. Requirement Analysis
    - 2.1 Definition and goals
    - 2.2 Methods and procedures
    - 2.3 Job profiles

3. Employee Recruitment
    - 3.1 Definition and methods of address
    - 3.2 Sources and ways of addressing

4. Personnel Marketing and Employer Branding
    - 4.1 Definition, goals and personnel marketing mix
    - 4.2 Differentiation between personnel marketing and employer branding
    - 4.3 Building an employer brand
    - 4.4 Importance of employer branding and employer branding strategy

5. Personnel Selection
    - 5.1 Personnel selection process
    - 5.2 Quality criteria
    - 5.3 Types of personnel selection procedures

6. Onboarding - Integration of New Employees
    - 6.1 Goals and benefits
    - 6.2 Theoretical bases and measures

7. Competency Management and Personnel Development
    - 7.1 Subject areas and tools of competency management
    - 7.2 Diagnosis of the development needs
    - 7.3 Development measures
    - 7.4 Transfer security

8. Performance Review
    - 8.1 Behavioral assessment and feedback culture
    - 8.2 Performance Review

9. Legal Aspects
    - 9.1 Termination and dissolution
    - 9.2 Work references

Literature

Compulsory Reading

Further Reading

- Azulay, H. (2012): Employee Development on a Shoestring, American Society for Training and Development. Alexandria.
- Coetzee, M./Magiel, A./Schreuder, G. (2010): Personnel Psychology: An Applied Perspective. Oxford University Press Southern Africa.
- Mamo, T. (2019): Human Resources - Analysis of human resource practices. LAP LAMBERT Academic Publishing.
- Mosley, R. (2014): Employer Brand Management: Practical Lessons from the World's Leading Employers. Wiley, Cornwell.
- Stein, M./Christiansen, L. (2010): Successful Onboarding: Strategies to Unlock Hidden Value Within Your Organization. Mc Graw Hill, New York .
- Warier, S. (2014): Competence & Competency Management - The Practitioners Handbook: Develop Organizational Competence & Individual Competencies. CreateSpace Independent Publishing Platform.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Intercultural Psychology

Module Code: DLBWPIPS_E

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

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

Module Coordinator

Prof. Dr. Heike Schiebeck (Intercultural Psychology)

Contributing Courses to Module

- Intercultural Psychology (DLBWPIPS01_E)

Module Exam Type

Module Exam	**Split Exam**
Study Format: myStudies Exam, 90 Minutes Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Introduction to intercultural psychology and cultural psychology
- Intercultural Management
- Diversity Management as a scope of application of intercultural management
- Values in the context of intercultural management
- Intercultural communication
- Intercultural marketing
- Intercultural trainings

Learning Outcomes

Intercultural Psychology

On successful completion, students will be able to

- take a differentiated view of the concept of culture.
- explain the methodological approaches to intercultural psychology and cultural psychology.
- deal with culture-specific behavior in a reflective manner and to react to it adequately.
- take into account the increasing importance of considering intercultural differences in a globalized world of work and life in their everyday professional life.
- understand both your own and foreign cultures.
- analyze communication and marketing messages as well as training programs for their intercultural meaning and impact.
- explain and justify the importance of a value-oriented corporate alignment.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Intercultural Psychology

Course Code: DLBWPIPS01_E

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

Course Description

In a globalized working world, international meetings, cooperation and activities have become a matter of course. In most cases, these encounters between culturally different people are successful and satisfying for both sides. However, it is not uncommon for critical situations to arise in which the behavior of the other person is seen as threatening, inappropriate or useless and does not meet one's own expectations.In this course, students learn to understand and react appropriately to cultural differences and to deal with them in situations relevant to their jobs. The areas of intercultural differences, specifics and cooperation in intercultural teams and organizations are addressed, as well as the orientation of advertising communication in different cultural contexts.After a presentation of the different approaches of psychology as Intercultural Psychology, Cultural Psychology and Cultural Psychology and the culture-specific research, practice-relevant topics such as Intercultural Management, Intercultural Marketing and Intercultural Training will be addressed.Particular attention is paid to the areas of diversity management and value management in the corporate environment.

Course Outcomes

On successful completion, students will be able to

- take a differentiated view of the concept of culture.
- explain the methodological approaches to intercultural psychology and cultural psychology.
- deal with culture-specific behavior in a reflective manner and to react to it adequately.
- take into account the increasing importance of considering intercultural differences in a globalized world of work and life in their everyday professional life.
- understand both your own and foreign cultures.
- analyze communication and marketing messages as well as training programs for their intercultural meaning and impact.
- explain and justify the importance of a value-oriented corporate alignment.

Contents

1. Introduction to Intercultural Psychology and Cultural Psychology
   - 1.1 Definition and Classification of the Concept of Culture
   - 1.2 Goals of Comparative Cultural Psychology
   - 1.3 Demarcation of Different Subject Areas
   - 1.4 Cultural Psychological Models and Research Approaches

2. Intercultural Management
    - 2.1 Role, Influencing Factors and Requirements of Intercultural Management
    - 2.2 Corporate Culture

3. Diversity Management as a Field of Application of Intercultural Management
    - 3.1 Definition and Objectives
    - 3.2 Significance and Spheres of Influence

4. Values in the Context of Intercultural Management
    - 4.1 Role and Meaning of Values
    - 4.2 Values in an Organizational Context

5. Intercultural Communication
    - 5.1 Communication Models and Problems
    - 5.2 Intercultural Specifics of Communication
    - 5.3 Characteristics of Different National Communication and Behavior Styles

6. Intercultural Marketing
    - 6.1 Definition and Cultural Foundations
    - 6.2 Influencing Factors
    - 6.3 Standardization vs. Differentiation of Messages

7. Intercultural Trainings
    - 7.1 Development of Content for Intercultural Training
    - 7.2 Implementation of Intercultural Training

Literature

Compulsory Reading

Further Reading

- Guimarães, D. S. (2020): Dialogical Multiplication - Principles for an Indigenous Psychology. Springer Nature, Cham.
- Matsumoto, D./ Juang, L. (2020): Culture and Psychology. 6th edition, Cengage Learning, Boston, MA.
- Wen Li, W./ Darrin Hodgetts, D. /Koong Hean Foo, K. (Eds.) (2019): Asia-Pacific Perspectives on Intercultural Psychology. Routledge, New York City, NY.

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Psychological Diagnostics

Module Code: DLBWPPDIA_E

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

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

Module Coordinator

N.N. (Psychological Diagnostics)

Contributing Courses to Module

- Psychological Diagnostics (DLBWPPDIA01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Introduction to Psychological Diagnostics
- Basics of Diagnostic Procedures
- Measurement of Psychological Variables
- Quality Criteria of Diagnostic Instruments
- Diagnostic Judgements and Decisions
- Acquisition and Integration of Diagnostic Data
- Psychometric Tests
- The Psychological Report

Learning Outcomes

Psychological Diagnostics

On successful completion, students will be able to

- name the aims, methods and instruments of psychological diagnostics.
- explain the principles of test construction.
- assess the importance of diagnostic quality criteria.
- develop test procedures and questionnaires in a general outline.
- use their knowledge of test procedures and questionnaire construction for aptitude diagnostics and market or consumer research.
- differentiate between the various diagnostic procedures and select, use, evaluate and interpret them according to the diagnostic question.
- analyze and interpret empirical findings.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Psychological Diagnostics

Course Code: DLBWPPDIA01_E

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

Course Description

Against the backdrop of the "war of talents", it is particularly important in the economic environment to fill positions correctly and to place employees specifically in the positions that are right for them. Diagnostic knowledge forms the basis for this. It represents a central differentiation of the course compared to other disciplines. Students acquire basic knowledge of the theoretical and methodological principles of psychological diagnostics and learn about its fields of application. Students are able to select, assess, apply and evaluate psychometric test procedures according to the diagnostic question. They also acquire the skills to design individual sub-steps of the diagnostic process themselves and to assess their quality. Selected test procedures in the areas of personality, performance and for measuring specific psychological constructs are presented. In addition, students will gain knowledge on the preparation and interpretation of psychological reports.

Course Outcomes

On successful completion, students will be able to

- name the aims, methods and instruments of psychological diagnostics.
- explain the principles of test construction.
- assess the importance of diagnostic quality criteria.
- develop test procedures and questionnaires in a general outline.
- use their knowledge of test procedures and questionnaire construction for aptitude diagnostics and market or consumer research.
- differentiate between the various diagnostic procedures and select, use, evaluate and interpret them according to the diagnostic question.
- analyze and interpret empirical findings.

Contents

1. Introduction to Psychological Diagnostics
    - 1.1 Definition, Characteristics and Framework Conditions
    - 1.2 History of Psychological Diagnostics

2. Basics of Psychological Diagnostics
    - 2.1 Prerequisite and Test-Theoretical Basis
    - 2.2 Principles of Test Construction
    - 2.3 Test Tryout

3. Test quality evaluation
    - 3.1 Primary Quality Criteria: Objectivity, Reliability and Validity
    - 3.2 Secondary Quality Criteria: Fairness, Economy, Usefulness and Acceptance

4. Test Theories
    - 4.1 Classical Test Theory
    - 4.2 Item Response Theory (Probabilistic Test Theory)

5. Diagnostic Judgements and Decisions
    - 5.1 Process of Diagnostic Judgement
    - 5.2 Descriptive Categorical Classification (DSM/ICD)

6. Acquisition and Integration of Diagnostic Data
    - 6.1 Interview
    - 6.2 Behavioral Observation
    - 6.3 Questionnaires
    - 6.4 Projective Methods

7. Psychometric Test Procedures
    - 7.1 Tests of cognitive abilities
    - 7.2 Personality Tests
    - 7.3 Measurement of Special Characteristics

8. The Psychological Report
    - 8.1 Definition and Order Clarification
    - 8.2 Structure and Method
    - 8.3 Presentation of Results and Opinion

Literature

Compulsory Reading

Further Reading

- Cohen, R. J., Schneider, W. J., & Tobin, R. M. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.
- In Leong, F. T. L., In Bartram, D., In Cheung, F. M., In Geisinger, K. F., & In Iliescu, D. (Eds.). (2016). The ITC international handbook of testing and assessment. Oxford University Press.
- Ortner, T. M., & Vijver, F. J. R. (2015). Behavior-Based Assessment in Psychology: Going Beyond Self-Report in the Personality, Affective, Motivation, and Social Domains. Hogrefe Publishing.
- Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). Mastering Modern Psychological Testing: Theory and Methods (2nd ed.). Springer, Cham. https://doi.org/10.1007/978-3-030-59455-8
- Schweizer, K., & DiStefano, C. (2016). Principles and Methods of Test Construction: Standards and Recent Advances. Hogrefe Publishing.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☑ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Conflict Management and Mediation

Module Code: DLBWPKUM_E

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

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

Module Coordinator
N.N. (Conflict Management and Mediation)

Contributing Courses to Module
▪ Conflict Management and Mediation (DLBWPKUM01_E)

Module Exam Type	
Module Exam	**Split Exam**
Study Format: Distance Learning Exam, 90 Minutes Study Format: myStudies Exam, 90 Minutes	
Weight of Module see curriculum	

Module Contents

- Forms of cooperation
- Basic concepts of conflict research
- Conflict Management
- Basics of communication psychology
- Conducting discussions and moderation
- Mediation

Learning Outcomes

Conflict Management and Mediation

On successful completion, students will be able to

- explain the central characteristics of conflicts and reflect, analyze and assess their progression.
- analyze conflicts according to the degree of their escalation.
- explain how conflicts arise and how to avoid them.
- understand conflicts and negotiations as a process and plan and implement the necessary measures to solve them.
- use special conversation and question techniques.
- identify hidden messages in communication and develop suggestions for optimization.
- develop goals and strategies for conflict and negotiation management in order to contribute to successful conflict management and negotiation with a clear procedure.
- assess and apply mediation as a method of conflict resolution.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Conflict Management and Mediation

Course Code: DLBWPKUM01_E

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

Course Description

In the business world, different perspectives of negotiating partners or parties often clash. This often leads to conflicts because the parties involved pursue different goals and evaluate situations differently. Especially against the background of transformation and restructuring processes in companies, conflicts are often pre-programmed due to different interests. To ensure that the different perspectives of the parties involved do not conclude in escalation, knowledge of the nature and structure of conflicts, techniques for dealing with them and basic knowledge of the possibilities of successful communication at a verbal and non-verbal level are essential. This course will equip students with the necessary understanding and present necessary tools to recognize conflicts, to solve them and to lead negotiations. In this context, mediation is highlighted as an increasingly popular method of conflict resolution.

Course Outcomes

On successful completion, students will be able to

- explain the central characteristics of conflicts and reflect, analyze and assess their progression.
- analyze conflicts according to the degree of their escalation.
- explain how conflicts arise and how to avoid them.
- understand conflicts and negotiations as a process and plan and implement the necessary measures to solve them.
- use special conversation and question techniques.
- identify hidden messages in communication and develop suggestions for optimization.
- develop goals and strategies for conflict and negotiation management in order to contribute to successful conflict management and negotiation with a clear procedure.
- assess and apply mediation as a method of conflict resolution.

Contents

1. From Cooperation to Confrontation
    - 1.1 Cooperation and Competition
    - 1.2 Forms of Cooperation
    - 1.3 Game Theoretical Approaches
    - 1.4 The Way into the Conflict

2. Basic Concepts of Conflict Research
    - 2.1 What is a Conflict?
    - 2.2 Types of Conflict
    - 2.3 Mobbing - a Special Type of Conflict
    - 2.4 The Stages of Conflict Escalation
    - 2.5 Conflict Resistance of Organizations

3. Conflict Management in the World of Work
    - 3.1 Conflict Costs
    - 3.2 Conflict Management in Business
    - 3.3 Elements of Conflict Management

4. Basics of Communication Psychology
    - 4.1 What is “Communication”?
    - 4.2 Axioms of Communication
    - 4.3 The Importance of Non-Verbal Communication
    - 4.4 The Message Square Model: The Four Sides of a Message
    - 4.5 Transactional Analysis as Analysis of Interpersonal Communication
    - 4.6 Non-Violent Communication

5. Conducting Discussions and Moderation
    - 5.1 Conversation and Question Techniques in Conflict Situations
    - 5.2 The Discussion Moderation

6. Mediation as an Instrument of Conflict Resolution
    - 6.1 Principles of Mediation
    - 6.2 Areas of Application of Mediation
    - 6.3 Principles and Rules of Mediation
    - 6.4 The Mediation Process - Phases and Procedures

Literature
Compulsory Reading
Further Reading ▪ Coltri, L. (2020): Alternative Dispute Resolution. 2nd edition, McGraw Hill, New York City, NY. ▪ Fisher, R./Ury, W./Patton, B. (2011): Getting to Yes: Negotiating Agreement Without Giving In. 3rd edition, Penguin Books, New York City, NY. ▪ Rosenberg, M. B. (2015): Nonviolent Communication - A Language of Life: Life-Changing Tools for Healthy Relationships. 3rd edition, PuddleDancer Press, Encinitas, CL.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format myStudies

Study Format myStudies	**Course Type** Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Research Methodology and Data Analysis

Module Code: DLBWPFUD_E

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

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

Module Coordinator

Prof. Dr. Katharina Rehfeld (Research Methodology and Data Analysis)

Contributing Courses to Module

- Research Methodology and Data Analysis (DLBWPFUD01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Case Study	

Weight of Module

see curriculum

Module Contents

- Psychology as an Empirical Science
- Data Collection: Selected Methods for Measuring Psychological Characteristics
- Data Preparation
- Data Analysis: Selected Evaluation Methods

Learning Outcomes

Research Methodology and Data Analysis

On successful completion, students will be able to

- apply empirical methods as a prerequisite for scientifically based psychological research.
- explain current approaches within the area of industrial and organizational-related psychological research and critically evaluate the background of the applied methods.
- write a report according to the standards of the subject, that is, present their findings accurately and in accordance with formal and methodological guidelines.
- apply fundamental methods for psychological data collection and processing.
- analyze data from psychological surveys using presented evaluation methods and correctly interpret the results of these procedures.
- assess and evaluate the advantages and disadvantages or possibilities of empirical methods on the basis of their methodological knowledge.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Methods	All Bachelor Programs in the Business & Management field

Research Methodology and Data Analysis

Course Code: DLBWPFUD01_E

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

Course Description

The content of the course relates to the theory and application of various research methods presented in the context of planning, conducting, evaluating and interpreting psychological questions. First, an overview of fundamental methodological terms and concepts of psychology as an empirical science is provided. In addition, the basics of writing a scientific report, ethical aspects of psychological research and the design of empirical studies will be covered. Subsequently, the most important procedures for data collection, for example observation or psychological tests, will be presented. Furthermore, methods for preparing qualitative and quantitative data in preparation for sound data analysis are explained. Subsequently, the basic statistical skills related to data analysis and evaluation will be deepened. Selected methods from the areas of dimensionality reduction, inferential statistics, mathematical models and evaluation of verbal data (e.g. expert interviews) are covered.

Course Outcomes

On successful completion, students will be able to

- apply empirical methods as a prerequisite for scientifically based psychological research.
- explain current approaches within the area of industrial and organizational-related psychological research and critically evaluate the background of the applied methods.
- write a report according to the standards of the subject, that is, present their findings accurately and in accordance with formal and methodological guidelines.
- apply fundamental methods for psychological data collection and processing.
- analyze data from psychological surveys using presented evaluation methods and correctly interpret the results of these procedures.
- assess and evaluate the advantages and disadvantages or possibilities of empirical methods on the basis of their methodological knowledge.

Contents

1. Psychology as an Empirical Science
    - 1.1 Basic Concepts of Psychological Methodology
    - 1.2 Objectives of Scientific Psychology (Describing, Explaining, Predicting, Changing)
    - 1.3 Differentiation of Qualitative and Quantitative Methods
    - 1.4 Drafting of a Scientific Report
    - 1.5 Aspects of Research Ethics
    - 1.6 Design of Empirical Studies

2. Data Collection: Selected Methods for Measuring Psychological Characteristics
    - 2.1 Observation
    - 2.2 Data Collection in the Context of Surveys (Interviews, Questionnaires)
    - 2.3 Data Collection in the Context of Psychological Tests (Performance Tests, Personality Tests)
    - 2.4 Cognitive Psychology Methods
    - 2.5 Psychophysiological Methods
    - 2.6 Research Methods (Experiment, Quasi-Experiment, Correlative and Population Descriptive Study)

3. Data Preparation
    - 3.1 Definition, Function and Meaning of Data Preparation
    - 3.2 Preparation of Qualitative Data
    - 3.3 Preparation of Quantitative Data

4. Data Analysis: Selected Evaluation Methods
    - 4.1 Descriptive Statistics and Exploratory Data Analysis (e.g. Central Tendency, Dispersion, Correlation, Boxplot, Scatter Plots)
    - 4.2 Dimension Reduction (e.g. Factor Analysis, Cluster Analysis, Multidimensional Scaling)
    - 4.3 Inferential Statistics (e.g. T-Test, Analysis of Variance, Procedures for Nominal and Ordinal Scaled Data)
    - 4.4 Mathematical Models (e.g. Multivariate Methods, Sequential Sampling Models)
    - 4.5 Evaluation of Verbal Data (e.g. Structured Content Analysis, Computer-Aided Methods)

Literature
Compulsory Reading
Further Reading ▪ Donald P. Schwab. (2005). Research Methods for Organizational Studies: Vol. 2nd ed. Psychology Press. ▪ Price, P. (Paul C. (2015). Research methods in psychology. BCcampus, BC Open Textbook Project. ▪ Pracana, C., & Wang, M. (2020). Psychological Applications and Trends 2020. Online Submission. ▪ Leeuw, E. D. de, Hox, J. J., & Dillman, D. A. (2008). International Handbook of Survey Methodology. Lawrence Erlbaum Associates. ▪ Jaber F. Gubrium, James A. Holstein, Amir B. Marvasti, & Karyn D. McKinney. (2012). The SAGE Handbook of Interview Research : The Complexity of the Craft: Vol. 2nd ed. SAGE Publications, Inc. ▪ Eichler, A. & Zapata-Cardona, L. (2016): Empirical Research in Statistics Education. ICME-13 Topical Surveys. Springer, Cham.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☐ Slides

Project: Communication for Practical Problem Solving

Module Code: DLBKPSPKPP_E

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

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

Module Coordinator

Prof. Dr. Christoph Böhmert (Project: Communication for Practical Problem Solving)

Contributing Courses to Module

- Project: Communication for Practical Problem Solving (DLBKPSPKPP01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Oral Project Report	**Split Exam**
Weight of Module see curriculum	

Module Contents

This course is about the differentiation of different types of problems and about solution strategies for complex factual problems in a multi-person context. These are concretely applied and critically reflected on using case studies. An up-to-date list of topics can be found in the Learning Management System.

Learning Outcomes

Project: Communication for Practical Problem Solving

On successful completion, students will be able to

- define problems.
- identify the processes and skills of problem solving.
- understand techniques for solving factual problems.
- systematically solve a practical problem.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Project: Communication for Practical Problem Solving

Course Code: DLBKPSPKPP01_E

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

Course Description

Not only social problems, but also factual problems are often based on a lack of communication: For example, a machine in the company may suddenly stop working because an employee has turned a switch and does not admit it. Instead of time-consuming technical analyses, goal-oriented communication can motivate employees to find the truth and thus save considerable costs. The goal of this course is to show how practical problems can be solved through systematic communication techniques. Using case studies, students will practice how to approach practical problem situations in a standardized manner and lead them to a solution.

Course Outcomes

On successful completion, students will be able to

- define problems.
- identify the processes and skills of problem solving.
- understand techniques for solving factual problems.
- systematically solve a practical problem.

Contents

- First, students are sensitized to differentiate between various types of problems such as factual problems, relationship problems, technical problems or complex problems. From a psychological perspective, mental problem-solving processes and strategies as well as processes of decision-making and creativity are considered. The focus is then specifically on models for solving complex problems such as the model for complex problem solving according to Frensch and Funke or the model of action regulation according to Dörner. Finally, after a model for psychological-practical problem solving, a scheme is presented how factual problems can be solved in a standardized way - and through goal-oriented communication. The approach is tested and critically reflected by the students based on case studies.

Literature

Compulsory Reading

Further Reading

- Davidson, J. E. & Sternberg, R.J. (Eds.) (2003): The Psychology of Problem Solving. Cambridge University Press, Cambridge.
- Frensch, P.A. & Funke, J. (1995). Complex Problem Solving – The European Perspective. Psychology Press, New York.
- Spitzer, Q. (1997): Heads you win! How the best companies think. Simon & Schuster, New York.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Oral Project Report

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

4. Semester

Leadership 4.0

Module Code: DLBWPLS_E

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

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

Module Coordinator

N.N. (Leadership 4.0)

Contributing Courses to Module

- Leadership 4.0 (DLBWPLS01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Exam, 90 Minutes Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Conventional understanding of leadership
- Management tools
- Leadership versus management
- Integral concept of humankind as future-oriented model
- Characteristics and competencies of leaders
- Leadership models
- Agile Leadership instruments

Learning Outcomes

Leadership 4.0

On successful completion, students will be able to

- understand the classical theories of leadership and new leadership models.
- distinguish between the terms leadership and management.
- reflect on the understanding of successful leadership models against the background of economic changes.
- develop an understanding of the need for alternative forms of organizational directing.
- implement appropriate leadership methods according to a company's level of complexity.
- draw upon a sound theoretical understanding that they can practice in applied research.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business & Management fields

Leadership 4.0

Course Code: DLBWPLS01_E

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

Course Description

Today, competitiveness depends more than ever on continuous innovation. This puts new demands on the management of companies. The task of successful leaders in innovation and business is no longer to offer direction and solutions, but to create a framework in which others develop innovations. This change, which is currently taking place with full force in companies, requires further developments on classic leadership concepts and its principles.Against the background of digital change and the advance of artificial intelligence, established business models are constantly being put to the test. On the one hand, it is important to work on several projects simultaneously and to adapt flexibly to changing conditions at any time; on the other hand, employees want to be integrated into the work process in a different way. Consideration and flexibility for their personal and family situation play an increasing role. Innovation and business leaders can only meet all these diverse challenges with Leadership by inspiring others to think ahead and act inter-divisionally, in other words, to be visionary. This course tries to convey knowledge, understanding and tools for this challenging field of work.

Course Outcomes

On successful completion, students will be able to

- understand the classical theories of leadership and new leadership models.
- distinguish between the terms leadership and management.
- reflect on the understanding of successful leadership models against the background of economic changes.
- develop an understanding of the need for alternative forms of organizational directing.
- implement appropriate leadership methods according to a company’s level of complexity.
- draw upon a sound theoretical understanding that they can practice in applied research.

Contents

1. Basics of the Leadership Concept
    - 1.1 Definition of the Leadership Concept and Leadership Actions
    - 1.2 Development of the Understanding of Leadership
    - 1.3 The Role of Communication in Leadership
    - 1.4 New Challenges for Leadership

2. Leadership Versus Management
   - 2.1 Distinctions between these Concepts
   - 2.2 Relevance of Leadership in the Context of Technological Change
   - 2.3 New Forms of Work as a Challenge for Leadership 4.0

3. Organizational Prerequisites for Successful Leadership
   - 3.1 Launching Corporate Governance Initiatives
   - 3.2 From Process to Project Management
   - 3.3 Managing Limited Resources

4. Personal Factors for Successful Leadership
   - 4.1 Personal Characteristics
   - 4.2 Technological Know-how
   - 4.3 Policy and Compliance

5. Management Tools
   - 5.1 Definition, Differentiation and Challenges
   - 5.2 Use of Direct Management Tools
   - 5.3 Use of Indirect Management Tools

6. Leadership 4.0 Models
   - 6.1 Transformational Leadership
   - 6.2 Leadership as an Agile Role
   - 6.3 Authentic Leadership

7. Leadership 4.0 Case Studies
   - 7.1 Allsafe Jungfalk
   - 7.2 Automattic

Literature

Compulsory Reading

Further Reading

- Au, C. v. (eds.) (2017): Characteristics and competencies of leaders. Mindfulness, self-reflection, soft skills and competence systems. Springer, Wiesbaden.
- Creusen, U./Eschemann, N. -R./Joahnn, T. (2010): Positive leadership. Psychology of successful leadership. Advanced strategies for the application of the grid model. Gabler, Wiesbaden.
- Evans, M. (1995): Leadership Theories - Way-Destination Theory. In: Kieser, A./Reber, G./ Wunderer, R. (eds.): Handwörterbuch der Führung. 2nd edition, Schäffer-Poeschel, Stuttgart, pp. 1075 -1091.
- Furtner, M. R. (2017): Empowering Leadership. With self-responsible employees to innovation and top performance. Springer Gabler, Wiesbaden.
- Furtner, M. R./Baldegger, U. (2016): Self-Leadership and Leadership. Theories, models and practical implementation. Second edition, Springer Gabler, Wiesbaden.
- Manager Magazine Publishing Company (ed.) (2015): Harvard Business Manager Special: Leadership. How does leadership work in the age of digital transformation? A booklet about management in change. 37th year
- Hofer, S. (2016): More agile leadership. Simple measures for better teamwork, better performance and higher creativity. Springer Gabler, Wiesbaden.
- Kauffeld, S. (Hrsg.) (2014): Work, Organizational and Personnel Psychology for Bachelor. 2nd edition, Springer, Berlin.
- Maxwell, J. C. (2016): Leadership. The 21 most important management principles. 8th edition, fountain, pouring.
- Wilber, K. (2012): Integral Psychology. Mind, consciousness, psychology, therapy. Arbor, Freiburg.

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Intercultural and Ethical Decision-Making

Module Code: DLBCSIDM

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

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

Module Coordinator

Prof. Dr. Jürgen Matthias Seeler (Intercultural and Ethical Decision-Making)

Contributing Courses to Module

- Intercultural and Ethical Decision-Making (DLBCSIDM01)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Written Assessment: Case Study Study Format: Distance Learning Written Assessment: Case Study	

Weight of Module

see curriculum

Module Contents

- Basics of Intercultural Competence
- Cultural Concepts
- Culture and Ethics
- Implications of Current Ethical Problems in the Area of Interculturality, Ethics, and Diversity
- Intercultural Learning and Working
- Case Studies for Cultural and Ethical Conflicts

Learning Outcomes

Intercultural and Ethical Decision-Making

On successful completion, students will be able to

- explain the most important terms in the areas of interculturality, diversity, and ethics.
- distinguish different explanatory patterns of culture.
- understand culture at different levels.
- plan processes of intercultural learning and working.
- understand the interdependencies of culture and ethics.
- independently work on a case study on intercultural competence.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programs in the Business & Management fields

Intercultural and Ethical Decision-Making

Course Code: DLBCSIDM01

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

Course Description

In this course, students acquire the necessary knowledge to understand intercultural competencies and current developments in the fields of diversity and ethics. Students will understand how to systematically plan and implement learning processes for the development of competences important in these areas. First, important terms are clarified and differentiated from each other, and cultural aspects are explained from different perspectives. In addition, students learn that cultural issues are relevant at different levels, for example, within a state, company, or other group. In this context, students also recognize the connection between ethics and culture with different interdependencies. On the basis of this knowledge, students are then familiarized with the different possibilities and potentials of intercultural and ethical learning and working. Practical cases are used to illustrate the importance of the relationships learned for today's work context in many companies. The students then work on a case study in which the acquired knowledge is systematically applied.

Course Outcomes

On successful completion, students will be able to

- explain the most important terms in the areas of interculturality, diversity, and ethics.
- distinguish different explanatory patterns of culture.
- understand culture at different levels.
- plan processes of intercultural learning and working.
- understand the interdependencies of culture and ethics.
- independently work on a case study on intercultural competence.

Contents

1. Basics of Intercultural and Ethical Competence to Act
   - 1.1 Subject Areas, Terms, and Definitions
   - 1.2 Relevance of Intercultural and Ethical Action
   - 1.3 Intercultural Action - Diversity, Globalization, Ethics

2. Cultural Concepts
   - 2.1 Hofstedes Cultural Dimensions
   - 2.2 Culture Differentiation According to Hall
   - 2.3 Locus of Control Concept to Rotter

3. Culture and Ethics
    - 3.1 Ethics - Basic Terms and Concepts
    - 3.2 Interdependence of Culture and Ethics
    - 3.3 Ethical Concepts in Different Regions of the World

4. Current Topics in the Area of Interculturality, Ethics, and Diversity
    - 4.1 Digital Ethics
    - 4.2 Equality and Equal Opportunities
    - 4.3 Social Diversity

5. Intercultural Learning and Working
    - 5.1 Acculturation
    - 5.2 Learning and Working in Intercultural Groups
    - 5.3 Strategies for Dealing with Cultural Conflicts

6. Case Studies for Cultural and Ethical Conflicts
    - 6.1 Case Study: Interculturality
    - 6.2 Case Study: Diversity
    - 6.3 Case Study: Interculturality and Ethics

Literature

Compulsory Reading

Further Reading

- Boylan, M. (Eds.). (2014). Business ethics. (2nd ed.). Wiley-Blackwell.
- Thomas, A., Kinast, E. U., Schroll-Machl, S. (Eds.). (2010). Handbook of intercultural communication and cooperation. Basics and areas of application. Vandenhoeck & Ruprecht .

Study Format myStudies

Study Format	**Course Type**
myStudies	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Consumer Behavior

Module Code: DLBMKV_E

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

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

Module Coordinator

N.N. (Consumer Behavior)

Contributing Courses to Module

- Consumer Behavior (DLBMPS02_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Behavioral-Scientific Basics of Consumer Behavior Factors
- Influencing Consumer Behavior
- Consumer Behavior in Service Markets
- Organizational Buying Behavior

Learning Outcomes

Consumer Behavior

On successful completion, students will be able to

- explain central terms of consumer psychology as well as being able to distinguish the basic psychological models for explaining consumer behavior and to assess them regarding their significance and applicability.
- present psychological theories and models of factors that trigger behavior and to derive recommendations for target-oriented marketing and advertising measures.
- discuss behavioral models of purchase decisions and purchase processes to develop recommendations for action for companies on this basis.
- explain the essential behavioral-scientific aspects and instruments of customer loyalty and work out approaches to solutions for concrete operational tasks in this field.
- describe the special requirements for the sale of services and plan measures to counter them in a promising way.
- explain organizational buying behavior and its determinants in a model-like way and to make suggestions in order to shape the actions in the individual process phases in a target-oriented way.
- transfer models and theories to the digital multi-channel client.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Marketing & Sales	All Bachelor Programs in the Marketing & Communication fields

Consumer Behavior

Course Code: DLBMPS02_E

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

Course Description

Companies need to know their customers and their consumption behavior in order to recognize trends early on and take advantage of opportunities to meet demand. Therefore, it is essential to analyze how customers allocate their resources (time, money, effort) and which factors contribute to the purchasing decision. For this purpose, questions such as What, why, when, how, how often and where does the customer buy? need to be answered. How do the characteristics of products and services influence the purchasing decision process? And what other aspects and factors are important? This course introduces students to essential psychological explanations and models of consumer behavior. It examines the purchasing decision processes of households and procuring organizations, explores the individual, social and digital factors that influence each of these processes, and highlights key concepts in customer loyalty. In addition, this course conveys the special features of marketing services and presents approaches on how companies can effectively meet these specific requirements.

Course Outcomes

On successful completion, students will be able to

- explain central terms of consumer psychology as well as being able to distinguish the basic psychological models for explaining consumer behavior and to assess them regarding their significance and applicability.
- present psychological theories and models of factors that trigger behavior and to derive recommendations for target-oriented marketing and advertising measures.
- discuss behavioral models of purchase decisions and purchase processes to develop recommendations for action for companies on this basis.
- explain the essential behavioral-scientific aspects and instruments of customer loyalty and work out approaches to solutions for concrete operational tasks in this field.
- describe the special requirements for the sale of services and plan measures to counter them in a promising way.
- explain organizational buying behavior and its determinants in a model-like way and to make suggestions in order to shape the actions in the individual process phases in a target-oriented way.
- transfer models and theories to the digital multi-channel client.

Contents

1. Introduction to Consumer Behaviour
    1.1 Concepts and Development of Consumer Behaviour
    1.2 Goals of Consumer Research
    1.3 Consumption and Consumers

2. Models of Consumer Behaviour
    2.1 Model Approaches to explain Consumer Behaviour
    2.2 Important Types of Models of Consumer Behavior
    2.3 Introduction to the Determinants of Consumer Behaviour

3. Activation
    3.1 Activation Basics
    3.2 Activation of the Consumer
    3.3 Strategies of persuasion

4. Emotion, Motivation and Attitude
    4.1 Emotion
    4.2 Motivation
    4.3 Attitudes

5. Cognitive Processes
    5.1 Cognition and Memory
    5.2 Learning through Conditioning and Cognitive Learning Theories

6. Other Influences on Consumer Behaviour
    6.1 Personal Influencing Factors
    6.2 Social Factors
    6.3 Cultural Factors
    6.4 Digital impact factors

7. The Buying Process
    7.1 Types of Purchasing Decision and consumer types
    7.2 Pre-Purchase Phase
    7.3 Purchase Phase
    7.4 Post-Purchase and Use Phase

8. The Customer is King: From Customer Orientation to Customer Value
    - 8.1 Customer Orientation and Customer Satisfaction
    - 8.2 Customer Loyalty and Customer Value
    - 8.3 Price sensitivity
    - 8.4 The multi-channel client

9. Consumer Behaviour in Service Markets
    - 9.1 Purchase Decision Process in the Service Sector
    - 9.2 The Service Success Chain
    - 9.3 Market Segmentation in Service Markets

10. Organizational Buying Behavior
    - 10.1 Basics of Organizational Buying Behavior
    - 10.2 A Model of Organizational Purchase Decision

Literature

Compulsory Reading

Further Reading

- Solomon, M. R. (2017): Consumer behavior. Buying, having and being. Pearson.
- Solomon, M.R., Bamossy, G., Askegaard, S. & Hogg, M. (2006). Consumer Behavior, a European perspective, 3rd ed., Prentice Hall, London.
- Wu, T. (2017). The attention merchants. The epic struggle to get inside our heads, Vintage books, New York.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

International Labor Law

Module Code: DLBIOPILL

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

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

Module Coordinator

N.N. (International Labor Law)

Contributing Courses to Module

- International Labor Law (DLBIOPILL01)

Module Exam Type

Module Exam	**Split Exam**
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Introduction: Definition and Objectives of International Labor Law
- The Institutional Labour Organization (ILO)
- Introduction to the Fundamental International Labor Standards established by ILO Conventions and Recommendations
- Introduction to Other Sources of International Labor Law
- The Relationship between ILO and UN Treaty Bodies
- Introduction to the Concept of “Decent Work”

Learning Outcomes	
International Labor Law On successful completion, students will be able to ▪ define the term “International Labor Law” and understand its objectives ▪ understand and reflect on the role of the International Labor Organization (ILO) ▪ discuss the fundamental International Labor Standards established by ILO Conventions and Recommendations ▪ identify other sources of International Labor Law ▪ evaluate the four pillars of the Decent Work Agenda	
Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Law	All Bachelor Programs in the Business & Management field

International Labor Law

Course Code: DLBIOPILL01

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

Course Description

The world of work has changed from its origins in the 21st century and it continues to evolve with the challenges of globalization becoming more apparent every day. In a globalized world, international labor 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, labor 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 labor 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 basic theoretical understanding of the substantive and procedural (legal) rules governing labor and work. Furthermore, the course will cover the work of international labor law institutions and the scope and content of the most important labor law standards and their practical applicability.

Course Outcomes

On successful completion, students will be able to

- define the term "International Labor Law" and understand its objectives
- understand and reflect on the role of the International Labor Organization (ILO)
- discuss the fundamental International Labor Standards established by ILO Conventions and Recommendations
- identify other sources of International Labor Law
- evaluate the four pillars of the Decent Work Agenda

Contents

1. Introduction: Definition and Objectives of International Labor Law
    - 1.1 The Definition of International Labor Law
    - 1.2 The Objectives of International Labor Law

2. The Institutional Labour Organization (ILO)
    - 2.1 The Founding Principles of the ILO
    - 2.2 The Institutional Framework of the ILO
    - 2.3 The Relevance of ILO's Founding Principles Today
    - 2.4 Supervision and Promotion of ILO Standards

3. Introduction to the Fundamental International Labor Standards established by ILO Conventions and Recommendations
    - 3.1 Introduction to International Labor 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 Labor
    - 3.5 Prohibition on Child Labor

4. Introduction to Other Sources of International Labor Law
    - 4.1 Treaties Adopted Outside the ILO Framework
    - 4.2 International Human Rights Instruments as Sources of International Labor Law
    - 4.3 Other Standard-Setting Instruments

5. The Relationship between ILO and UN Treaty Bodies
    - 5.1 The Committee on Economic, Social and Cultural Rights (CESR)
    - 5.2 The Convention on the Rights of the Child (CRC)
    - 5.3 The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
    - 5.4 The Economic and Social Council's (ECPSPC) Functional Commissions
    - 5.5 Brief Introduction to Other Multilateral Institutions Relevant to International Labor Law

6. Introduction to the Concept of "Decent Work"
    - 6.1 The Concept of "Decent Work"
    - 6.2 The "Four Pillars of the Decent Work Agenda": Employment Creation, Social Protection, Rights at Work and Social Dialogue

Literature

Compulsory Reading

Further Reading

- Blackett, A. (2019). Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law. ILR Press.
- Feldacker , B.S. & Hayes, M. J. (2014), Labor Guide to Labor Law (5th edition). ILR Press.
- Halonen, T. & Liukkunen, U. (2021). International Labour Organization and Global Social Governance. Springer International Publishing.
- Servais, J.-M. (2020). International Labour Law (6th edition). Kluwer Law International.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Entrepreneurship and Innovation

Module Code: DLBBAEI_E

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

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

Module Coordinator

Prof. Dr. Mirko Bendig (Entrepreneurship and Innovation)

Contributing Courses to Module

- Entrepreneurship and Innovation (DLBBAEI01_E)

Module Exam Type

Module Exam	**Split Exam**
Study Format: myStudies Written Assessment: Written Assignment Study Format: Distance Learning Written Assessment: Written Assignment	

Weight of Module

see curriculum

Module Contents

- Entrepreneurship
- The Entrepreneur
- The Entrepreneurial Process
- Innovation
- Planning, Business Models and Strategy

Learning Outcomes

Entrepreneurship and Innovation

On successful completion, students will be able to

- understand the core principles of entrepreneurship.
- define the main characteristics of entrepreneurs as well as their motivations and their behavior.
- describe the entrepreneurial process with its different stages.
- recognize problems and negative side effects of entrepreneurship.
- define innovation and explain the innovation lifecycle.
- understand a business plan and what defines a business model.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business and Management fields

Entrepreneurship and Innovation

Course Code: DLBBAEI01_E

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

Course Description

Entrepreneurship and innovation are the basis and one of the driving forces of every economy. Entrepreneurship and innovation are of great importance in every phase of the economic development cycle. They are important drivers for competition, competitiveness and survival in globalized markets. In this module, students are familiarized with the ideas, motives and concepts of entrepreneurship. They also get an overview of the identification, evaluation and further development of innovations.

Course Outcomes

On successful completion, students will be able to

- understand the core principles of entrepreneurship.
- define the main characteristics of entrepreneurs as well as their motivations and their behavior.
- describe the entrepreneurial process with its different stages.
- recognize problems and negative side effects of entrepreneurship.
- define innovation and explain the innovation lifecycle.
- understand a business plan and what defines a business model.

Contents

1. Entrepreneurship
   - 1.1 Defining Entrepreneurship
   - 1.2 Benefits of Entrepreneurial Activity
   - 1.3 Types of Entrepreneurs
   - 1.4 Global Trends in Entrepreneurship

2. The Entrepreneur
   - 2.1 Defining Entrepreneur
   - 2.2 Characteristics of Entrepreneurs
   - 2.3 Entrepreneurial Motivation and Behavior

3. The Entrepreneurial Process
    - 3.1 Stages of the Entrepreneurial Process
    - 3.2 Venture Creation
    - 3.3 Creativity Management and Time Pressure

4. Innovation
    - 4.1 Defining Innovation
    - 4.2 Innovation Lifecycle
    - 4.3 Sources of Innovation
    - 4.4 Encouraging Entrepreneurship and Innovation

5. Planning, Business Models and Strategy
    - 5.1 Business Plan
    - 5.2 Designing a Business Model
    - 5.3 Developing a Business Strategy

Literature

Compulsory Reading

Further Reading

- Bessant, J., & Tidd, J. (2015). Innovation and entrepreneurship. Wiley.
- Parker, S. C. (2018). The economics of entrepreneurship (2nd ed.). Cambridge University Press.
- Scarborough, N., & Cornwall, J. (2018). Essentials of entrepreneurship and small business management (Global ed.). Pearson Education.

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Agile Project Management

Module Code: DLBCSAPM

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

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

Module Coordinator

Prof. Dr. Inga Schlömer (Agile Project Management)

Contributing Courses to Module

- Agile Project Management (DLBCSAPM01)

Module Exam Type

Module Exam	**Split Exam**
Study Format: myStudies Written Assessment: Project Report Study Format: Distance Learning Written Assessment: Project Report	

Weight of Module

see curriculum

Module Contents

- In this course, students are taught action competences in the field of agile project management. They will be familiarized with the values, activities, roles, and artifacts of agile procedures using Scrum as an example.

Learning Outcomes

Agile Project Management

On successful completion, students will be able to

- explain the differences between agile and plan-driven project management.
- explain agile principles.
- work together in an agile manner according to the values defined in Scrum.
- apply the activities defined in Scrum.
- take responsibility for the roles defined in Scrum.
- create and maintain the artefacts defined in Scrum.
- consider the increasing relevance of international, intercultural and virtual collaboration in projects.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Computer Science & Software Development	All Bachelor Programmes in the IT & Technology fields

Agile Project Management

Course Code: DLBCSAPM01

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

Course Description

Students will receive a practical introduction to agile project management in this course. In addition to teaching its individual basic principles, the differences between agile project management and plan-driven project management will be examined in detail. In order to understand and experience agile project management, the values, activities, roles, and artefacts of typical agile procedures are presented using Scrum and then practiced on an example project.

Course Outcomes

On successful completion, students will be able to

- explain the differences between agile and plan-driven project management.
- explain agile principles.
- work together in an agile manner according to the values defined in Scrum.
- apply the activities defined in Scrum.
- take responsibility for the roles defined in Scrum.
- create and maintain the artefacts defined in Scrum.
- consider the increasing relevance of international, intercultural and virtual collaboration in projects.

Contents

- This course teaches students various skills in the field of agile project management. In contrast to plan-driven project management, the principles of agility used in modern software development are taught. Using the example of Scrum, students will acquire skills in applying an agile approach, and then apply their knowledge of respective roles and activities in a simple project to gain initial practical experience, documenting it in a project report. The content of the projects results from the individual abilities and requirements of the students.

Literature

Compulsory Reading

Further Reading

- Apress.Agile Alliance (2021). Subway Map to Agile Practices. (URL: https://www.agilealliance.org/agile101/subway-map-to-agile-practices/ [last accessed on 23.06.2021]).
- Beck, K. et al. (2001). Manifesto for Agile Software Development. (URL: https://agilemanifesto.org/ [last accessed on 23.06.2021]).
- Chovanova, H. et al. (2020). Agile Project Management – What is It?:IEEE. In 18th International Conference on Emerging eLearning Technologies and Applications (ICETA), Emerging eLearning Technologies and Applications (ICETA), 2020 18th International Conference.
- Dalton, Jeff (2019). Great Big Agile. An OS for Agile Leaders.
- Douglass, B. P. (2016). Agile systems engineering. Morgan Kaufmann, p. 151-160
- Project Management Institute (2017). Agile Practice Guide. Project Management Institute.
- Measey P./Radtac (2015). Agile Foundations -Principles, Practices and Frameworks. BCS The Chartered Institute for IT, p. 131-140, p. 148-152.
- Schwaber, K./Sutherland, J. (2020). The Scrum Guide. (URL: https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf#zoom=100 [last accessed on 23.06.2021])

Study Format myStudies

Study Format	**Course Type**
myStudies	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☑ Slides

5. Semester

Principles of Management

Module Code: DLBBAPM_E

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

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

Module Coordinator

Prof. Dr. Markus Prandini (Principles of Management)

Contributing Courses to Module

- Principles of Management (DLBBAPM01_E)

Module Exam Type

Module Exam	**Split Exam**
Study Format: myStudies Written Assessment: Case Study Study Format: Distance Learning Written Assessment: Case Study	

Weight of Module

see curriculum

Module Contents

- Management Functions
- Managerial Decision-Making
- Planning and Goal-Setting
- Strategic Planning
- Organizing
- Leading
- Controlling

Learning Outcomes

Principles of Management

On successful completion, students will be able to

- understand the functions, roles and influencing-factors of management.
- explain the decision-making process.
- discuss basic corporate und competitive strategies.
- analyze organizational structures and designs.
- transfer knowledge about basic principles of management to real-world cases.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business & Management fields

Principles of Management

Course Code: DLBBAPM01_E

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

Course Description

In the fast-changing and complex environment of today’s business world the economic survival and success of an organization depends highly on its management. For future managers it is indispensable to be familiar with the fundamental principles of management as the basis for the development of further managerial knowledge and skills. This course introduces necessary functions, roles and skills for managers and their decision-making process. Furthermore, it discusses the basic managerial functions of planning, organizing, leading and controlling in detail.

Course Outcomes

On successful completion, students will be able to

- understand the functions, roles and influencing-factors of management.
- explain the decision-making process.
- discuss basic corporate und competitive strategies.
- analyze organizational structures and designs.
- transfer knowledge about basic principles of management to real-world cases.

Contents

1. Introduction to Management
    - 1.1 Functions, Roles and Skills of Managers
    - 1.2 Influencing Factors on Managers’ Tasks
    - 1.3 History of Management

2. Managerial Decision-Making
    - 2.1 Decision-Making Process
    - 2.2 Approaches to Decision Making
    - 2.3 Types of Decisions and Decision-Making Conditions

3. Planning and Goal-Setting
    - 3.1 The Role of Planning
    - 3.2 Goals and Plans
    - 3.3 Setting Goals and Developing Plans

4. Strategic Planning
    - 4.1 Strategic Management
    - 4.2 The Strategic Management Process
    - 4.3 Corporate Strategies
    - 4.4 Competitive Strategies

5. Organizing
    - 5.1 Organizational Structures and Design
    - 5.2 Organizational Change
    - 5.3 Managing Change

6. Leading
    - 6.1 Interpersonal and Organizational Communication
    - 6.2 Organizational Behavior
    - 6.3 Leadership

7. Controlling
    - 7.1 The Control Process
    - 7.2 Tools for Measuring Organizational Performance

Literature

Compulsory Reading

Further Reading

- Bright, D. S., Cortes, A. H., Hartmann, E., Parboteeah, K. P., Pierce, J. L., Reece, M., Shah, A., Terjesen, S., Weiss, J., White, M. A., Gardner, D. G., Lambert, J., Leduc, L. M., Leopold, J., Muldoon, J., & O´Rourke, J. S. (2019). Principles of management. OpenStax.
- Robbins, S. P., & Coulter, M. (2018). Management (global ed., 14th ed.). Pearson.

Study Format myStudies

Study Format myStudies	**Course Type** Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Psychology of Persuasion

Module Code: DLBKPSPUE_E

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

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

Module Coordinator
N.N. (Psychology of Persuasion)

Contributing Courses to Module
▪ Psychology of Persuasion (DLBKPSPUE01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Exam, 90 Minutes	**Split Exam**
Weight of Module see curriculum	

Module Contents

- Rationality versus Intuition: System 1 and System 2
- Social Psychological Studies on Persuasion Techniques
- The 6 Principles of Persuasion according to Cialdini
- What is Nudging: Definition and Ethical Debate
- Psychology of Persuasion in Practice

Learning Outcomes

Psychology of Persuasion

On successful completion, students will be able to

- understand the theories of persuasion.
- distinguish between direct and subtle persuasion techniques.
- evaluate the effectiveness of various persuasion techniques.
- apply persuasion techniques in practice.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Psychology of Persuasion

Course Code: DLBKPSPUE01_E

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

Course Description

Human decision-making behavior is influenced by a variety of conscious and unconscious stimuli: In some situations we rely on our gut feeling, while in others we weigh up arguments against each other. Often we do not decide rationally, as we are under time pressure, react intuitively to stimuli or are unable to process information optimally. Sales psychology makes use of human fallibility by systematically examining decision-making situations and developing theories about the conditions under which people can best be convinced of a product or activity. Here, in particular, the research of Robert Cialdini offers an operational psychological toolkit that will be appropriately illuminated in this course. Conversely, persuasion strategies can also contribute to the common good."Nudging" research intensively deals with unconscious "nudges" to achieve better behavior for society. This course will cover the basics and mechanisms of human decision motivation, as well as practical examples of how to optimally persuade customers, employees, or voters.

Course Outcomes

On successful completion, students will be able to

- understand the theories of persuasion.
- distinguish between direct and subtle persuasion techniques.
- evaluate the effectiveness of various persuasion techniques.
- apply persuasion techniques in practice.

Contents

1. Decision-making Behavior
    - 1.1 Kahneman: System 1 and System 2
    - 1.2 Psychological Biases
    - 1.3 Heuristics: Anchors, Availability and Representativeness

2. Persuasion Strategies
    - 2.1 The Elaboration Likelihood Model
    - 2.2 Foot-in-the-Door and Door-in-the-Face Technique
    - 2.3 Priming versus Framing

3. The Weapons of Influence According to Cialdini
   - 3.1 Reciprocity
   - 3.2 Commitment and Consistency
   - 3.3 Social Proof
   - 3.4 Liking
   - 3.5 Authority
   - 3.6 Scarcity
   - 3.7 Unity

4. Nudging
   - 4.1 Definition
   - 4.2 Studies on Nudging
   - 4.3 Ethical Discussion on Nudging

5. Practical Examples
   - 5.1 The Sales Conversation
   - 5.2 Digital Sales Psychology
   - 5.3 The Job Interview

Literature

Compulsory Reading

Further Reading

- Cialdini, R. B. (2001). Influence: Science and practice (4th ed.). Boston: Allyn & Bacon.
- Cialdini, R. B. (2016). Pre-Suasion: A Revolutionary Way to Influence and Persuade. New York: Simon & Schuster.
- Kahneman, Daniel (2011). Thinking, fast and slow. London: Penguin Books.
- Petty, R./Cacioppo, J. (1986): Communication and persuasion. Central and peripheral routes to attitude change. Springer-Verlag, New York.
- Pink, D. (2013). To sell is human: the surprising truth about moving others.New York: Riverhead books.
- Thaler, R./Sunstein, C. (2009). Nudge. Improving Decisions About Health, Wealth, and Happiness, Lpndon: Penguin books.
- Tversky, A./Kahneman, D. (1974): Judgment under Uncertainty: Heuristics and Biases. In: Science, 185. Jg., Heft 4157, S. 1124–1131.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Project: Digital Business Models

Module Code: DLBWPPDBM_E

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

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

Module Coordinator

N.N. (Project: Digital Business Models)

Contributing Courses to Module

- Project: Digital Business Models (DLBWPPDBM01_E)

Module Exam Type	
Module Exam Study Format: Distance Learning Written Assessment: Project Report	**Split Exam**
Weight of Module see curriculum	

Module Contents

Digital business models are part of the value creation of today's digital transformation. In this module, the fundamentals of digital business models are researched and defined. On the basis of this foundation, a digital business model is independently developed and documented.

Learning Outcomes

Project: Digital Business Models

On successful completion, students will be able to

- identify fundamentals, solution approaches, challenges and forms of digital business models.
- describe digital business models using case studies.
- apply the acquired knowledge by means of (digital) market research methods and independently create and document digital business models.
- analyze digital business models and discuss challenges in practice.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Business Administration & Management	All Bachelor Programs in the Business & Management field

Project: Digital Business Models

Course Code: DLBWPPDBM01_E

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

Course Description

Digital technologies have radically changed markets, the business world and society. The development of digital business models is an important task to be able to secure the future of a company. In this course, the essential basics of digital business models are researched and defined. Based on a (digital) market research method, a digital business model will be developed and challenges in practice will be discussed. The results are then documented by the students.

Course Outcomes

On successful completion, students will be able to

- identify fundamentals, solution approaches, challenges and forms of digital business models.
- describe digital business models using case studies.
- apply the acquired knowledge by means of (digital) market research methods and independently create and document digital business models.
- analyze digital business models and discuss challenges in practice.

Contents

- In order to develop a digital business model, the project report includes a literature review to define the essential principles and characteristics of a digital business model. Case studies are used to describe forms of digital business models. By means of (digital) market research methods, a practical question/problem is derived, which forms the starting point for the creation of a digital business model. Using suitable methods and tools for the creation of a digital business model, students independently create a business model. Subsequently, the challenges of the business model will be discussed. The application reference (e.g. web store) and/or industry (e.g. retail or health sector) isestablished in coordination with the course instructor.

Literature

Compulsory Reading

Further Reading

- Osterwalder, A., Pigneur, Y. & Clark, T. (2013). Business model generation: A handbook for visionaries, game changers, and challengers. Wiley, Hoboken, NJ.
- Rogers, D. L. (2016). The digital transformation playbook: Rethink your business for the digital age. Columbia Business School Publishing, New York.
- Wirtz, B. W. (2019): Digital Business Models: Concepts, Models, and the Alphabet Case Study. Springer International Publishing.
- Weill, P., Woerner, S. (2018): What's Your Digital Business Model?: Six Questions to Help You Build the Next-Generation Enterprise: Harvard Business Review.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

DLBWPPDBM01_E

Current Topics in Industrial and Organizational Psychology

Module Code: DLBWPATWP_E

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

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

Module Coordinator

N.N. (Current Topics in Industrial and Organizational Psychology)

Contributing Courses to Module

- Current Topics in Industrial and Organizational Psychology (DLBWPATWP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Research Essay	

Weight of Module

see curriculum

Module Contents

The module offers students and lecturers the opportunity to decide together which topics are particularly important at this point in the course. In particular, the ongoing Bachelor's theses are also taken into account. The focal points in terms of content thus depend both on current developments in industrial and organizational psychology and on the course of study and the joint decisions of students and lecturers. Examples of content could be the competence development of employees in the context of mobile working. Megatrends and topics also belong on the agenda (currently, for example, the importance and role of social media for recruiting and employer branding, concepts of cooperation between "silver agers" and "digital natives" in the wake of the shortage of skilled workers, new forms of organizational structure and the effects of the digitalization of business models on employees, etc.). Likewise, global developments such as working environments in transition and the new generation of global candidates can be considered in depth.

Learning Outcomes

Current Topics in Industrial and Organizational Psychology

On successful completion, students will be able to

- identify current national and international trends and developments in industrial and organizational psychology
- stay up-to-date with developments in all the modules previously covered by other modules
- gain research skills and can link new developments with existing knowledge.
- explain the changed working environments, forms of work and organizational structures that have taken place in the context of industrial and organizational pychology.
- identify the interdisciplinary interfaces in industrial and organizational psychology and to work and deal with them.
- understand their importance, role and the extent of their influence.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programmes in the Social Sciences fields

Current Topics in Industrial and Organizational Psychology

Course Code: DLBWPATWP01_E

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

Course Description

The aim of this course is to convey the latest trends and developments as well as to provide insights into special areas and topics of industrial and organizational psychology. However, not only will topics and approaches be addressed that are entirely new from the perspective of previous teaching, but the module will also offer students the chance to bring themselves up to date about all previously taught topics. It opens the possibility of reflecting once again on what has been learned during the course of study regarding a specific topic against the background of current developments in industrial and organizational psychology and of developing one's own ideas. The focus of the content thus depends on current developments in industrial and organizational psychology as well as on the course of study and the joint decisions of students and lecturers. Examples of content could be the competence development of employees in the context of mobile working. Megatrends and topics also belong on the agenda (currently, for example, the importance and role of social media for recruiting and employer branding and concepts of cooperation between "silver agers" and "digital natives" outcoming of the shortage of skilled workers, etc.). Global developments such as the changing work environment and the new generation of global candidates can also be examined and discussed in depth.

Course Outcomes

On successful completion, students will be able to

- identify current national and international trends and developments in industrial and organizational psychology
- stay up-to-date with developments in all the modules previously covered by other modules
- gain research skills and can link new developments with existing knowledge.
- explain the changed working environments, forms of work and organizational structures that have taken place in the context of industrial and organizational pychology.
- identify the interdisciplinary interfaces in industrial and organizational psychology and to work and deal with them.
- understand their importance, role and the extent of their influence.

Contents

- Topic 1: New Work - Working environments in Transition
- Topic 2: Organizational Development - New Levels and Forms of Organizational Structure

- Topic 3: Mobile Working - Developing Competences and Work Systems
- Topic 4: Cultural Fit - Corporate Cultural Applicant Fit
- Topic 5: Recruiting - New Forms of Approaching Applicants
- Topic 6: Intergenerational Cooperation

Literature

Compulsory Reading

Further Reading

- Bakke, D. W. (2005): Joy At Work: A Revolutionary Approach to Fun on the Job. PVG, Seattle.
- Collier, K. (2019). The robot-proof recruiter. CPI-Group, London.
- Pandik, V. (2015). We are generation Z. How identity, attitudes and perspectives are shaping our future, Brown books, Dallas.
- Picardi, C. (2022). Recruitment and selection. Strategies for workforce planning and assessment. Sage, London.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Seminar

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Research Essay

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

DLBWPATWP01_E

HR Management

Module Code: DLBIOPEHRM

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

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

Module Coordinator

Prof. Dr. Katharina Rehfeld (International HR Management) / N.N. (Personnel Selection and Assessment)

Contributing Courses to Module

- International HR Management (DLBINTIHR01_E)
- Personnel Selection and Assessment (DLBWPWPP01_E)

Module Exam Type

Module Exam	Split Exam
	International HR Management • Study Format "myStudies": Written Assessment: Case Study • Study Format "Distance Learning": Written Assessment: Case Study Personnel Selection and Assessment • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

International HR Management

- Cultural Concept and Approaches Towards Cultural Understanding
- Comparative Human Resources
- International Personnel Deployment
- International Assignments and Host Country Essentials
- Development of International Managers
- Application of International HRM Models to Selected Regions of the World

Personnel Selection and Assessment

- Personnel Selection
- Trimodal Approach
- Hiring Interview
- Test Procedure
- Evaluation and Assessment of the Procedures
- Personnel Appraisals and Judgment

Learning Outcomes

International HR Management

On successful completion, students will be able to

- understand and identify the challenges of human resource management in multinational companies.
- take into account cultural particularities in personnel management in different countries and to apply these to transnational mergers and acquisitions.
- name opportunities and risks as well as factors for success in the assignment of expatriates and to identify optimization factors.
- identify elements for developing transnationally qualified managers.
- identify specific risks and opportunities in international personnel deployment with regard to selected regions.

Personnel Selection and Assessment

On successful completion, students will be able to

- justify the need for structured personnel selection.
- designate the procedure of a structured personnel selection.
- design a requirements-based personnel selection process.
- perform elements of personnel selection in a self-directed, criteria-driven manner.
- judge the quality and content of personnel selection tools.
- draw up personnel appraisals based on existing individual results.
- make substantiated recommendations based on judgment for personnel decisions to clients.
- critically discuss the components of personnel selection in professional discussions and develop company-specific solutions.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Human Resources and Psychology	All Bachelor Programs in the Human Resources and Social Sciences fields

International HR Management

Course Code: DLBINTIHR01_E

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

Course Description

The aim is to provide a bird's eye view of special features, opportunities, risks and challenges in both country-specific and cross-national human resources management. To this end, the concept of culture will be discussed and different ways of looking at culture will be debated. On this basis, the course tackles country-specific personnel management with its respective peculiarities. This is followed by a discussion on the transnational personnel management of Multinational Corporations (MNCs). Building on this, the topics of international staff deployment, secondments and the influence of host countries on the management process of MNCs and their foreign subsidiaries will be addressed. A discussion on special features of human resources management in cross-border mergers and acquisitions rounds up this part of the course.In a second thematic approach, the course looks at the requirements for the development of transnational managers in MNCs and discusses measures such as secondment and ongoing training. Finally, the introduced models and concepts will be applied to two example regions in Asia (Japan/Taiwan and China/Vietnam) and the USA.

Course Outcomes

On successful completion, students will be able to

- understand and identify the challenges of human resource management in multinational companies.
- take into account cultural particularities in personnel management in different countries and to apply these to transnational mergers and acquisitions.
- name opportunities and risks as well as factors for success in the assignment of expatriates and to identify optimization factors.
- identify elements for developing transnationally qualified managers.
- identify specific risks and opportunities in international personnel deployment with regard to selected regions.

Contents

1. Culture and Intercultural Perspectives
    1.1 Positivist View
    1.2 Interpretative View
    1.3 Critical View

2. Comparative Human Resources
    - 2.1 Globalisation and its Effects on Human Resources Management
    - 2.2 Contextual Effects
    - 2.3 Requirements

3. Multinational Companies and International HR Models
    - 3.1 Challenges in Multinational Corporations
    - 3.2 Resolution Methods
    - 3.3 International HR Models

4. International Personnel Deployment
    - 4.1 International Personnel Planning
    - 4.2 Reasons for Deployments and Job Rotation
    - 4.3 Selection of Expatriates
    - 4.4 Success Determinants

5. International Missions and Host Countries
    - 5.1 Variance in Environmental Variables
    - 5.2 Host Country Effects for Multinational Corporations
    - 5.3 HRM in Cross-Border Mergers and Acquisitions
    - 5.4 Integration

6. Development of International Managers
    - 6.1 Personnel Development in an International Context
    - 6.2 Preparation, Support and Reintegration of Expatriates

7. Application in Sample Markets
    - 7.1 Asia: Japan and Taiwan
    - 7.2 Asia: China and Vietnam
    - 7.3 USA
    - 7.4 European Countries

Literature
Compulsory Reading
Further Reading ▪ Brewster, C., Mayrhofer, W., & Farndale, E. (2017). Handbook of research on comparative human resource management (2nd ed.). Edward Elgar Publishing. ▪ Dowling, P. J., Festing, M., & Engle, A. D. (2017). International human resource management (7th ed.). Cengage Learning.

Study Format myStudies

Study Format	**Course Type**
myStudies	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Personnel Selection and Assessment

Course Code: DLBWPWPP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		10	none

Course Description

The search for qualified employees is becoming increasingly difficult for companies and the demands on these employees are becoming more and more specific due to the diversity and complexity of unresolved issues in the companies for which they work. Against this background, it is essential to select the most suitable candidate for the vacant position from the often few available candidates and to win them for the company. This can be ensured by a structured, diagnosis-supported personnel selection process. The results of this process must be summarized in a structured manner and presented to internal and external clients in candidate-related personnel appraisals in order to make well-founded judgments and secure personnel decisions.

Course Outcomes

On successful completion, students will be able to

- justify the need for structured personnel selection.
- designate the procedure of a structured personnel selection.
- design a requirements-based personnel selection process.
- perform elements of personnel selection in a self-directed, criteria-driven manner.
- judge the quality and content of personnel selection tools.
- draw up personnel appraisals based on existing individual results.
- make substantiated recommendations based on judgment for personnel decisions to clients.
- critically discuss the components of personnel selection in professional discussions and develop company-specific solutions.

Contents

1. Personnel Selection
    - 1.1 Subject Matter and Benefits
    - 1.2 Methods and Instruments
    - 1.3 Personnel Selection Process: from Request to Review of Application Documents
    - 1.4 ABC Screening

2. Trimodal Approach
    - 2.1 Biography-Oriented Approach
    - 2.2 Construct-, Attribute-oriented Approach
    - 2.3 Simulation Approach
    - 2.4 Quality Standards of Personnel Selection

3. Hiring Interview
    - 3.1 Preparation and Implementation
    - 3.2 Multimodal Interview - Structure and Procedure
    - 3.3 Multimodal interview - Evaluation
    - 3.4 Multimodal interview - Procedural Quality

4. Test Procedure
    - 4.1 Job-Related Procedures
    - 4.2 Personality Tests
    - 4.3 Performance Tests
    - 4.4 Assessment Center
    - 4.5 Quality and Quality Criteria

5. Evaluation and Assessment of the Procedures
    - 5.1 Role of the Requirement Profile
    - 5.2 Characteristic Consideration and Characteristic Weighting
    - 5.3 Consideration and Analysis of the Process-Related Results
    - 5.4 Evaluation of the Process-Related Results
    - 5.5 Overall Assessment

6. Personnel Appraisals and Judgment
    - 6.1 Structure and Outline of the report
    - 6.2 Depiction of the Process-Related Results
    - 6.3 Summary of the Process-Related Results
    - 6.4 Errors and Biases in the Process of Forming Judgments
    - 6.5 Formation of Judgment and Communication of Judgment to Clients and Applicants

Literature

Compulsory Reading

Further Reading

- Balynskaya, N.R., Koptyakova, S.V. & Mayorova, T.V (2019). Personnel appraisal as a tool for improving the efficiency of labor potential use at a manufacturing entreprises, Management Issues, Vol.1 (6), p.209-222
- De Raad, B. & Perugini, M. (2002). Big Five Assessment, Hogrefe, Boston.
- Hasler, B. (2009). Virtual Assessment Center. University of Zurich
- Murphy, M. (2016). Hiring for Attitude. Mc Graw Hill, New York
- Ortner, T. & van de Vijver, F. J. R. (2015). Behavior-Based Assessment in Psychology. Hogrefe, Boston.
- Petterson, N. & Durivage, A. (2008). Structured Interview: Enhancing Staff Selection, Presses de l´Université du Québec, Québec
- Thornton, G. C. & Rupp, D. E. (2006). Assessment Centers in Human Resource Management, Applied Psychology.
- Schmitt, N. (2012). The Oxford Handbook of Personnel Assessment and Selection, Oxford University Press, Oxford

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Organizational Development and Change Management

Module Code: DLBWPOCM_E

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

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

Module Coordinator

Dirk Steffens (Organizational Development) / Dirk Steffens (Change Management)

Contributing Courses to Module

- Organizational Development (DLBWPOCM01_E)
- Change Management (DLBDBCM01_E)

Module Exam Type

Module Exam	Split Exam
	Organizational Development • Study Format "Distance Learning": Exam, 90 Minutes Change Management • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Organizational Development

- Organizational Development
- Framework conditions for organizational change Concepts of organizational development Organizations in transition
- New forms of organization
- Organizational design
- Problem areas and intervention techniques
- Evaluation of success and transfer

Change Management

- Introduction to Change Management
- Understanding and shaping change
- Phase models of change management
- Phases of the change process
- Change communication
- Influencing factors and typical errors in change management
- Operational instruments in the context of change management

Learning Outcomes

Organizational Development

On successful completion, students will be able to

- explain the basic principles of organizational development.
- name the human relation theories in organizational development.
- explain points of criticism of organizational development.
- name the implications of Systemic Organizational Development.
- outline the importance and design of corporate culture within organizational development.
- name the characteristics of a learning organization.
- show possible development paths towards the learning organization.

Change Management

On successful completion, students will be able to

- explain the management of change in its broadest sense.
- identify the characteristics and procedures by which necessary changes in companies can beidentified and designed.
- grasp the basics of processes in change management and communicate them to otherparticipants.
- identify and analyze the need for change.
- outline typical tasks of managers in initiating and accompanying change processes.
- explain essential and effective techniques and tools of change processes and apply them.
- evaluate the success of change processes and measures.
- develop meaningful ways of dealing with resistance that arises in the change process.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field(s) of Business Administration & Management	All Bachelor Programs in the Business & Management field(s)

Organizational Development

Course Code: DLBWPOCM01_E

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

Course Description

To remain competitive, all organizations are subject to constant change. To shape this change positively is a key function of the responsible managers and a sign of successful management. Frequently, reasons such as the discontinuation or the development of new business fields, mergers and relocations are decisive, but also continuous company growth; technological improvements and social changes are reasons for partly far-reaching measures for the further development of organizations. This knowledge is of central importance for implementing changes. This course shows the most important human relation theories that serve as a basis for organizational development. Since the corporate culture is a central component of organizational development, both the analysis and the development of the corporate culture are presented. It also discusses the most important aspects of learning organization.

Course Outcomes

On successful completion, students will be able to

- explain the basic principles of organizational development.
- name the human relation theories in organizational development.
- explain points of criticism of organizational development.
- name the implications of Systemic Organizational Development.
- outline the importance and design of corporate culture within organizational development.
- name the characteristics of a learning organization.
- show possible development paths towards the learning organization.

Contents

1. Organizational Understanding of Organizational Development
    - 1.1 Organization concept
    - 1.2 Development of organizational theory approaches
    - 1.3 Organizational principles and forms of organization

2. Basics of Organizational Development
    - 2.1 Definition and delimitations
    - 2.2 Historical origins of organizational development
    - 2.3 Criticism of the concept of organizational development

3. Model Assumptions of Organizational Development
    - 3.1 Human relation theories in organizational development
    - 3.2 Phase models
    - 3.3 Organizational burn-out and organizational resilience

4. Systemic Organizational Development
    - 4.1 Theoretical basics
    - 4.2 Implications for systemic organizational development

5. Development of Corporate Culture
    - 5.1 Theoretical basics
    - 5.2 Culture Analysis
    - 5.3 Cultural Development

6. Development of Organizational Learning
    - 6.1 Basic ideas and definitions
    - 6.2 Learning levels: How do organizations learn?
    - 6.3 Development of the learning organization

Literature

Compulsory Reading

Further Reading

- Cummings, T. G. (2009): Handbook of Organization Development. Sage Pub, Thousand Oaks.
- Kozlowski, S. W. J./Salas, E. (2010): Learning, training, and development in organizations. Routledge, New York.
- Laloux, F. (2015): Reinventing Organizations. An Illustrated Innovation to Join the Conversation on Next-Stage Organizations. Nelson Parker.
- Simons, R. (2005): Levers of Organization: How Managers uns Accountability Systems for Greater Performance and Commitment. Boston Harvard Business School Publishing, Boston.
- Tolbert, P. S./Hall, R. H. (2016): Organizations – Structures, Processes, and Outcomes. 10th Edt. Routledge, New York.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☐ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Change Management

Course Code: DLBDBCM01_E

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

Course Description

The pace of change in markets, technologies and customer behavior has increased significantly.These developments offer growth opportunities for companies - new business models, mergingmarkets, changed customer behavior. To utilize future potentials, companies need to implementchanges effectively and quickly. To do this, it is essential to know the meaning, structure, roles ofthe people involved, possible bottle neck situations and communication within the framework ofchange management. A great number of change programs regularly fail in the operationalimplementation. Therefore, knowledge of the systematic approach to the change process isnecessary to successfully manage change in and of the company. People and processes play acentral role in this procedure.

Course Outcomes

On successful completion, students will be able to

- explain the management of change in its broadest sense.
- identify the characteristics and procedures by which necessary changes in companies can beidentified and designed.
- grasp the basics of processes in change management and communicate them to otherparticipants.
- identify and analyze the need for change.
- outline typical tasks of managers in initiating and accompanying change processes.
- explain essential and effective techniques and tools of change processes and apply them.
- evaluate the success of change processes and measures.
- develop meaningful ways of dealing with resistance that arises in the change process.

Contents

1. Introduction to Change Management
    - 1.1 Terms and Definitions
    - 1.2 Limitations of Change Management
    - 1.3 Models of Change

2. Causes and Triggers of Change
    - 2.1 Change and Transformation
    - 2.2 External Triggers of Change
    - 2.3 Internal Triggers for Change

3. The company as an Obstacle to Change
    - 3.1 Obstacles at Organizational Level
    - 3.2 Collective Obstacles
    - 3.3 Economic Obstacles

4. Resistance at Individual Level
    - 4.1 Manifestations of Individual Resistance
    - 4.2 Causes and Triggers of Individual Resistance
    - 4.3 Actions towards Resistance

5. Change as a Management Task
    - 5.1 Success Factors of Change Management
    - 5.2 Management Tasks in Change
    - 5.3 Change Management Activity Plans

6. Leading Change
    - 6.1 Success Factor: Leadership and Manager
    - 6.2 Leadership Roles and Functions
    - 6.3 Change Communication

7. Management of Change Projects
    - 7.1 Change Management Models
    - 7.2 Organization of Change Management
    - 7.3 Controlling and Evaluation of Change Projects

Literature

Compulsory Reading

Further Reading

- Burke, W. W. (2011): Organization Change. 3rd edition, Corwin Press, Thousand Oaks.
- Carnall, C. (2014): Managing Change in Organizations. 6th edition, Pearson, Harlow.
- Hughes, M. (2016): The Leadership of Organizational Change. Routledge, New York.
- Laloux, F. (2014): Reinventing organizations: a guide to creating organizations inspired by thenext stage of human consciousness. Nelson Parker, Brussels.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Markets and Advertising

Module Code: DLBIOPEMAA

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

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

Module Coordinator

N.N. (Advertising Psychology) / N.N. (Digital Methods in Market Research)

Contributing Courses to Module

- Advertising Psychology (DLBWPMUW02_E)
- Digital Methods in Market Research (DLBWPWMW01_E)

Module Exam Type	
Module Exam	**Split Exam** Advertising Psychology • Study Format "Distance Learning": Exam, 90 Minutes Digital Methods in Market Research • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Advertising Psychology

- Fundamentals and Development of Advertising Psychology
- Theories and Models of Advertising Impact
- Perception
- Attention
- Psychology of Learning, in Particular Emotional Conditioning
- Memory
- Psychological Reactance, Attitude and Attitude Change
- Methods of Advertising Psychology

Digital Methods in Market Research

- Digital methods in market research
- Online research
- Market research apps
- Comparison online-offline methods

Learning Outcomes

Advertising Psychology

On successful completion, students will be able to

- name the main concepts in advertising psychology and place them in the overall context of industrial and organizational psychology.
- name the most important psychological aspects of the advertising effect and
- to derive recommendations for actions to optimize them.
- assess which procedures they can use to evaluate the quality of these recommendations for application.
- convey the cognitive processing of their information to their addressees and thereby
- avoid (or consciously use) cognitive dissonance.
- emotionally charge an offer, a person or a brand.
- critically question investigations and studies with the help of the developed inventory of methods and to conduct own studies.

Digital Methods in Market Research

On successful completion, students will be able to

- understand the digital needs of customers.
- apply digital quantitative market research methods.
- know digital qualitative market research methods.
- reflect on the knowledge gained from different methods.
- carry out a digital market research project.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Advertising Psychology

Course Code: DLBWPMUW02_E

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

Course Description

Advertising Psychology applies the basic disciplines of general psychology such as perception, learning, emotions, attitudes and motives to advertising, by exploring its special features. The focus is also on unconscious memories and motives. The primary question is which theoretical concepts can provide recommendations for action under the conditions of information overload, loss of trust in institutions and the media, and the rapid development and spread of new media such as v-blogs and virtual reality.

Course Outcomes

On successful completion, students will be able to

- name the main concepts in advertising psychology and place them in the overall context of industrial and organizational psychology.
- name the most important psychological aspects of the advertising effect and
- to derive recommendations for actions to optimize them.
- assess which procedures they can use to evaluate the quality of these recommendations for application.
- convey the cognitive processing of their information to their addressees and thereby
- avoid (or consciously use) cognitive dissonance.
- emotionally charge an offer, a person or a brand.
- critically question investigations and studies with the help of the developed inventory of methods and to conduct own studies.

Contents

1. Fundamentals and Development of Advertising Psychology
    - 1.1 Definition and Development of Advertising Psychology
    - 1.2 Psychological Disciplines and Their Contributions to Advertising Psychology
    - 1.3 Environmental Conditions of Advertising, Crisis of Classical Advertising
    - 1.4 Advertising "Above/Below the Line”
    - 1.5 Advertising in the Communication Process
    - 1.6 Concepts and Terms for Advertising Design

2. Models of Advertising Impact
    - 2.1 Mechanistic Stimulus-Response Models (S-R, S-O-R)
    - 2.2 Hierarchical Models of Advertising Impact
    - 2.3 Two-Process Models

3. Perception
    - 3.1 Hypothesis Theory of Perception
    - 3.2 Psychophysics
    - 3.3 The Sensory Modalities
    - 3.4 Multisensual Appeal

4. Attention
    - 4.1 Attention Control
    - 4.2 Advertising in Times of Information Overload
    - 4.3 Implementation for Advertising Design
    - 4.4 Advertising Impact Without Attention

5. Learn
    - 5.1 Signal Learning, Classical Conditioning According to Pavlov
    - 5.2 Emotional (Evaluative) Conditioning
    - 5.3 Operant Conditioning
    - 5.4 Model Learning in Advertising

6. Memory
    - 6.1 Encoding and Retrieval
    - 6.2 The Model of Memories
    - 6.3 Forgetting and Interference Effects
    - 6.4 Implicit Recall and the Mere-Exposure Effect

7. Attitude and Attitude Change
    - 7.1 Concept of Recruitment
    - 7.2 Dual Process Theories
    - 7.3 The Role of Credibility
    - 7.4 Influence and Reactance
    - 7.5 Storytelling in Advertising

8. Morphological Approaches
    - 8.1 Roots of the Morphological Approaches
    - 8.2 Scissors Analysis of the Advertising Effect
    - 8.3 Morphological Advertising Impact Analyses

9. Methods of Advertising Psychology
    - 9.1 Response Bias in Psychological Advertising Research
    - 9.2 Biopsychological and Neuroscientific Methods
    - 9.3 Quantitative Methods in Advertising Psychology
    - 9.4 Qualitative Methods in Advertising Psychology
    - 9.5 Advertising and New Media

Literature

Compulsory Reading

Further Reading

- Billeter, D., Kalra, A., & Loewenstein, G. (2011) .Underpredicting Learning after Initial Experience with a Product. Journal of Consumer Research, 37(5),723-736.
- Fennis, B. & Stroebe, W. (2021). The Psychology of Advertizing, 3rd ed, Routledge.
- Kahneman (2011). The characters of the story.Thinking Fast and Slow (Chapter1).
- Solomon, M., Marshall, G. W. & Stuart, E. W. (2006). Advertising and Public Relations. In M. Solomon, G. W. Marshall & E. W. Stuart. Marketing: Real people, real choices. (p.393-426). Upper Saddle River: Pearson.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Digital Methods in Market Research

Course Code: DLBWPWMW01_E

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

Course Description

Since the beginning of the digital age, consumers have also been spending more time in the digital space. Market research is about understanding the needs of consumers in order to be able to offer target groups the right product. For this reason, the methods must be adapted so that customers are appropriately approached. Online surveys now account for the largest share of market research. In addition, there are various technological possibilities, such as facial muscle scans or personal tracking apps, to capture needs and trends ever more precisely. Both quantitative and qualitative market research is thus becoming increasingly digital, even if the principles of gaining insights are based on classic market research methods. This course will highlight the evolution of market research, introduce new quantitative and qualitative methods and tools, and evaluate from a psychological perspective how the future of market research is evolving.

Course Outcomes

On successful completion, students will be able to

- understand the digital needs of customers.
- apply digital quantitative market research methods.
- know digital qualitative market research methods.
- reflect on the knowledge gained from different methods.
- carry out a digital market research project.

Contents

1. Development of Market Research
    - 1.1 Accessibility of Consumers via different Channels
    - 1.2 Development of different Methods and Tools

2. Basics of Market Research
    - 2.1 Primary versus Secondary Research
    - 2.2 Qualitative versus Quantitative Research
    - 2.3 Market Research Institutes and their Tasks

3. Quantitative Market Research Methods
    - 3.1 Online Panel
    - 3.2 Mystery Online Shopping
    - 3.3 Posting/Social Media Analysis

4. Qualitative Methods
    - 4.1 Online Forums/Focus Groups
    - 4.2 Diary App
    - 4.3 Facial Coding
    - 4.4 Eye Tracking

5. The Digital Market Research Project
    - 5.1 Order Placement/Briefing
    - 5.2 Method and Sample Selection
    - 5.3 Implementation and Evaluation
    - 5.4 Presentation and Knowledge Gain

6. Data Protection and the Future of Digital Market Research
    - 6.1 Digital Footprint Analysis
    - 6.2 Application Examples Smart Data
    - 6.3 Data Protection Law and Ethical Aspects

Literature

Compulsory Reading

Further Reading

- Esteban Bravi, M., Vidal Sanz, J. (2021). Marketing Research Methods. Cambridge University Press.
- Konnikov, E.; Konnikova, O.; Rodionov, D.; Yuldasheva, O. (2021). Analyzing Natural Digital Information in the Context of Market Research. Information, 12, 387.
- Ronan, G. (2017). The future of market research. Kindle Paperwhite.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

6. Semester

Digital HR and Personnel Assessment

Module Code: DLBWPWDHRPG_E

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

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

Module Coordinator

Prof. Dr. Michaela Moser (Digital HR) / N.N. (Project: Personnel Selection and Assessment)

Contributing Courses to Module

- Digital HR (DLBPEDHR01_E)
- Project: Personnel Selection and Assessment (DLBWPWDHRPG01_E)

Module Exam Type

Module Exam	Split Exam
	Digital HR • Study Format "Distance Learning": Exam, 90 Minutes Project: Personnel Selection and Assessment • Study Format "Distance Learning": Written Assessment: Project Report

Weight of Module

see curriculum

Module Contents

Digital HR

- Basics of Digitalization
- Digital Technologies
- Potentials of Digitalization in Personnel Management
- Digitalization and Workforce Planning and Recruitment
- Approaches to Digital Learning in Personnel Development
- Digital Leadership
- Digital Transformation
- Framework Conditions for Successful Digitalization
- New Professions as a Result of Digitization

Project: Personnel Selection and Assessment

The students develop a guideline for a multimodal interview on the basis of a self-defined requirement profile, conduct it, evaluate it and prepare a report on it.

Learning Outcomes

Digital HR

On successful completion, students will be able to

- understand the influences and consequences of the digitalization on the world of work and human resource management as well as the potential of digitization.
- describe digital technologies that have an impact on human resource management.
- identify specifics of digitalization for recruiting, HR development, and leadership as HR functions which are highly impacted by this megatrend.
- understand the role of HR in the digital transformation.
- capture important framework conditions for the success of digitalization in the HR sector.
- deal with new professions that are emerging in the context of digitalization.

Project: Personnel Selection and Assessment

On successful completion, students will be able to

- create a requirements profile.
- develop an MMI-based interview guide for a recruitment interview.
- conduct and evaluate such an interview.
- outline the central results of the interview in an expert report.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Human Resources and Psychology	All Bachelor Programs in the Human Resources and Social Sciences fields

Digital HR

Course Code: DLBPEDHR01_E

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

Course Description

The aim of the course is to address the impact of the megatrend "digitalization " on HR management and the world of work. This trend offers HR departments the opportunity to redefine themselves. As a result of digitalization, HR departments are in a position to leave the classic role as "administrators" of personnel and turn to the value creation potential of HR departments. Therefore, the potential of the latest technological developments (such as artificial intelligence) for individual steps of HR management will be considered. A brief, overview-like description of the technologies for HR is fundamental. Although HR professionals do not need to understand these technologies in detail, it is necessary for them to know their core aspects regarding HR business processes. The course also discusses important framework conditions that cannot be ignored for successful digitalization. In addition, it focuses on the emergence of new professions and requirements as a result of digitalization. The dual digitization challenges of HR by contributing to the digital transformation and the transformation of the HR function are addressed as well.

Course Outcomes

On successful completion, students will be able to

- understand the influences and consequences of the digitalization on the world of work and human resource management as well as the potential of digitization.
- describe digital technologies that have an impact on human resource management.
- identify specifics of digitalization for recruiting, HR development, and leadership as HR functions which are highly impacted by this megatrend.
- understand the role of HR in the digital transformation.
- capture important framework conditions for the success of digitalization in the HR sector.
- deal with new professions that are emerging in the context of digitalization.

Contents

1. Basics of Digitalization
    - 1.1 Introduction to the Problem
    - 1.2 Concept of Digitalizationand Scenarios
    - 1.3 Consequences for the World of Work and Personnel Management

2. Digital Technologies
    - 2.1 Introduction
    - 2.2 Term Digital Technologies
    - 2.3 Overview of New Digital Technologies

3. Potentials of Digitization in Personnel Management
    - 3.1 Introduction
    - 3.2 Changing Work through Digitalization

4. Digitalization and Workforce Planning and Recruitment
    - 4.1 Term Personnel Planning and Recruitment
    - 4.2 Digital Personnel Planning
    - 4.3 Digital Recruiting

5. Approaches to Digital Learning in Personnel Development
    - 5.1 Concept of Personnel Development and Digital Learning
    - 5.2 Informal Learning in the Workplace
    - 5.3 Role of HR and Managers
    - 5.4 Digital Learning Technologies

6. Digital Leadership
    - 6.1 Term Digital Leadership
    - 6.2 Paradigm Shift in Leadership
    - 6.3 Mission Statement of the Digital Leader
    - 6.4 Tolerance of Contradiction as Key Competence

7. Digital Transformation
    - 7.1 Term Digital Transformation
    - 7.2 Four Categories of Digital Maturity
    - 7.3 Actors and Stakeholders
    - 7.4 Drivers of Digital Transformation
    - 7.5 Digitalization and Corporate Culture
    - 7.6 Change in Organizational Structures
    - 7.7 Management and Responsibilities in the Transformation Process

8. Framework Conditions for Successful Digitalization
    - 8.1 Legal Framework
    - 8.2 Ethical Framework
    - 8.3 Digital Workplace
    - 8.4 Meaningful IT Systems
    - 8.5 Digital Mindset and Competence Profile of Employees
    - 8.6 Digital Health Management

9. New Professions as a Result of Digitalization
    - 9.1 Introduction
    - 9.2 Digital Professions
    - 9.3 Conclusion and Outlook

Literature

Compulsory Reading

Further Reading

- Ashmarina, S. I. et al. (2021): Digital Economy and the New Labor Market: Jobs, Competences and Innovative HR Technologies. Springer Nature, Cham.
- Cantoni, F. et al. (2018): Human Resource Management and Digitalization. G. Giappichelli Editore, Torino.
- Güldenberg, S./Ernst, E./North, K. (2021): Managing Work in the Digital Economy: Challenges, Strategies and Practices for the Next Decade. Springer Nature, Cham.
- Trost, A. (2020): .Human Resources Strategies [electronic resource] : Balancing Stability and Agility in Times of Digitization. Springer Nature, Cham.
- Urbach, N./Röglinger, M. (2018): Digitalization Cases: How Organizations Rethink Their Business for the Digital Age. Springer Nature, Cham.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Personnel Selection and Assessment

Course Code: DLBWPWDHRPG01_E

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

Course Description

To ensure that the staffing of vacant positions in companies does not become a subjective decision depending on the gut feeling of the interview partner(s), a standardized, structured procedure based on previously defined criteria of assessment in recruitment interviews is necessary. The students first define a requirement profile in order to evaluate it with the help of the Multimodal Interview (MMI) in regard to a potentially vacant position. They develop an interview guideline following the structure of the MMI and conduct an interview with an interview partner from their own network who potentially matches the requirement profile. Subsequently, the interview is evaluated on the basis of the previously defined requirement profile and an expert report is prepared.

Course Outcomes

On successful completion, students will be able to

- create a requirements profile.
- develop an MMI-based interview guide for a recruitment interview.
- conduct and evaluate such an interview.
- outline the central results of the interview in an expert report.

Contents

- Students define a requirements profile in an industry and for a position of their choice based on qualifications, competencies, soft skills and values, and establish target and can-do criteria. Within this framework, the formal requirements (education/s, work experience), professional requirements (special skills or knowledge), methodological competencies (negotiation skills, strategic thinking, tools, etc.), social competencies (assertiveness, ability to work in a team, etc.) and the required value orientation must be defined. In addition, the students develop an MMI-based interview guideline for a recruitment interview that is to be conducted in approx. 60 minutes with an interview partner from their own network who matches potentially the defined position. This is followed by the "matching" of the answers in regard to the defined requirement profile. The results of this review are presented in the form of a report. The acquired knowledge and competencies of the course can be applied in any industry and to any vacant position in the field of personnel selection

Literature

Compulsory Reading

Further Reading

- Hostman, M. (2019). The Effective Hiring Manager. Wiley & Sons, Hoboken/New Yersey.
- Hoevemeyer, V. A. (2017). High-Impact Interview Questions. Amarican Management Association, New York
- Petterson, N. & Durivage, A. (2008). Structured Interview: Enhancing Staff Selection, Presses de l´Université du Québec, Québec
- Smart, G. & and Randy Street, R. (2008). Who - The A Method for Hiring, Ballantine Books, New York.
- Schmitt, N. (2012). The Oxford Handbook of Personnel Assessment and Selection, Oxford University Press, Oxford
- Terk, N. (2012). Writing Performance Reviews. Write It Well, Oakland

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

DLBWPWDHRPG01_E

Global Organizational Development and Change Management

Module Code: DLBWPWGOECM_E

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

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

Module Coordinator

Prof. Dr. Martin Barth (Global Corporations and Globalization) / N.N. (Project: Agile Transformation in Organizations)

Contributing Courses to Module

- Global Corporations and Globalization (DLBLOGC101_E)
- Project: Agile Transformation in Organizations (DLBWPWGOECM01_E)

Module Exam Type

Module Exam	Split Exam
	Global Corporations and Globalization • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes Project: Agile Transformation in Organizations • Study Format "Distance Learning": Written Assessment: Project Report

Weight of Module

see curriculum

Module Contents

Global Corporations and Globalization

- History and Development of Globalization
- International Marketing
- International Operation
- International Personnel Management
- International Financing
- International Procurement and Distribution

Project: Agile Transformation in Organizations

At the beginning, the focus is on independent literature research and practical examples of digital transformation. Using a real or fictitious practical examples, the focus will be on one field of agile transformation and the process with its possible effects will be presented step by step. Finally, the challenges will be discussed.

Learning Outcomes

Global Corporations and Globalization

On successful completion, students will be able to

- present the history of globalisation and identify and explain significant stages of development.
- identify and classify current trends in globalization and localization.
- recall basic knowledge in the fields of business administration, marketing and human resources management and extend it to meet the special requirements in internationally operating companies .
- explain offshoring and outsourcing and outline the opportunities and risks of these placements .
- explain the particularities of international procurement and distribution and develop resulting possibilities and limits.
- identify cultural differences and assess their significance for operating in international business.

Project: Agile Transformation in Organizations

On successful completion, students will be able to

- define agile transformation.
- know fields and examples of agile transformation.
- apply the transformation process to a case study.
- discuss the challenges and limitations of agile transformation.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Business Administration & Management and Psychology	All Bachelor Programs in the fields Business & Management and Social Sciences

Global Corporations and Globalization

Course Code: DLBLOGC101_E

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

Course Description

Students grasp the mechanisms that led to globalization and can classify current trends both towards globalization and, conversely, towards localization. Building on the basic knowledge that students have acquired in general business studies about the basic functions in a company, this course analyses and discusses the special requirements that a global engagement places on a company and its functions.

Course Outcomes

On successful completion, students will be able to

- present the history of globalisation and identify and explain significant stages of development.
- identify and classify current trends in globalization and localization.
- recall basic knowledge in the fields of business administration, marketing and human resources management and extend it to meet the special requirements in internationally operating companies .
- explain offshoring and outsourcing and outline the opportunities and risks of these placements .
- explain the particularities of international procurement and distribution and develop resulting possibilities and limits.
- identify cultural differences and assess their significance for operating in international business.

Contents

1. History and Development of Globalisation
    - 1.1 Globalization v1.0 according to Niall Ferguson
    - 1.2 History of Globalisation
    - 1.3 Influencing Factors of Economic and Cultural Globalization
    - 1.4 The Tension between Globalization and Localization
    - 1.5 Social Aspects of Globalisation and Corporate Responsibility

2. International Marketing
    - 2.1 International Consumer Behaviour
    - 2.2 Market Research
    - 2.3 Standardization and Adaptation
    - 2.4 International Branding
    - 2.5 Pricing Strategies
    - 2.6 International Marketing Communications

3. International Operation
    - 3.1 Offshoring and Outsourcing
    - 3.2 Global Production Networks
    - 3.3 Global Logistics

4. International Personnel Management
    - 4.1 Local and International Personnel Management
    - 4.2 Expatriate Management
    - 4.3 Localization of Personnel
    - 4.4 International Human Resources Development

5. International Financing
    - 5.1 Institutions in the International World of Finance
    - 5.2 International Financing and its Procedures

6. International Procurement
    - 6.1 Reasons and Strategies of Global Sourcing
    - 6.2 Risks of International Procurement
    - 6.3 International Distribution Policy

Literature

Compulsory Reading

Further Reading

- Ahlstrom, D., & Bruton, G. D. (2009): International management. Strategy and culture in the emerging world. Cengage, Mason.
- Bird, G. (2004): International finance and the developing economies. Palgrave Macmillan.
- Lasserre, P. (2012) Global strategic management (3rd ed.). Palgrave Macmillian.
- Peng, M. W. (2013): Global (2nd ed.). Cengage Learning.
- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2011): Human resource management (8th ed.). Pearson Education.
- Usunier, J.-C., & Lee, J. A. (2009): Marketing across cultures (5th ed.). Prentice Hall, Financial Times

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Agile Transformation in Organizations

Course Code: DLBWPWGOECM01_E

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

Course Description

As a result of digitalization and the associated new technical possibilities, the work environment is undergoing increasingly rapid change. In corporate practice, the ability to adapt to new circumstances and react quickly to new internal and external changes is referred to as agility, while the transition from conventional structures to agile ones is referred to as agile transformation. In organizations, these affect diverse fields such as communication, leadership style, or even corporate culture. In this course, students deal with one of these fields, concretely describe the process of agile transformation based on a practical example and discuss the associated challenges.

Course Outcomes

On successful completion, students will be able to

- define agile transformation.
- know fields and examples of agile transformation.
- apply the transformation process to a case study.
- discuss the challenges and limitations of agile transformation.

Contents

- At the beginning, the focus is on independent literature research and practical examples of digital transformation. Using a real or fictitious practical example, the focus will be on one field of agile transformation and the process with its possible effects will be presented step by step. Finally, the challenges will be discussed.

Literature

Compulsory Reading

Further Reading

- Hayward, S. (2021). The agile leader, 2nd ed., London, Kogan Page.
- Malik, M., Sarwar, S. & Orr, S. (2021). Agile practices and performance: Examining the role of
- psychological empowerment, International Journal of Project Management, 39 (1), 10-20.
- Miloš J., Mas, A., Mesquida, A. & Lalić, B. (2017).Transition of organizational roles in agile transformation process: A grounded theory approach, Journal of Systems and Software, 133, 174-194.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Digital Market and Consumer Psychology

Module Code: DLBWPDMKP_E

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

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

Module Coordinator

N.N. (Digital Consumer Psychology) / N.N. (Project: Digital Methods in Market Research)

Contributing Courses to Module

- Digital Consumer Psychology (DLBWPDMKP01_E)
- Project: Digital Methods in Market Research (DLBWPDMKP02_E)

Module Exam Type

Module Exam	**Split Exam**
	Digital Consumer Psychology • Study Format "Distance Learning": Exam, 90 Minutes Project: Digital Methods in Market Research • Study Format "Distance Learning": Written Assessment: Project Report

Weight of Module

see curriculum

Module Contents

Digital Consumer Psychology

- Digital customer approach
- Digital stimulus perception and processing
- Customer Journey
- Persuasion strategies

Project: Digital Methods in Market Research

A given industrial and organizational psychology topic is selected and, on the basis of intensive research, students consider which digital market research method can be used to investigate a related question. This course will be outlined and reflected accordingly.

Learning Outcomes

Digital Consumer Psychology

On successful completion, students will be able to

- track the customer journey of the omni-channel customer.
- understand aspects of stimulus perception and processing.
- compare persuasion strategies online and offline.
- classify different types of customers.

Project: Digital Methods in Market Research

On successful completion, students will be able to

- become familiar with digital market research methods.
- be able to choose and justify an appropriate method for a problem related to industrial and organizational psychology.
- be able to reflect on the advantages and disadvantages of different digital methods.
- understand the process of a market research project.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Digital Consumer Psychology

Course Code: DLBWPDMKP01_E

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

Course Description

In a digitalized world, the customer approach is also shifting more and more to various digital channels. The customer journey of the omni-channel customer already begins with the perception of stimuli. Interesting questions in this context are: which advertising messages are best perceived via which channels, where are customers most effectively picked up, what are the dangers of digital consumption options, what are the generational differences in perception, and which persuasion strategies have a greater effect online compared to offline? Accordingly, the focus of this course is on the psychology of the digital customer approach and retention, the differences between stationary and digital purchasing and payment behavior, and the segmentation of different consumer types.

Course Outcomes

On successful completion, students will be able to

- track the customer journey of the omni-channel customer.
- understand aspects of stimulus perception and processing.
- compare persuasion strategies online and offline.
- classify different types of customers.

Contents

1. Perception of Purchase Stimuli
   - 1.1 Bottom-up and Top-down Processes
   - 1.2 Information Availability
   - 1.3 Examples based on Digital Stimuli

2. The Digital Customer Journey
   - 2.1 Comparison offline-online Journey
   - 2.2 The Zero Moment of Truth Model

3. Persuasion Strategies
   - 3.1 Product Presentation Online versus Offline
   - 3.2 Persuasion Strategies according to Cialdini
   - 3.3 Application to Digital Examples

4. Price Perception
    - 4.1 Digital Payment Behavior
    - 4.2 Digital Price Perception
    - 4.3 Trust in Digital Providers

5. Shopping Addiction
    - 5.1 Definition
    - 5.2 Digital Sources of Danger

6. Segmentation of Customers
    - 6.1 Definition Purchase Types
    - 6.2 Differences between Generations X, Y and Z
    - 6.3 Future of Digital Customer Orientation

Literature

Compulsory Reading

Further Reading

- Cialdini, R. (2016). Pre-Suasion: A Revolutionary Way to Influence and Persuade, Simon & Schuster.
- Gunter, B. (2016). The Psychology of Consumer Profiling in a Digital Age, New York, Routledge.
- Lecinski, J. (2011). Winning the Zero Moment of Truth. Google book.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Digital Methods in Market Research

Course Code: DLBWPDMKP02_E

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

Course Description

In the course of digitalization, market research methods have adapted accordingly, so that the needs of customers are no longer only recorded offline, but via online studies, mobile apps or digital scans. In this course, the latest digital market research methods will be researched. On the basis of a selected question related to industrial and organizational psychology, a decision will be made as to which method would be most suitable for investigating this question and which advantages and disadvantages this method could bring with it in comparison to others.

Course Outcomes

On successful completion, students will be able to

- become familiar with digital market research methods.
- be able to choose and justify an appropriate method for a problem related to industrial and organizational psychology.
- be able to reflect on the advantages and disadvantages of different digital methods.
- understand the process of a market research project.

Contents

- The more consumers spend time in digital spaces, the more their needs, opinions and the trends derived from them need to be captured digitally. In the meantime, in addition to traditional online surveys, there are various digital market research methods such as digital diary apps, digital footprint analysis, facial coding or the analysis of social media content. Which method is most suitable depends on the specific research question. This course offers the opportunity to select a question relevant to industrial and organizational psychology from a list of topics and to find a suitable digital market research for it, as well as to discuss the advantages and disadvantages of the respective digital method.

Literature
Compulsory Reading
Further Reading ▪ Homburg, M., Klarmann, M. & Vomberg, A. (2022). Handbook of Market Research, Springer. ▪ Leach, W. (2018). Marketing to Mindstates: The Practical Guide to Applying Behavior Design to Research and Marketing, Lioncrest. ▪ Ronan, G. (2017). The future of market research. Kindle Paperwhite.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Negotiation

Module Code: DLBNEGE

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

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

Module Coordinator

Prof. Dr. Andreas Herrmann (Negotiation I) / Prof. Dr. Andreas Herrmann (Negotiation II)

Contributing Courses to Module

- Negotiation I (DLBNEGE01)
- Negotiation II (DLBNEGE02)

Module Exam Type

Module Exam	Split Exam
	Negotiation I • Study Format "Distance Learning": Written Assessment: Written Assignment Negotiation II • Study Format "Distance Learning": Written Assessment: Written Assignment

Weight of Module

see curriculum

Module Contents

Negotiation I

- The Significance and Nature of Negotiation
- Transaction Setup
- Rationality
- The Distribution of Value
- Distributive Negotiation Tactics

Negotiation II

- The Creation of Value
- Value-Creation Negotiation Tactics
- General Negotiation Tactics
- The Negotiator’s Dilemma
- Culture and Negotiation

Learning Outcomes

Negotiation I

On successful completion, students will be able to

- understand the significance and two-sided nature of negotiation.
- recognize the components of a transaction and its setup.
- appreciate the paramount importance of rationality in the work of the negotiator.
- understand the significance of competitive value distribution and analyze the associated tactics.

Negotiation II

On successful completion, students will be able to

- learn about the significance of cooperative “Value Creation” in negotiations.
- analyze the resulting value-creation negotiation tactics, together with crucial General Negotiation Tactics.
- understand the “The Negotiator’s Dilemma” that arises from the conflicting requirements of value creation and value distribution in negotiations.
- appreciate the role that culture plays in negotiations.

Links to other Modules within the Study Program	Links to other Study Programs of the University
Baut auf Modulen aus dem Bereich Betriebswirtschaft & Management auf	Alle Bachelor-Programme im Bereich Wirtschaft & Management

Negotiation I

Course Code: DLBNEGE01

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

Course Description

The course enables students to learn both about negotiation and 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 introduces students to the pervasive nature of negotiation and some of the common myths and misconceptions that limit the potential benefits to be gained through effective negotiation. The preliminary steps to establish an effective negotiation and the mindset to be adopted in the negotiation are explored before delving into the concept of distribution value and the specific tactics that can be employed in order to arrive at the most favorable outcome. This part of the course is concluded by insights into how individuals (and organizations) can learn how to negotiate better. Empirical insight is presented together with actual real world examples.

Course Outcomes

On successful completion, students will be able to

- understand the significance and two-sided nature of negotiation.
- recognize the components of a transaction and its setup.
- appreciate the paramount importance of rationality in the work of the negotiator.
- understand the significance of competitive value distribution and analyze the associated tactics.

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. Transaction Setup
   - 2.1 The Other Party
   - 2.2 The Contract

3. Rationality
    - 3.1 Cognitive Illusions
    - 3.2 Overconfidence
    - 3.3 The Irrational Escalation of Commitment
    - 3.4 Anchoring

4. The Distribution of Value
    - 4.1 The Pie: Zone of Possible Agreement
    - 4.2 Slicing the Pie: Maximizing Distributive Outcomes

5. Distributive Negotiation Tactics
    - 5.1 Distributive Negotiation To-Dos
    - 5.2 Learning Transfer

Literature

Compulsory Reading

Further Reading

- 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.
- Diekmann, K., & Galinsky, A. D. (2006). Overconfident, underprepared: Why you may not be ready to negotiate. Negotiation, 9(10), 6–9.
- 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.
- Schneider, A. K. (2002). Shattering negotiation myths: Empirical evidence on the effectiveness of negotiation style. Harvard Negotiation Law Review, 7, 143.
- Thompson, L. (2014). The mind and heart of the negotiator. London: Pearson.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☑ Vodcast
- ☐ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Negotiation II

Course Code: DLBNEGE02

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

Course Description

The course enables students to learn both about negotiation and 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 explores value creation and how to implement to tactics to move from a win-lose scenario to a win-win. The process of negotiation will be considered in its entirety and specific strategies and tactics will be explored at length. It will then proceed to offer insight generated by game theory (the prisoner´s dilemma, the BOS game, the “game of chicken,” the “tit-for-tat” strategy). The course then explores how the interaction can be expected to play out between negotiators from different cultures.

Course Outcomes

On successful completion, students will be able to

- learn about the significance of cooperative “Value Creation” in negotiations.
- analyze the resulting value-creation negotiation tactics, together with crucial General Negotiation Tactics.
- understand the “The Negotiator’s Dilemma” that arises from the conflicting requirements of value creation and value distribution in negotiations.
- appreciate the role that culture plays in negotiations.

Contents

1. The Creation of Value
   - 1.1 Value Creation: From Win-Lose to Win-Win
   - 1.2 The Four Steps and the Three Types of Value Creation

2. Value Creation Negotiation Tactics
   - 2.1 Framing
   - 2.2 Value-Creation Negotiation To-Dos

3. General Negotiation Tactics
   - 3.1 General Negotiation To-Dos
   - 3.2 The Three Phases of the Negotiation
   - 3.3 Dealing with Emotions

4. The Negotiator's Dilemma
    - 4.1 The Dilemma Between Creating and Distributing Value
    - 4.2 The Prisoner's Dilemma as a Metaphor for the Negotiator's Dilemma
    - 4.3 Coping Strategies: Tit-for-Tat Strategy and Changing Payoffs

5. Culture and Negotiation
    - 5.1 Culture and Personality
    - 5.2 Three Cultural Prototypes
    - 5.3 Culture and Negotiations

Literature

Compulsory Reading

Further Reading

- 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.
- Diekmann, K., & Galinsky, A. D. (2006). Overconfident, underprepared: Why you may not be ready to negotiate. Negotiation, 9(10), 6–9.
- 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.
- Schneider, A. K. (2002). Shattering negotiation myths: Empirical evidence on the effectiveness of negotiation style. Harvard Negotiation Law Review, 7, 143.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☑ Slides

Event Management

Module Code: BWEM_E

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

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

Module Coordinator
N.N. (Event Management I) / N.N. (Event Management II)

Contributing Courses to Module
▪ Event Management I (BWEM01_E) ▪ Event Management II (BWEM02_E)

Module Exam Type	
Module Exam	**Split Exam** Event Management I • Study Format "Distance Learning": Exam, 90 Minutes Event Management II • Study Format "Distance Learning": Exam, 90 Minutes
Weight of Module see curriculum	

Module Contents

Event Management I

- Introduction to Event Management
- Event Formats
- Organizations and Institutions in the Event Industry
- Event Planning
- Financial Management of Events
- Human Resource Management of Events
- Event Implementation
- Risk Management and Legal Aspects
- Event Evaluation

Event Management II

- Events in an International Context
- International Business Events
- International Sports Events
- International Cultural and Festival Events
- Sponsorship and Sponsorship Management in the Event Industry
- Corporate Social Responsibility in the Event Industry
- Sustainability Management in the Event Industry
- Green Meetings and Events

Learning Outcomes

Event Management I

On successful completion, students will be able to

- understand the scope of the event industry and related areas, organizations and stakeholders as well as players in the event industry.
- know and reflect the main event formats used by companies, organizations and institutions as a communication medium.
- assess and understand the needs of various event stakeholders and their objectives.
- understand in theory how to plan, organize and execute events and to analyze as well as understand the operational functional areas related to events.
- know and categorize different event evaluation tools and its methods.

Event Management II

On successful completion, students will be able to

- understand the importance of events in international and global markets.
- recognize the importance of intercultural aspects of events in an international context.
- identify and analyze the challenges and modes of action that are expected of effective event management at international events.
- recognize the need and requirement for sustainable event management and understand how to plan, implement and evaluate sustainability at events.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Event Management	All Bachelor Programs in the Hospitality, Tourism & Event fields

Event Management I

Course Code: BWEM01_E

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

Course Description

Trade fairs, exhibitions, conferences in a scientific, economic or political context, corporate marketing events or public sports and cultural events - the event industry is diverse. Companies use events for product presentations; but they have also found their place as an effective communication tool in corporate marketing as employee or customer-oriented events. Institutions from politics, business and society make targeted use of conferences and seminars for effective information transfer; with public events - open houses, anniversaries - the public is addressed. In this course, students will learn the basics in the field of event management as well as the planning, implementation and evaluation aspects of successful events.

Course Outcomes

On successful completion, students will be able to

- understand the scope of the event industry and related areas, organizations and stakeholders as well as players in the event industry.
- know and reflect the main event formats used by companies, organizations and institutions as a communication medium.
- assess and understand the needs of various event stakeholders and their objectives.
- understand in theory how to plan, organize and execute events and to analyze as well as understand the operational functional areas related to events.
- know and categorize different event evaluation tools and its methods.

Contents

1. Introduction to Event Management
   - 1.1 Definition of an Event
   - 1.2 History and Significance of Events
   - 1.3 Functions of Events

2. Event Formats
   - 2.1 Event Formats based on Types
   - 2.2 Event Formats based on Size and Importance
   - 2.3 Hybrid Events
   - 2.4 Gamification

3. Organizations and Institutions in the Event Industry
    - 3.1 The Event Industry in Germany

4. Event Planning
    - 4.1 Event Conception and Design
    - 4.2 Event Project Management

5. Financial Management of Events
    - 5.1 Financial and Cost Management Definitions
    - 5.2 Budgeting of the Event
    - 5.3 Financial Reporting

6. Human Resource Management of Events
    - 6.1 Human Resource Management and Planning

7. Event Implementation
    - 7.1 Event Operations
    - 7.2 Event Logistics

8. Risk Management and Legal Aspects
    - 8.1 Risk and Risk Management
    - 8.2 Legal Aspects

9. Event Evaluation
    - 9.1 Evaluation Methods
    - 9.2 Event Evaluation Process

Literature

Compulsory Reading

Further Reading

- Beech, J.G. et al. (2014): The business of events management. Pearson, Harlow
- Berridge, G. (2007): Events Design and Experience. Butterworth-Heinemann, Oxford.
- Bowdin, G. et al. (2011): Events Management. 3. Edition, Routledge, London.
- Capell, L. (2013): Event management for dummies. Wiley, Chichester
- Getz, D. (2013): Event Tourism : Concepts, International Case Studies, and Research. Putnam Valley, New York.
- Goldblatt, J. (2008): Special Events: the Roots and Wings of Celebration, 5. Edition, Wiley, Hoboken (NJ).
- Ferdinand, N./Kitchin, P. (2012): Events management. An international approach. SAGE. Los Angeles/London.
- O'Toole, W. (2011): Events feasibility and development: from strategy to operations. Butterworth-Heinemann, Oxford
- Preston, C. (2012): Event Marketing: how to successfully promote events, festivals, conventions, and expositions. 2. Edition, Hoboken, Wiley NJ

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Event Management II

Course Code: BWEM02_E

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

Course Description

The course “Event Management II” is based on the basic concepts of the course “Event Management I”. Due to global markets and global networking, events are becoming more and more international. Whether global companies or international sporting events - the organizers, organizations and participants of such events are nowadays international. Therefore, this course provides students with an in-depth insight into the international context of the event industry and the intercultural aspects of events in the various sectors. In addition to internationality, the topic of "Sustainability Management" and "Corporate Social Responsibility" of events plays a growing important role in the whole event industry.

Course Outcomes

On successful completion, students will be able to

- understand the importance of events in international and global markets.
- recognize the importance of intercultural aspects of events in an international context.
- identify and analyze the challenges and modes of action that are expected of effective event management at international events.
- recognize the need and requirement for sustainable event management and understand how to plan, implement and evaluate sustainability at events.

Contents

1. Events in an International Context
    - 1.1 Intercultural Aspects of Event Organization
    - 1.2 Internationalization of Events
    - 1.3 Events as Knowledge Transfer and Exchange in an International Context

2. International Business Events
    - 2.1 Objectives and Formats of Business Events

3. International Sports Events
    - 3.1 History of Sports Events
    - 3.2 Key Players in the Development of International Sports Events

4. International Cultural and Festival Events
    - 4.1 Events in the Cultural Sector

5. Sponsorship and Sponsorship Management in the Event Industry
    - 5.1 Sponsoring

6. Corporate Social Responsibility in the Event Industry
    - 6.1 Concept of Corporate Social Responsibility
    - 6.2 Principles of CSR in the Event Industry
    - 6.3 Fair Trade in the Event Industry

7. Sustainability Management in the Event Industry
    - 7.1 Concept of Sustainability Management
    - 7.2 The Economic, Ecological and Social Dimension
    - 7.3 Sustainable Action at Events

8. Green Meetings and Events
    - 8.1 Green Meetings

Literature

Compulsory Reading

Further Reading

- Beech, J.G. et al. (2014): The business of events management. Pearson, Harlow
- Fenich, G. G. (2011): Meetings, Expositions, Events, and Conventions. The Introduction to the Industry. 4. Edition, Pearson, Harlow/Upper Saddle River (NJ).
- Ferdinand, N./Kitchin, P. (2012): Events management. An international approach. SAGE, Los Angeles/London.
- Getz, D. (2020): Event Studies. Theory, Research and Policy for Planned Events. 4. Edition, Butterworth-Heinemann, Oxford/Burlington (MA).
- Getz, D. (2013): Event Tourism : Concepts, International Case Studies, and Research. Putnam Valley, NY Cognizant Communication Corporation.
- Goldblatt, S. (2012): The Complete Guide to Greener Meetings and Events. Wiley, Hoboken (NJ).
- Henderson, E. A./McIlwraith, M. (2012): Ethics and Corporate Social Responsibility in the Meetings and Events Industry. Wiley, Hoboken (NJ).
- Jones, M. (2018): Sustainable event management: a practical guide. 3. Edition, Routledge, London/New York.
- Masterman, G. (2004): Strategic Sports Event Management : An International Approach. Elsevier, Oxford.
- Masterman, G. (2006): Innovative Marketing Communications: Strategies for the Events Industry. Elsevier Butterworth-Heinemann, Oxford.
- Richards, G. et al.(2010): Eventful Cities. Routledge, Amsterdam.
- Rogers, T. (2008): Conferences and Conventions, a global industry. 2. Edition, Butterworth-Heinemann, Oxford.
- Supovitz, F. (2004): The Sports Event Management and Marketing Playbook. Wiley, Hoboken (NJ).
- Yeoman, I. et al. (2004): Festival and Events Management: an international arts and culture perspective, Elsevier Butterworth-Heinemann, Oxford, Amsterdam et al.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Online and Social Media Marketing

Module Code: DLBMSM-01_E

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

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

Module Coordinator

Prof. Dr. Joesphine Zhou-Brock (Online Marketing) / Prof. Dr. Joesphine Zhou-Brock (Social Media Marketing)

Contributing Courses to Module

- Online Marketing (DLBMSM01-01_E)
- Social Media Marketing (DLBMSM02-01_E)

Module Exam Type

Module Exam	Split Exam
	Online Marketing • Study Format "Distance Learning": Written Assessment: Written Assignment Social Media Marketing • Study Format "Distance Learning": Advanced Workbook

Weight of Module

see curriculum

Module Contents

Online Marketing

- Basics of Online Marketing
- Forms and Channels of Online Marketing
- Online Marketing Strategy
- Online Media Planning
- The Online Presence
- Mobile Marketing and M-Commerce
- Online law
- Online Customer Retention and Service
- Web Analytics

Social Media Marketing

- Basics of Social-Media-Marketing
- Social-Media-Marketing in the overall Marketing Mix
- Social Media Map
- Social Media Strategy Development
- Social Media in Innovation Management
- Operational Social Media Marketing
- Legal framework of Social Media
- Developments in Social-Media-Marketing

Learning Outcomes

Online Marketing

On successful completion, students will be able to

- classify and strategically consider the basics relevant for Online Marketing (online communication process, electronic value creation, …)
- know the different Online Marketing channels and to evaluate digital advertising measures strategically and operationally on this basis.
- conceive an Online Marketing strategy and make strategic and operational decisions.
- attract and retain customers through Online Marketing measures.
- measure and evaluate Online Marketing programs.
- fundamentally assess the marketing chances of a company in the World Wide Web.
- consider the importance of mobile in the Online Marketing Mix.

Social Media Marketing

On successful completion, students will be able to

- understand social implications and networking communication strategies and to apply them to the field of Social Media Marketing.
- integrate Social Media Marketing into the overall Marketing Mix.
- develop a Social Media strategy and proposals for its operational implementation.
- evaluate the different Social Media channels (Facebook, Instagram…)
- use Social Media for Innovation Management and networks.
- fundamentally assess the marketing opportunities of a company in the Social Media sector and make strategic decisions in this regard.
- evaluate developments in Social Media Marketing from a sociological as well as a business perspective.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Online & Social Media Marketing	All Bachelor Programmes in the Marketing & Communication fields

Online Marketing

Course Code: DLBMSM01-01_E

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

Course Description

This course uses interdisciplinary fundamentals that enable students to deal with the topic of Online Marketing in an operative and strategic way. This includes business and economic principles as well as communicative multimedia basics or the consideration of the basic tonality of Online Marketing channels. This holistic view is essential for strategic planning: In addition to considering the positioning of companies in the World Wide Web, the course will also work out how Online Marketing appearances can be optimized. The measurement of success and evaluation of relevant key figures complete the comprehensive basis for the whole module. The Online Marketing course teaches basic technical terms and concepts. These include the online communication process, added value of Online Marketing as well as electronic value creation and business models. Based on this knowledge, the course discusses aspects of product suitability, pricing policy, distribution policy, the various forms of marketing and distribution on the Internet. The course expands the understanding of the strategic and especially operational Online Marketing elements such as the planning and realization of advertising campaigns through various sales channels. In addition, the increasing development of mobile communication is taken into account and Mobile Marketing is considered as part of the Online Marketing Mix. To understand the behavior of online customers the course deals with the specific effects of advertising in regards to Online Marketing. Based on the principles of customer acquisition, the course discusses customer retention and loyalty in Online Marketing, strategies and tactics for increasing customer numbers, online campaigns and the importance of online relationships. Students learn the ropes of legal aspects and the principles of the German Data Protection Ordinance (DSGVO) relevant to Online Marketing to legally substantiate advertising campaigns and customer approaches. This course offers students the opportunity to get to know and implement the various aspects of Online Marketing Management in practice. They learn how to assess Online Media Planning through Web Analytics and targeted monitoring. For this, students learn the relevant Key Performance Indicators (KPIs) of Online Marketing, which are an essential condition for optimizing online strategies.

Course Outcomes

On successful completion, students will be able to

- classify and strategically consider the basics relevant for Online Marketing (online communication process, electronic value creation, …)
- know the different Online Marketing channels and to evaluate digital advertising measures strategically and operationally on this basis.
- conceive an Online Marketing strategy and make strategic and operational decisions.
- attract and retain customers through Online Marketing measures.
- measure and evaluate Online Marketing programs.
- fundamentally assess the marketing chances of a company in the World Wide Web.
- consider the importance of mobile in the Online Marketing Mix.

Contents

1. Basics of Online Marketing
    - 1.1 Development and concept of Online Marketing
    - 1.2 The online communication process
    - 1.3 Added value of Online Marketing
    - 1.4 The role of Online Marketing in the Marketing Mix
    - 1.5 The electronic added value
    - 1.6 Electronic business concepts and platforms
    - 1.7 Current developments and trends

2. Forms and channels of Online Marketing
    - 2.1 Overview of the forms of Online Marketing
    - 2.2 Affiliate and Search Engine Marketing
    - 2.3 Display advertising and E-mail Marketing
    - 2.4 Social Media and Influencer Marketing
    - 2.5 Content Marketing and Storytelling
    - 2.6 Viral Marketing and Word-of-Mouth
    - 2.7 Native Advertising and Mobile Marketing
    - 2.8 Real Time Bidding and Programmatic Advertising
    - 2.9 Online PR

3. Online Marketing Strategy
    - 3.1 Setting goals and creating a basis
    - 3.2 The Customer Journey
    - 3.3 The adequate channel mix
    - 3.4 Define and analyze KPIs

4. Media planning online
    - 4.1 Principles of successful Media Planning
    - 4.2 Create and structure media budgets in a targeted manner
    - 4.3 Integrated campaigns and Cross-Media Marketing
    - 4.4 Successful media mix through campaign management

5. The Online Presence
    - 5.1 Website and web design
    - 5.2 Corporate Website
    - 5.3 Landing Page
    - 5.4 Blog
    - 5.5 Online Shop
    - 5.6 Online presentation and distribution of products and services - advantages and disadvantages

6. Mobile Marketing and M-Commerce
    - 6.1 Basics and classification of Mobile Marketing
    - 6.2 Responsive design vs. Apps vs. Mobile Web
    - 6.3 App and QR Code Marketing
    - 6.4 Location-based Services
    - 6.5 Mobile Advertising Media
    - 6.6 Mobile Commerce - definition and development
    - 6.7 Mobile Payment
    - 6.8 Success factors of mobile campaigns

7. Online law
    - 7.1 Legal aspects of Online Marketing
    - 7.2 Copyright law and the handling of user-generated content
    - 7.3 The right to your own image
    - 7.4 Basic Data Protection Ordinance (DSGVO)

8. Online Customer Retention and Service
    - 8.1 The AIDA model - extensions for Online Marketing
    - 8.2 Customer acquisition and customer retention in Online Marketing
    - 8.3 Online customer retention in the customer relationship life cycle
    - 8.4 Online customer service
    - 8.5 Excursus: Mass Customization

9. Web Analytics
    - 9.1 Key figures in Online Marketing
    - 9.2 Web Monitoring
    - 9.3 Big Data

Literature

Compulsory Reading

Further Reading

- Chaffey, D./Smith, P. (2017): Digital Marketing Excellence. Planning, Optimizing and Integrating Online Marketing. 5th edition, Routledge, New York.
- Charlesworth, A. (2018): Digital Marketing. A Practical Approach. Routledge, New York.
- Grigsby, M. (2018): Marketing Analytics. A Practical Guide to Improving Consumer Insights Using Data Techniques. 2nd edition, Kogan Page, London.
- Kingnorth, S. (2019): Digital Marketing Strategy. An integrated approach to online marketing. 2nd edition, KoganPage, New York.
- Yakob, F. (2015): Paid Attention: Innovative Advertising for a Digital World. Kogan Page, London.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Social Media Marketing

Course Code: DLBMSM02-01_E

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

Course Description

How did Social Media become Social Media Marketing? Social Media has developed from a private communication medium to a commercialized advertising tool. A basic understanding of this development, the social implications of Social Media as well as the networked communication strategies on the Internet is the basis for an active examination of Social Media Marketing. Social Media Marketing is considered both strategically and operationally. The strategic perspective includes the aspect of strategic positioning of Social Media in the company as well as the integration into the overall marketing mix. In addition to fundamental aspects of strategy development, students will deal with the instruments of today's Social Media Marketing and the channels to use them specifically for further marketing measures and strategies in a success-oriented manner. For the active operative examination of Social Media Marketing, Social Media channels such as Facebook, Instagram, Pinterest, etc. are examined in detail in order to use them specifically for further marketing measures and strategies. Digital advertising measures that are used in Social Media are an integral part of this course. Their usage will also be considered from a legal perspective. Thus, the Social Media Marketing course teaches basic concepts such as the development of a Social Media strategy, including aspects such as content management, editorial planning or target group analysis. It deals with the usage and monitoring of different Social Media channels in a practice-oriented way and it considers the area of operative Social Media Marketing. Hence, this course provides students with a well-founded holistic view of the field of Social Media Marketing and develops the ability to use Social Media for innovation management.

Course Outcomes

On successful completion, students will be able to

- understand social implications and networking communication strategies and to apply them to the field of Social Media Marketing.
- integrate Social Media Marketing into the overall Marketing Mix.
- develop a Social Media strategy and proposals for its operational implementation.
- evaluate the different Social Media channels (Facebook, Instagram...)
- use Social Media for Innovation Management and networks.
- fundamentally assess the marketing opportunities of a company in the Social Media sector and make strategic decisions in this regard.
- evaluate developments in Social Media Marketing from a sociological as well as a business perspective.

Contents

1. Basics of Social-Media-Marketing
    - 1.1 Development of Social Media and the Concept of Social Media Marketing
    - 1.2 Social implications of Social Media
    - 1.3 Functionality, types and fields of application of Social Media Marketing
    - 1.4 Typology and activities of Social Media users

2. Social-Media-Marketing in the Overall Marketing Mix
    - 2.1 Opportunities and risks through Social Media
    - 2.2 The POST method according to Groundswell
    - 2.3 Integration into the Classic Marketing Mix
    - 2.4 Social Media as a service channel
    - 2.5 Goals of Social-Media-Marketing
    - 2.6 Relevant key figures to measure success
    - 2.7 The strategic positioning of Social Media in the company

3. Social Media Map
    - 3.1 Overview of the Social Media Map
    - 3.2 Profiles of the most relevant Social Media Channels
    - 3.3 Target Groups/User Groups

4. Social Media Strategy Development
    - 4.1 What is a Strategy? Definitions
    - 4.2 Goals of a Strategy
    - 4.3 Stages of Social Media Strategy development
    - 4.4 Online Reputation Management and Crisis Management
    - 4.5 Social Media Governance

5. Social Media in Innovation Management
    - 5.1 The Importance and Use of the Crowd
    - 5.2 Innovation through Interactive Value Creation, Branded Communities, Lead Users and Social Media Intelligence
    - 5.3 Social Media as a Market Research Tool

6. Operational Social Media Marketing
    - 6.1 Content Marketing and Native Advertising
    - 6.2 Viral Marketing and Word of Mouth
    - 6.3 Influencer Marketing
    - 6.4 Social Media in B2B Marketing
    - 6.5 Community Management und Social Media Monitoring
    - 6.6 Social Media Relations
    - 6.7 Social Media Recruiting
    - 6.8 Social Advertising

7. Legal Framework of Social Media
    - 7.1 Legal Framework of Social Media
    - 7.2 Basic Data Protection Ordinance (DSGVO)
    - 7.3 User-generated Content
    - 7.4 The Facebook Pixel

8. Developments in Social-Media-Marketing
    - 8.1 Social Media in the Digital Change - New Forms of Consumption
    - 8.2 Social Products and Brands
    - 8.3 Social Commerce and Social Selling
    - 8.4 Messengers and Bots
    - 8.5 The terms "Postfactual" and "Postdigital"
    - 8.6 Open Leadership - Dealing with loss of control

Literature

Compulsory Reading

Further Reading

- Barker, M. et al. (2016): Social Media Marketing. A strategic approach. 2nd edition, Cengage Learning, Boston.
- Butow, E. et al. (2020): Ultimate Guide to Social Media Marketing. Entrepreneur Press, Irvine.
- Hollensen, S. et al. (2020): Social Media Marketing. A Practioner Guide. 4th edition, Opresnik Management Consulting, Lübeck.
- Kingnorth, S. (2019): Digital Marketing Strategy. An integrated approach to online marketing. 2nd edition, KoganPage, New York.
- The Art of Service (2020): Paid Social Media Strategies. A Complete Guide – 2021 Edition. N. p.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Advanced Workbook

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

International Marketing and Branding

Module Code: DLBDSEIMB

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

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

Module Coordinator

Caterina Fox (International Marketing) / Caterina Fox (International Brand Management)

Contributing Courses to Module

- International Marketing (DLBDSEIMB01)
- International Brand Management (DLBDSEIMB02)

Module Exam Type	
Module Exam	**Split Exam** International Marketing • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Exam, 90 Minutes International Brand Management • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Module Exam (50)
Weight of Module see curriculum	

Module Contents

International Marketing

- International marketing strategy
- Cultural differences and their significance for marketing
- International marketing mix (product, price, promotion, and distribution decisions in an international environment)
- International market research and consumer behavior
- Ethical aspects in international marketing
- International marketing controlling and six sigma

International Brand Management

- Basics of brand management
- Framework conditions for brands in international markets
- Strategies and concepts of international brands
- Brand architectures and brand extension options
- Brand management and communication
- Brand management according to the stakeholder concept
- Brand control and protection

Learning Outcomes

International Marketing

On successful completion, students will be able to

- understand basic aspects of international strategic marketing.
- analyze cultural differences and their impact on international marketing.
- apply selected concepts of the international marketing mix.
- describe the possibilities of international market research and its influence on consumer behavior.
- recognize the necessity of international brand controlling and quality management.
- reproduce theoretical knowledge using case studies.

International Brand Management

On successful completion, students will be able to

- recognize the significance of a brand and the general conditions under which brands operate, as well as the associated tasks of brand management.
- describe the components of a brand and its management.
- explain the positioning of brands on regional, national and international markets.
- understand the role of brand evaluation and compare the most common measurement techniques.
- give an overview of the importance of trademark protection and suggest strategies for preventing counterfeiting.
- conceive of brand strategies and measures for the avoidance or occurrence of brand crises.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Marketing & Sales	All Bachelor Programmes in the Marketing & Communication fields

International Marketing

Course Code: DLBDSEIMB01

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

Course Description

Students are taught the necessity for strategic marketing in an international context. They will learn about essential cultural differences and their influences on international marketing management. The basic decisions, standardizations, and adaptations in international marketing are experienced by the students on the basis of different concepts in the international marketing mix. The necessity of international market research, strategic planning, and control are taught to the students, along with the ethical aspects in international marketing. The students analyze current topics in international marketing management and reflect on them in connection with the concepts they have learned in this course.

Course Outcomes

On successful completion, students will be able to

- understand basic aspects of international strategic marketing.
- analyze cultural differences and their impact on international marketing.
- apply selected concepts of the international marketing mix.
- describe the possibilities of international market research and its influence on consumer behavior.
- recognize the necessity of international brand controlling and quality management.
- reproduce theoretical knowledge using case studies.

Contents

1. Strategic International Marketing
    - 1.1 Internationalization
    - 1.2 Theoretical Foundations of International Market Entry Strategies
    - 1.3 Forms of International Market Entry

2. Cultural Differences as an Aspect of International Marketing
    - 2.1 Overview of Culture
    - 2.2 Cultural Model Based on Hofstede
    - 2.3 Cultural Model Based on Trompenaars

3. Case Studies in International Market Entry and Marketing Strategies
    3.1 Case Study: Nivea in South Korea
    3.2 Case Study: Bosch and Siemens Hausgeräte GmbH in China
    3.3 Case Study: Siemens Mobile in China
    3.4 Case Study: Siemens in China

4. International Product Management and Product Development
    4.1 Goals of International Product Management
    4.2 Framework Conditions for International Product Management
    4.3 International Product Decisions
    4.4 International Product Development

5. Exchange Rate Fluctuations and International Price Calculation
    5.1 Tasks and Objectives of International Price Management
    5.2 Factors Influencing International Price Management
    5.3 Instruments of International Price Management

6. International Communication and International Sales Policy
    6.1 International Communication Management
    6.2 International Sales Management

7. International Marketing and Ethics
    7.1 Overview of International Marketing and Ethics
    7.2 Business Ethics in International Companies
    7.3 Case Study: Nestlé

8. Applied Market Research and Its Influence on Consumer Behavior
    8.1 Scope of International Market Research
    8.2 Requirements for International Market Research Information
    8.3 International Secondary Research
    8.4 International Primary Research

9. Monitoring and Control in International Marketing
    9.1 Controlling in International Management

10. Six Sigma, Brand Management, and Rebranding
    10.1 Six Sigma: Basics, Definitions, and Processes
    10.2 Brand Management
    10.3 Rebranding

Literature
Compulsory Reading
Further Reading ▪ Armstrong, G., Kotler, P., & Opresnik, M. O. (2019). Marketing: An introduction (14th ed.). Pearson. ▪ Green, M. C., & Keegan, W. J. (2020). Global marketing (10th ed.). Pearson. ▪ Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and organizations—Software of the mind: Intercultural cooperation and its importance for survival. McGraw-Hill. ▪ Hollensen, S. (2020). Global marketing (8th ed.). Pearson. ▪ Mooij, M. (2018). Global marketing and advertising: Understanding cultural paradoxes (5th ed.). Sage Publications.

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

International Brand Management

Course Code: DLBDSEIMB02

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

Course Description

The aim of this course is to deepen and expand the knowledge acquired in the introductory elective course International Marketing. The value of a brand is a decisive competitive advantage for companies in international business. Brands create long-term and profitable customer relationships. Brands are therefore valuable assets for companies and organizations. Students learn the basics of brand management before moving on to the concepts and success factors of international brand management. Students also become familiar with the structure of brand architectures and the possibilities of brand extensions. The fact that different stakeholder groups must be taken into account in brand management is communicated to the students on the basis of the stakeholder concept. In addition, the students get to know the various methods for measuring brand value and brand controlling. The aspects of trademark protection that are particularly important in an international environment will be dealt with conclusively.

Course Outcomes

On successful completion, students will be able to

- recognize the significance of a brand and the general conditions under which brands operate, as well as the associated tasks of brand management.
- describe the components of a brand and its management.
- explain the positioning of brands on regional, national and international markets.
- understand the role of brand evaluation and compare the most common measurement techniques.
- give an overview of the importance of trademark protection and suggest strategies for preventing counterfeiting.
- conceive of brand strategies and measures for the avoidance or occurrence of brand crises.

Contents

1. Basics of Brand Management
    1.1 Brand Significance and Brand Understanding
    1.2 Market Conditions
    1.3 Tasks and Goals of Brand Management

2. Brand Identity, Brand Positioning, and Brand Personality
    - 2.1 Brand Identity as the Basis of Brand Management
    - 2.2 Brand Positioning
    - 2.3 Brand Image
    - 2.4 Brand Personality

3. Brand Strategies
    - 3.1 The Challenges for Brand Strategies
    - 3.2 Brand Strategies for New Products
    - 3.3 Trademark Licensing

4. International Branding
    - 4.1 Importance of Branding for International Companies
    - 4.2 Brand Concepts for International Brands
    - 4.3 Factors for Successful International Brands

5. Brand Architectures and Types of Branding
    - 5.1 Brand Hierarchies
    - 5.2 Co-branding and Ingredient Branding

6. Brand Management and Communication
    - 6.1 Classic Brand Communication
    - 6.2 Brand Communication on the Internet

7. Brand Expansion
    - 7.1 Basics of Brand Extension
    - 7.2 Opportunities and Risks of Brand Extension
    - 7.3 Ideal Typical Sequence of the Brand Extension Process

8. Brand Management According to the Stakeholder Concept
    - 8.1 Basics of Brand Management According to the Stakeholder Principle
    - 8.2 Stakeholder Groups: Consumer Stakeholder Groups
    - 8.3 Stakeholder Groups: Shareholders and Financial Investors
    - 8.4 Stakeholder Groups: Employees
    - 8.5 Stakeholder Groups: Suppliers and the Public

9. Brand Control
    - 9.1 Basics of Brand Controlling
    - 9.2 Importance and Measurement of Brand Value
    - 9.3 Practical Methods for Measuring Brand Value

10. Trademark Protection
    - 10.1 Object of Trademark Protection
    - 10.2 Origin of Trademark Protection
    - 10.3 Trademark Infringements

Literature

Compulsory Reading

Further Reading

- Gelder, S. v. (2003): Global Brand Strategy. Unlocking Brand Potential Across Countries, Cultures and Markets. Kogan Page, London.
- Keller, K. L. (2007): Strategic Brand Management. Building, Measuring and Managing Brand Equity. 3. Auflage, Prentice Hall International, Edinburgh.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Module Exam

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Applied Sales

Module Code: DLBDSEAS

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

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

Module Coordinator

Prof. Dr. Patrick Geus (Applied Sales I) / Prof. Dr. Patrick Geus (Applied Sales II)

Contributing Courses to Module

- Applied Sales I (DLBDSEAS01)
- Applied Sales II (DLBDSEAS02)

Module Exam Type

Module Exam	Split Exam
	Applied Sales I • Study Format "Distance Learning": Exam, 90 Minutes Applied Sales II • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Applied Sales I

- Fundamentals of Applied Sales
- The Distribution System
- Personal Sales
- Sales Plans
- New Customer Acquisition
- A Sales Visit
- Conversational Tactics
- Conducting Negotiations
- Other Sales Channels

Applied Sales II

- Marketing and Sales
- Customer Satisfaction as a Success Factor
- Personalities in Sales
- Customer-Oriented Communication
- Presentation and Rhetoric
- Customer Loyalty
- Networking
- Case Study

Learning Outcomes

Applied Sales I

On successful completion, students will be able to

- understand the fundamentals of applied sales and place them in the context of the company.
- understand the interaction of the individual facets of applied sales.
- differentiate between and evaluate individual sales systems.
- describe current sales types and sales characteristics.
- oversee and classify the entire sales process from customer acquisition to customer retention.
- understand the basics of sales and negotiation management and apply them.
- name the usual sales instruments, recognize their advantages and disadvantages, and reflect on essential fields of application and possibilities.

Applied Sales II

On successful completion, students will be able to

- understand the interaction and the respective areas of responsibility of marketing and sales.
- reflect on and classify the goals and measures within the framework of the applied sales system.
- assess the relevance of customer satisfaction and retention. In addition, the students will be familiar with the central design elements of CRM.
- reflect on and assess alternative approaches to customer loyalty and relationship management and apply them in business practice.
- understand the meaning of the terms customer life cycle and customer value, and develop approaches to manage them in the sense of the respective sales targets.
- use descriptive presentation techniques in order to convince customers and other sales partners.
- understand the relevance of networking and develop strategies to broaden the contact base.
- develop and evaluate their own market analyses and sales concepts on the basis of practical experience within the framework of the case study.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Marketing & Sales	All Bachelor Programmes in the Marketing & Communication fields

Applied Sales I

Course Code: DLBDSEAS01

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

Course Description

The demands on sales thinking are growing every day. Globalized demand combined with high competition is making it increasingly difficult for companies to compete for customers. At the same time, customers are becoming better informed, while traditional supply markets are saturated and at overcapacity. In order to be successful in such an environment, sales thinking and action are required along with a new type of salesperson. Within the course Applied Sales I (Introduction), the participants are familiarized with the basic concepts of applied sales. You will learn about sales organization, dealing with alternative sales channels, and get to know the dedicated sales planning process. The contents of the module are complemented by the successful acquisition of new customers, whereby particular attention is paid to the organization and implementation of customer visits and the conduct of discussions and negotiations.

Course Outcomes

On successful completion, students will be able to

- understand the fundamentals of applied sales and place them in the context of the company.
- understand the interaction of the individual facets of applied sales.
- differentiate between and evaluate individual sales systems.
- describe current sales types and sales characteristics.
- oversee and classify the entire sales process from customer acquisition to customer retention.
- understand the basics of sales and negotiation management and apply them.
- name the usual sales instruments, recognize their advantages and disadvantages, and reflect on essential fields of application and possibilities.

Contents

1. Fundamentals of Applied Sales and Distribution
   - 1.1 Tasks and Forms of Applied Distribution
   - 1.2 Marketing as the Basis of Sales
   - 1.3 Distribution, Sales, and Other Terms
   - 1.4 Sales in Different Economic Sectors

2. The Distribution System
    - 2.1 Forms of Sales
    - 2.2 Sales Organisation
    - 2.3 Key Account Management
    - 2.4 Multi-Channel Distribution

3. Personal Sales
    - 3.1 The "New Sellers"
    - 3.2 Requirements for Sales Personalities
    - 3.3 The Key Account Manager
    - 3.4 Task of Sales Managers

4. Sales Plan
    - 4.1 Tasks and Objectives of Sales Management
    - 4.2 Observation of Competition in the Context of Sales Management
    - 4.3 Potential Analyses and Sales Planning
    - 4.4 Sales Control and Visit Strategies

5. New Customer Acquisition
    - 5.1 Identification of New Customer Potential
    - 5.2 Customer Relationship Management and Customer Acquisition
    - 5.3 Trade Fairs and Events
    - 5.4 Networking

6. The Sales Visit
    - 6.1 Frequency and Preparation of Visits
    - 6.2 Conduct of a Visit
    - 6.3 Visit Reports and Follow-Up
    - 6.4 Aftercare and Follow-Up

7. Conversational Tactics
    - 7.1 Structured Conversation Preparation
    - 7.2 Goal-Oriented Conversation: The D.A.L.A.S Model
    - 7.3 Questioning Techniques

8. Conducting Negotiations
    - 8.1 Psychology of Negotiation
    - 8.2 Negotiation Structure
    - 8.3 Objection Handling
    - 8.4 Price Negotiations

9. Other Sales Channels
    - 9.1 Telemarketing
    - 9.2 Catalogue and Brochure Sales
    - 9.3 Internet and E-Commerce

Literature

Compulsory Reading

Further Reading

- Bloomfield, J. (2020). NeuroSelling: Mastering the customer conversation using the surprising science of decision making. Axon Publishing.
- Jobber, D., Lancaster, G., & Le Meunier-FitzHugh, K. (2019). Selling and sales management (10th ed.). Pearson.
- Peppers, D., & Rogers, M. (2016). Managing customer experience and relationships: A strategic framework (3rd ed.). Wiley.
- Pink, D. H. (2012). To sell is human: The surprising truth about moving others. Riverhead Books.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Applied Sales II

Course Code: DLBDSEAS02

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

Course Description

The course Applied Sales II builds on the basics taught in the course "Applied Sales I" and broadens and deepens them. First, the tension between marketing and sales is examined in more detail. Based on this, essential backgrounds and central target figures for successful sales management (e.g., customer satisfaction and loyalty as well as the customer life cycle) are derived and operationalized in order to create the basis for efficient and effective customer relationship management. As the process progresses, attention will also be paid to mental processes and consumer behavior in general. In addition, strategies and paths to successful negotiation are deepened and supplemented by convincing communication techniques. The course concludes with a case study in the course of which the students have the opportunity to apply what they have learned in a practice-oriented manner.

Course Outcomes

On successful completion, students will be able to

- understand the interaction and the respective areas of responsibility of marketing and sales.
- reflect on and classify the goals and measures within the framework of the applied sales system.
- assess the relevance of customer satisfaction and retention. In addition, the students will be familiar with the central design elements of CRM.
- reflect on and assess alternative approaches to customer loyalty and relationship management and apply them in business practice.
- understand the meaning of the terms customer life cycle and customer value, and develop approaches to manage them in the sense of the respective sales targets.
- use descriptive presentation techniques in order to convince customers and other sales partners.
- understand the relevance of networking and develop strategies to broaden the contact base.
- develop and evaluate their own market analyses and sales concepts on the basis of practical experience within the framework of the case study.

Contents

1. Marketing and Sales
    - 1.1 Marketing Tasks and Functions
    - 1.2 Sales Marketing in Different Economic Sectors
    - 1.3 Relationship Marketing
    - 1.4 International Marketing and Sales Cooperations

2. Customer Satisfaction as a Success Factor
    - 2.1 Customer Relationship Management (CRM)
    - 2.2 The CRM Success Chain
    - 2.3 Customer Relationship Strategies

3. Personalities in Sales
    - 3.1 Sales Personalities and Differentiation
    - 3.2 Selling in Teams
    - 3.3 Negotiating With Committees

4. Customer-Oriented Communication
    - 4.1 Communication Tasks in Sales
    - 4.2 Sales Promotion by Sales Staff
    - 4.3 Team Sales Promotion
    - 4.4 Sales Promotion by the Company

5. Presentation and Rhetoric
    - 5.1 Rhetoric in Sales
    - 5.2 Presentation Techniques
    - 5.3 Nonverbal Communication

6. Customer Loyalty
    - 6.1 Customer Retention Management
    - 6.2 Customer Programs and Other Customer Loyalty Tools
    - 6.3 Complaint Management

7. Networking
    - 7.1 Network Competencies in the Company
    - 7.2 Building and Shaping Relationships
    - 7.3 Networking via Social Media

8. Case Study in IQ Media Marketing
    - 8.1 The Market Situation
    - 8.2 The Marketing Situation
    - 8.3 IQ Media Marketing and IQ Digital Media Marketing

Literature

Compulsory Reading

Further Reading

- Jobber, D./Lancaster, G./Le Meunier-Fitzhugh, K. (2019): Selling and Sales Management, 11th Ed.; Pearson
- Johnston, M.W./Marshall (2021): Sales Force Management: Leadership, Innovation, Technology; Routledge
- Jordan, J./Vazzana, M. (2011): Cracking the Sales Management Code: The Secrets to Measuring and Managing Sales Performance; 13th Ed.; McGraw Hill
- Kumar, V./Reinartz, W. (2018): Customer Relationship Management: Concept, Strategy, and Tools; 3rd Ed.; Springer Texts in Business and Economics
- Marcos, J./Davies, M. (2019): Implementing Key Account Management: Designing Customer-Centric Processes for Mutual Growth; KoganPage
- Peppers, D./Rogers, M. (2011): Managing Customer Relationships : A Strategic Framework; 2nd Ed.; Wiley

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
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☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

IT Management

Module Code: DLBIOPEITM

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

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

Module Coordinator

Prof. Dr. Sandra Rebholz (Software Engineering Principles) / Prof. Dr. Tobias Brückmann (Requirements Engineering)

Contributing Courses to Module

- Software Engineering Principles (IGIS01_E)
- Requirements Engineering (DLBCSRE01)

Module Exam Type

Module Exam	Split Exam
	Software Engineering Principles • Study Format "Distance Learning": Exam, 90 Minutes Requirements Engineering • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Software Engineering Principles

- binary system
- Structure and function of computer systems
- Structure and function of communication networks
- Software life cycle
- Roles, phases, activities in software engineering

Requirements Engineering

- Basics of requirements engineering
- Enterprise modeling
- Requirement determination techniques
- Techniques of requirements documentation
- Testing and coordination of requirements
- Managing requirements

Learning Outcomes

Software Engineering Principles

On successful completion, students will be able to

- students can perform simple calculations in the binary system (Boolean algebra).
- students can describe the structure of computer systems and communication networks.
- students can distinguish between the phases of a SW life cycle.
- students can distinguish roles and phases in the software process.
- the students know different process models of SW development.
- the students know typical challenges and risks of enterprise SW development.
- the students know different programming paradigms and their application.

Requirements Engineering

On successful completion, students will be able to

- describe models of enterprise modeling relevant to IT support and have experience in modeling.
- understand techniques and methods for determining requirements of IT systems and be able to distinguish them from each other.
- understand techniques for the documentation of requirements on IT systems and have experience in their use.
- describe techniques for testing, coordinating, and managing the requirements of IT systems and be able to distinguish between them.
- independently select suitable techniques and methods of requirements engineering for given project situations.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the field of Computer Science & Software Development	All Bachelor Programs in the IT & Technology field

Software Engineering Principles

Course Code: IGIS01_E

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

Course Description

The aim of the course is to give students an insight into the technical and theoretical basics of software engineering. In addition to the general structure of computer systems, students are taught typical challenges in the development of enterprise information systems. Furthermore, the typical phases and activities in software engineering are presented to address these risks.

Course Outcomes

On successful completion, students will be able to

- students can perform simple calculations in the binary system (Boolean algebra).
- students can describe the structure of computer systems and communication networks.
- students can distinguish between the phases of a SW life cycle.
- students can distinguish roles and phases in the software process.
- the students know different process models of SW development.
- the students know typical challenges and risks of enterprise SW development.
- the students know different programming paradigms and their application.

Contents

1. Structure and organization of information systems
    1.1 0 and 1 as the basis of all IT systems
    1.2 Von Neumann Architecture
    1.3 Distributed systems and communication networks
    1.4 Enterprise information systems

2. Risks and challenges of enterprise software engineering
    2.1 Properties of enterprise software systems
    2.2 Software Engineering
    2.3 Risks and typical problems
    2.4 Root cause analysis
    2.5 Challenges in Software Engineering

3. Software life cycle: from planning to replacement
    - 3.1 The software life cycle at a glance
    - 3.2 Planning
    - 3.3 Development
    - 3.4 Operation
    - 3.5 Maintenance
    - 3.6 Shutdown

4. Requirements engineering and specification
    - 4.1 requirements engineering
    - 4.2 Specification

5. Architecture and implementation
    - 5.1 Architecture
    - 5.2 Implementation

6. Testing, operation and evolution
    - 6.1 Testing
    - 6.2 Operation
    - 6.3 Evolution

7. Roles in Software Engineering
    - 7.1 Idea of the role-based approach
    - 7.2 Typical roles

8. Organization of software projects
    - 8.1 From process paradigm towards software process
    - 8.2 Process Paradigms

9. Software Process Frameworks
    - 9.1 V-model XT
    - 9.2 Rational Unified Process (RUP)
    - 9.3 Scrum

Literature

Compulsory Reading

Further Reading

- Pohl, K., & Rupp., C. (2015). Requirements engineering (2nd ed.). Rocky Nook.
- Sommerville, I. (2016). Software engineering (10th ed.). Pearson.
- Sommerville, I. (2019). Engineering software products: An introduction to modern software engineering. Pearson.
- Jacobson, I., Lawson, H., & Ng, P.-W. (2019). The essentials of modern software engineering. ACM Books.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
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☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Requirements Engineering

Course Code: DLBCSRE01

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

Course Description

The early phases of software development are largely characterized by the fact that functional and technical requirements for the IT system have to be determined. The determination of these requirements must be carried out extremely carefully because all of the following activities in the SW development process are planned and executed on the basis of documented requirements. In this course, procedures, methods, and models are covered, which make it possible to have a structured and methodical determination and documentation of requirements for operational information systems.

Course Outcomes

On successful completion, students will be able to

- describe models of enterprise modeling relevant to IT support and have experience in modeling.
- understand techniques and methods for determining requirements of IT systems and be able to distinguish them from each other.
- understand techniques for the documentation of requirements on IT systems and have experience in their use.
- describe techniques for testing, coordinating, and managing the requirements of IT systems and be able to distinguish between them.
- independently select suitable techniques and methods of requirements engineering for given project situations.

Contents

1. Fundamentals and Terms of Requirements Engineering
    - 1.1 Requirements Engineering in the Software Process
    - 1.2 Core Activities in Requirements Engineering
    - 1.3 What is a Requirement?

2. Determination of Requirements
    - 2.1 Determination of the System Context
    - 2.2 Determination of the Sources of Requirements
    - 2.3 Selection of the Appropriate Investigative Techniques
    - 2.4 Determine Requirements Using Techniques

3. Selected Investigative Techniques
    - 3.1 Creativity Techniques
    - 3.2 Interview Techniques
    - 3.3 Observation Techniques
    - 3.4 Prototyping

4. Documentation of Requirements
    - 4.1 Activities for Documenting Requirements
    - 4.2 Typical Elements of Requirements Documentation
    - 4.3 Forms of Documentation

5. Modeling of Processes
    - 5.1 Basics and Terms
    - 5.2 Modeling with the Business Process Model and Notation
    - 5.3 Modeling with Event Driven Process Chains

6. Modeling of Systems
    - 6.1 Fundamentals of Unified Modeling Language
    - 6.2 UML Use Case Diagram
    - 6.3 UML Activity Diagram
    - 6.4 UML Class Diagram
    - 6.5 UML State Diagram

7. Checking and Reconciling Requirements
    - 7.1 Activities for Checking and Reconciling Requirements
    - 7.2 Test Criteria
    - 7.3 Test Principles
    - 7.4 Testing Techniques
    - 7.5 Coordination of Requirements

8. Management of Prioritization Requirements and Techniques
    - 8.1 Managing Requirements
    - 8.2 Techniques for Prioritizing Requirements

Literature

Compulsory Reading

Further Reading

- Dick, J., Hull, E., & Jackson, K. (2017). Requirements engineering (4th ed.). Springer.
- Glinz, M., van Loenhoud, H., Staal, S., & Bühne, S. (2020). Handbook for the CPRE foundation level according to the IREB standard: Education and training for certified professional for requirements engineering (CPRE): Foundation level (Version 1.0.0). International Requirements Engineering Board.
- Miles, R., & Hamilton, K. (2006). Learning UML 2.0: A pragmatic introduction to UML. O'Reilly.
- Pohl, K., & Rupp, C. (2015). Requirements engineering fundamentals: A study guide for the certified professional for requirements engineering exam: Foundation level—IREB compliant (2nd ed.). Rocky Nook.
- Silver, B. (2017). BPMN quick and easy using method and style: Process mapping guidelines and examples using the business process modeling standard. Cody-Cassidy Press.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Financial Services Management

Module Code: DLBDSEFSM

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

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

Module Coordinator

N.N. (Financial Services Management I) / N.N. (Financial Services Management II)

Contributing Courses to Module

- Financial Services Management I (DLBDSEFSM01)
- Financial Services Management II (DLBDSEFSM02)

Module Exam Type

Module Exam	Split Exam
	Financial Services Management I • Study Format "Distance Learning": Exam Financial Services Management II • Study Format "Distance Learning": Exam

Weight of Module

see curriculum

Module Contents

Financial Services Management I

- Financial Markets and Financial Intermediaries
- Financial Intermediation in Germany
- Financial Services
- Debt Financing Through Financial Intermediaries
- Equity Financing Through Financial Intermediaries

Financial Services Management II

- Fundamentals of the Monetary and Asset Situation
- Investment in Money
- Investment in Tangible Assets
- Investment Funds and Certificates
- Insurance Financial Services

Learning Outcomes

Financial Services Management I

On successful completion, students will be able to

- know the role of a financial service provider as a financier as well as how individual markets function in the financing sector.
- understand the basic relationships between the different financial services and their (supervisory) legal frameworks.
- evaluate the potential influence of the financial services sector on the real economy.
- familiarize themselves with the financing services offered both for external financing and for self-financing.
- assess the importance of financial services in the form of debt and equity financing in the short, medium, and long term.

Financial Services Management II

On successful completion, students will be able to

- systematize the different possibilities for the investment of financial surpluses.
- with the help of knowledge gained regarding conflicts involved in making financial investments, apply different aspects of investment decision-making to financial instruments.
- assess the various forms of investment in order of their safety.
- analyze the various forms of investment in terms of risk and return.
- understand that investment funds, certificates, and derivatives are modern products of financial service providers, which bring high returns and sometimes high risk.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Finance & Tax Accounting	All Bachelor Programmes in the Business & Management fields

Financial Services Management I

Course Code: DLBDSEFSM01

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

Course Description

The course explains the origin and constitution of the financial market. As a result of the imperfection of the financial market, the necessity of financial intermediaries is theoretically derived, which leads to the thesis of disintermediation. Since the German financial market is determined by regulations and supervision, the legal framework is discussed. The financial services of banks and other specialized financial intermediaries are presented. The main forms of debt financing through financial intermediaries are presented as well as financing with equity capital.

Course Outcomes

On successful completion, students will be able to

- know the role of a financial service provider as a financier as well as how individual markets function in the financing sector.
- understand the basic relationships between the different financial services and their (supervisory) legal frameworks.
- evaluate the potential influence of the financial services sector on the real economy.
- familiarize themselves with the financing services offered both for external financing and for self-financing.
- assess the importance of financial services in the form of debt and equity financing in the short, medium, and long term.

Contents

1. Financial Markets and Financial Intermediaries
    - 1.1 Origin and Basic Problems of the Financial Market
    - 1.2 Appearances and Functions of Financial Intermediaries

2. Financial Intermediation
    - 2.1 The Banking System
    - 2.2 Asset Management Companies and Insurance Companies
    - 2.3 Regulations and Supervision

3. Financial Services
    - 3.1 Financing Needs
    - 3.2 The Range of Financial Services

4. Debt Financing Through Financial Intermediaries
    - 4.1 Types of Loans
    - 4.2 Lending and Collateralization
    - 4.3 Credit Substitutes

5. Equity Financing Through Financial Intermediaries
    - 5.1 Equity Financing Through Capital Participation and Venture Financing Companies
    - 5.2 Equity Capital Markets Issuance
    - 5.3 Disintermediation in Finance

Literature

Compulsory Reading

Further Reading

- Brealey, R. A./Myers, S. C. (2010): Principles of Corporate Finance. 10th edition, McGraw-Hill, London.
- Rose, P.; Hudgins, S. (2012): Bank Management & Financial Services. 9th edition. McGraw-Hill.
- Titman, S., Keown, A.J., Martin, J. D. (2016): Financial Management: Principles and Applications. 13th edition, Pearson, New York.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Financial Services Management II

Course Code: DLBDSEFSM02

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

Course Description

In this course, the different possibilities of investing financial surpluses are systematized. The conflicting relationship between the risks, returns, and liquidity of a financial investment are presented, and the different aspects of decision-making for investment in one of the financial instruments are shown. The various forms of investment (monetary values, tangible assets) are presented in the order of their security. The functions that insurance companies perform as financial service providers complete the picture. The different forms of life insurance and their role in old-age provision are presented.

Course Outcomes

On successful completion, students will be able to

- systematize the different possibilities for the investment of financial surpluses.
- with the help of knowledge gained regarding conflicts involved in making financial investments, apply different aspects of investment decision-making to financial instruments.
- assess the various forms of investment in order of their safety.
- analyze the various forms of investment in terms of risk and return.
- understand that investment funds, certificates, and derivatives are modern products of financial service providers, which bring high returns and sometimes high risk.

Contents

1. Basic Information on Investing Money and Assets
   - 1.1 Basic Concepts of Money and Asset Investment
   - 1.2 Framework Conditions for Decisions on Plants
   - 1.3 Investment Products

2. Investment in Money
   - 2.1 Investment in Accounts
   - 2.2 Savings Bonds
   - 2.3 Fixed-Interest Securities

3. Investment in Tangible Assets
    3.1 Shares
    3.2 Stock Exchange Trading
    3.3 Investment in Real Estate
    3.4 Other Tangible Assets

4. Investment Funds and Certificates
    4.1 Mutual Funds
    4.2 Fund of Funds and Hedge Funds
    4.3 Derivatives

5. Insurance Financial Services
    5.1 Fundamentals of the Insurance Industry
    5.2 Life Insurances
    5.3 Insurance Products – Non-Life

Literature

Compulsory Reading

Further Reading

- Brealey, R. A./Myers, S. C. (2010): Principles of Corporate Finance. 10th edition, McGraw-Hill, London.
- Rose, P.; Hudgins, S. (2012): Bank Management & Financial Services. 9th edition. McGraw-Hill.
- Titman, S., Keown, A.J., Martin, J. D. (2016): Financial Management: Principles and Applications. 13th edition, Pearson, New York.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☐ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☑ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Foreign Language German

Module Code: DLFSWG

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

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

Module Coordinator

Prof. Dr. Regina Cordes (Certificate Course German) / Prof. Dr. Regina Cordes (Foreign Language German)

Contributing Courses to Module

- Certificate Course German (DLFSWG01)
- Foreign Language German (DLFSG01)

Module Exam Type

Module Exam	Split Exam
	Certificate Course German • Study Format "Distance Learning": Participation Certificate (passed / not passed) Foreign Language German • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Certificate Course German

To learn and deepen German as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Foreign Language German

To learn and deepen German as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Learning Outcomes

Certificate Course German

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language German according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Foreign Language German

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language German according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Languages	All Distance Learning Bachelor Programmes

Certificate Course German

Course Code: DLFSWG01

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

Course Description

The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of German as a foreign language is taught and practiced according to a CEFR placement test. Upon successful completion, students will receive a certificate corresponding to their chosen level.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language German according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and

coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)
    - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
    - Level A1 - present and past tenses, sentence structure, prepositions, etc.
    - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
    - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
    - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Participation Certificate (passed / not passed)

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Foreign Language German

Course Code: DLFSG01

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

Course Description

The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of German as a foreign language is taught and practiced according to a CEFR placement test.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language German according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)

  - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
  - Level A1 - present and past tenses, sentence structure, prepositions, etc.
  - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
  - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
  - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Foreign Language French

Module Code: DLFSWF_E

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

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

Module Coordinator

Prof. Dr. Regina Cordes (Certificate Course French) / Prof. Dr. Regina Cordes (Foreign Language French)

Contributing Courses to Module

- Certificate Course French (DLFSWF01_E)
- Foreign Language French (DLFSF01_E)

Module Exam Type

Module Exam	**Split Exam**
	Certificate Course French • Study Format "Distance Learning": Participation Certificate (passed / not passed) Foreign Language French • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Certificate Course French

To learn and deepen French as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Foreign Language French

To learn and deepen French as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Learning Outcomes

Certificate Course French

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language French according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Foreign Language French

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language French according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Languages	All Distance Learning Bachelor Programmes

Certificate Course French

Course Code: DLFSWF01_E

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

Course Description

The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of French as a foreign language is taught and practiced according to a CEFR placement test. Upon successful completion, students will receive a certificate corresponding to their chosen level.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language French according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and

  coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)
  - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
  - Level A1 - present and past tenses, sentence structure, prepositions, etc.
  - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
  - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
  - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Participation Certificate (passed / not passed)

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Foreign Language French

Course Code: DLFSF01_E

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

Course Description
The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of French as a foreign language is taught and practiced according to a CEFR placement test.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language French according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)

  - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
  - Level A1 - present and past tenses, sentence structure, prepositions, etc.
  - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
  - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
  - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Foreign Language Spanish

Module Code: DLFSWS_E

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

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

Module Coordinator

Prof. Dr. Regina Cordes (Certificate Course Spanish) / Prof. Dr. Regina Cordes (Foreign Language Spanish)

Contributing Courses to Module

- Certificate Course Spanish (DLFSWS01_E)
- Foreign Language Spanish (DLFSS01_E)

Module Exam Type

Module Exam	Split Exam
	Certificate Course Spanish • Study Format "Distance Learning": Participation Certificate (passed / not passed) Foreign Language Spanish • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Certificate Course Spanish

To learn and deepen Spanish as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Foreign Language Spanish

To learn and deepen Spanish as a foreign language at the chosen CEFR level with regard to the respective qualitative aspects of range, correctness, fluency, interaction and coherence. The module includes a combination of listening, comprehension, writing and speaking exercises as well as various course material.

Learning Outcomes

Certificate Course Spanish

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language Spanish according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Foreign Language Spanish

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language Spanish according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Languages	All Distance Learning Bachelor Programmes

Certificate Course Spanish

Course Code: DLFSWS01_E

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

Course Description
The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of Spanish as a foreign language is taught and practiced according to a CEFR placement test. Upon successful completion, students will receive a certificate corresponding to their chosen level.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language Spanish according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and

    coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)
    - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
    - Level A1 - present and past tenses, sentence structure, prepositions, etc.
    - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
    - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
    - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Participation Certificate (passed / not passed)

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Foreign Language Spanish

Course Code: DLFSS01_E

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

Course Description

The qualification objectives correspond to levels A1, A2, B1 and B2 according to the criteria of the Common European Framework of Reference for Languages (CEFR). Using everyday subject areas, chosen areas of specialization, and using basic and advanced grammatical structures, the use of Spanish as a foreign language is taught and practiced according to a CEFR placement test.

Course Outcomes

On successful completion, students will be able to

- meet the qualification objectives according to the chosen level (A1, A2, B1 or B2) according to the criteria of the Common European Framework of Reference for Languages (CEFR).
- use the foreign language Spanish according to a CEFR placement test on the basis of everyday topics, selected areas of specialization and by adapting basic and advanced grammatical structures.

Contents

- Depending on the CEFR placement, students will be proficient
  - to understand and use familiar, everyday expressions and very simple phrases aimed at satisfying concrete needs. They can introduce themselves and others and ask other people questions about themselves - e.g. where they live, what kind of people they know or what kind of things they have - and they can give answers to questions of this kind. They can communicate in a simple way if the person they are talking to speaks slowly and clearly and is willing to help. (Level A1)
  - to understand sentences and frequently used expressions related to areas of immediate importance (e.g. personal and family information, shopping, work, local area). You can communicate in simple, routine situations involving a simple and direct exchange of information about familiar things. You can describe by simple means your own background and education, immediate environment and things related to immediate needs. (Level A2)
  - to understand the main points when clear standard language is used and when it's about familiar things from work, school, leisure, etc. You can handle most situations encountered while traveling in the language area. You can express yourself simply and coherently on familiar topics and personal areas of interest. You can talk about experiences and events, describe dreams, hopes and goals, and give brief reasons or explanations for plans and opinions. (Level B1)

  - to understand the main content of complex texts on concrete and abstract topics; and to understand specialist discussions in their own area of specialization. You can communicate so spontaneously and fluently that a normal conversation with native speakers is quite possible without major effort on either side. You can express yourself clearly and in detail on a wide range of topics, explain a point of view on a topical issue and state the advantages and disadvantages of various options. (Level B2)
- Grammar:
  - Level A1 - present and past tenses, sentence structure, prepositions, etc.
  - Level A2 - among other things tenses of the past, differences in the past tenses, imperative, subordinate clauses, pronouns (dative, accusative)
  - Level B1 - including introduction of past perfect, conjunctions, introduction of passive voice, adverbs, adjectives (difference), future tense
  - Level B2 - among others verb constructions, conditional clauses, indirect speech

Literature

Compulsory Reading

Further Reading

- According to the Information given in the Online Course speexx

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Language Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods
Instructional Methods are provided by the External Service Provider

Corporate Communication and PR

Module Code: DLBPRWCCPR_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	▪ DLBPRWCCPR01_E ▪ none	BA	10	300 h

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

Module Coordinator

N.N. (Corporate Communication) / N.N. (Project: Corporate Communication)

Contributing Courses to Module

- Corporate Communication (DLBPRWCCPR01_E)
- Project: Corporate Communication (DLBPRWCCPR02_E)

Module Exam Type

Module Exam	Split Exam
	Corporate Communication • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes Project: Corporate Communication • Study Format "Distance Learning": Portfolio

Weight of Module

see curriculum

Module Contents

Corporate Communication

- Corporate Identity
- Corporate Design
- Corporate Image
- Corporate Communication as a Sub-Discipline of Corporate Communications
- Differentiation From Public Relations

Project: Corporate Communication

Communication processes in corporations are demanding fast and agile management skills. Therefore the project will teach students to achieve dynamic management and communication competences. The Corporate Communication Project will make students understand how corporations can cultivate and protect their identity and purpose.

Learning Outcomes

Corporate Communication

On successful completion, students will be able to

- comprehend the essence of corporate identity, corporate design and corporate image, differentiate them from and relate them to one another.
- understand and explain corporate communication as a sub-discipline of corporate communications.
- distinguish corporate communication from public relations.

Project: Corporate Communication

On successful completion, students will be able to

- understand the practical implementation of concepts with a focus on corporate identity and corporate design.
- understand and apply corporate identity and image building in practice.
- analyze concepts and the realization of corporate communication strategies and apply the learnings.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Public Relations Management	All Bachelor Programs in the Marketing & Communication fields

Corporate Communication

Course Code: DLBPRWCCPR01_E

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

Course Description

In this course students are encouraged to fully grasp all internal and external communication activities of a company. Corporate communication is part of corporate identity and serves to communicate the corporate image. Here, for example, the focus can be on "sustainability" or "being hip". With the rise of saturated markets and global competition, the corporate image is becoming increasingly important. Corporate image and communication are increasingly becoming competitive advantages because it is becoming more and more difficult for companies to achieve and maintain product-related competitive advantages.This course combines targeted theoretical and strategic principles with practical knowledge of the content, methods, instruments and structures of corporate communication.

Course Outcomes

On successful completion, students will be able to

- comprehend the essence of corporate identity, corporate design and corporate image, differentiate them from and relate them to one another.
- understand and explain corporate communication as a sub-discipline of corporate communications.
- distinguish corporate communication from public relations.

Contents

1. Introduction to Corporate Communication
    - 1.1 Principles and Definitions
    - 1.2 Internal vs. External Corporate Communications
    - 1.3 Image Building and Brand Development
    - 1.4 Best Practice Examples in an International Context

2. Corporate Communication and PR
    - 2.1 Corporate Communication as a Sub-discipline of Corporate Communications
    - 2.2 Differentiation from Public Relations
    - 2.3 Historical Development and Milestones

3. Corporate Philosophy as a Means of Corporate Management
    - 3.1 Corporate Soul
    - 3.2 Corporate Language
    - 3.3 Corporate Culture

4. Corporate Identity in Focus
    - 4.1 Visual Branding: Corporate Design
    - 4.2 Invisual Branding: Corporate Identity

5. Corporate Communication and Digitalization
    - 5.1 Challenges of Multi-Channel Communication
    - 5.2 Outlook: Trends and Developments in the Age of Digitalization

Literature

Compulsory Reading

Further Reading

- Barbera, K. M. (2014): The Oxford handbook of organizational climate and culture. Oxford University Press, Oxford.
- Carroll, C. E. (Ed.). (2015): The handbook of communication and corporate reputation. John Wiley & Sons, Hoboken, NJ.
- Groysberg, B. et al (2018): The leader’s guide to corporate culture. Harvard Business Review, 96(1), 44-52.
- Peltokorpi, V. (2015): Corporate language proficiency and reverse knowledge transfer in multinational corporations: Interactive effects of communication media richness and commitment to headquarters. Journal of International Management, 21(1), 49-62.
- Piekkari, R./Oxelheim, L./Randøy, T. (2015): The silent board: How language diversity may influence the work processes of corporate boards. Corporate governance: An international review, 23(1), 25-41.
- Pinho, J. C./Rodrigues, A. P./Dibb, S. (2014): The role of corporate culture, market orientation and organisational commitment in organisational performance. Journal of Management Development.
- Sanden, G. R./Lønsmann, D. (2018): Discretionary power on the front line: A bottom-up perspective on corporate language management. European Journal of International Management, 12(1-2), 111-137.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☑ Course Book
- ☐ Vodcast
- ☑ Shortcast
- ☑ Audio
- ☑ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Study Format myStudies

Study Format	**Course Type**
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Project: Corporate Communication

Course Code: DLBPRWCCPR02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	DLBPRWCCPR01_E

Course Description

The focus of this course is an own project in which the students can experience and apply the relevant methods and instruments of corporate communication. Best practice examples are used to provide practice-relevant input and are analyzed by the students. Any questions and problems that may arise during the transfer of knowledge from theory to practice can be directly discussed and solved within the project. In addition, the students create another work sample for their application folder. In their individual project, the students experience all practice-relevant phases with the aim of being able to use this content in the future and to realize and manage their own projects. In order to be able to act professionally in challenging situations, solution-oriented skills are taught in each phase of the project.

Course Outcomes

On successful completion, students will be able to

- understand the practical implementation of concepts with a focus on corporate identity and corporate design.
- understand and apply corporate identity and image building in practice.
- analyze concepts and the realization of corporate communication strategies and apply the learnings.

Contents

- The focus of this course is on holistic corporate communication. Best practice examples show how successful companies maintain and promote their corporate communications both internally and externally. The students learn about the influence of these strategies on employee motivation and personnel development on the one hand and on a successful external image on the other hand. This course is practice-oriented and repeatedly shows interfaces to, for example, marketing and other related disciplines, which underlines its interdisciplinary claim and character. On the basis of the multifaceted input, the students are supported in applying or implementing what they have learned on the basis of an example project. In doing so, they learn how important it is to think holistically and to combine all facets of corporate communication. Ultimately, the students gain direct insights into the tasks and problems in practice through this project.

Literature
Compulsory Reading
Further Reading ▪ Cornelissen, J. (2017): Corporate Communication (English). 5th edition, Sage, New York. ▪ Bittner-Fesseler, A., & Weicht, J. F. (2020). Beyond Sustainability Communication: Sustainability-integrated Corporate Communications. Journal of Strategic Innovation & Sustainability, 15(1), 93–101. https://doi-org.pxz.iubh.de:8443/10.33423/jsis.v15i1.2730. ▪ Johnston, K. & Taylor, M. (2018). The Handbook of Communication Engagement. ISBN: 978-1-119-16752-5. Wiley-Blackwell.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Portfolio

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☑ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Talent Managemet & HR Development

Module Code: DLBPGWPE_E

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

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

Module Coordinator

N.N. (Applied Employee Development) / N.N. (Seminar: Systematic Approaches to Employee Development)

Contributing Courses to Module

- Applied Employee Development (DLBPGWPE01_E)
- Seminar: Systematic Approaches to Employee Development (DLBPGWPE02_E)

Module Exam Type

Module Exam	Split Exam
	Applied Employee Development • Study Format "Distance Learning": Exam, 90 Minutes Seminar: Systematic Approaches to Employee Development • Study Format "Distance Learning": Written Assessment: Research Essay

Weight of Module

see curriculum

Module Contents

Applied Employee Development

- Definition of Employee Development
- Goals of ED
- Methods of ED
- Cycles of ED
- Possibilities of Success Control
- Important Stakeholders in ED
- Limits/Demarcation of Employee Development
- Challenges of ED in the Future

Seminar: Systematic Approaches to Employee Development

The seminar deals with selected topics of systemic approaches to employee development, whereby the topics are considered from the perspective of the employee as well as from the perspective of the personnel developer. A current list of topics can be found in the Learning Management System.

Learning Outcomes

Applied Employee Development

On successful completion, students will be able to

- describe and delimit the tasks and objectives of employee development in companies.
- assess the importance of the timely involvement of all relevant stakeholders; and to describe the procedure.
- outline the main methods of staff development and evaluate their applications.
- reflect on the classical employee development cycle and describe the different phases.
- anticipate future challenges for human resource development as well as develop ideas for dealing with these challenges.
- present approaches of effectiveness control, education controlling respectively alternative evaluation formats of ED success and to make practical suggestions for their application.

Seminar: Systematic Approaches to Employee Development

On successful completion, students will be able to

- describe the special features of systemic employee development and distinguish them from classical employee development.
- use the terminology associated with systemic employee development as well as explain their roots.
- explain the need for a holistic approach.
- present approaches to solutions and points of attack for systemic employee development within the framework of a seminar paper.
- clarify the necessary interaction of all actors concerned and to develop approaches/ideas in order to activate a balanced interaction.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Human Resources	All Bachelor Programs in the Human Resources fields

Applied Employee Development

Course Code: DLBPGWPE01_E

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

Course Description

Employee development does not serve a self-purpose. As a support function in companies, employee development pursues various goals - regardless of the size of the company, entrepreneurial, strategic and economic missions are always in the foreground. This course provides an overview of the tasks and objectives of employee development, defines the core processes and distinguishes employee development from other important corporate functions, which are also often located in the area of human resources. Various methods are presented which can be applied within the framework of the classic employee development cycle. In addition to the application of and the decision for the right method, the timely and consistent involvement of relevant stakeholders must not be forgotten under any circumstances. Turning those affected into participants also applies in employee development - the methodical and content-related surprise effect does not lead to the desired results. For this reason, the course also takes a look at "customer", "interest group" and general target group orientation. Assessing the quality of personnel development measures is not trivial and can only be evaluated either over a longer period of time or "in a roundabout way". In this course different possible evaluation approaches are presented as well as "education controlling" and forms of "effectiveness control" are presented. In conclusion the course glances into the crystal ball and deals with the challenges that personnel development will face in the future.

Course Outcomes

On successful completion, students will be able to

- describe and delimit the tasks and objectives of employee development in companies.
- assess the importance of the timely involvement of all relevant stakeholders; and to describe the procedure.
- outline the main methods of staff development and evaluate their applications.
- reflect on the classical employee development cycle and describe the different phases.
- anticipate future challenges for human resource development as well as develop ideas for dealing with these challenges.
- present approaches of effectiveness control, education controlling respectively alternative evaluation formats of ED success and to make practical suggestions for their application.

Contents

1. Goals and Tasks of Employee Development
    - 1.1 Definition and Differentiation from other HR Functions
    - 1.2 Positioning in the Company
    - 1.3 Classical Employee Development vs. Systematic Employee Development

2. Cycles of Employee Development
    - 2.1 Needs Analysis
    - 2.2 Target Definition
    - 2.3 Design of ED Measures
    - 2.4 Implementation of ED Measures
    - 2.5 Success Control
    - 2.6 Transfer Protection

3. Methodical Toolbox of Employee Development - a Selection
    - 3.1 Knowledge Transfer in the Classical Sense
    - 3.2 Coaching and (Cross-)Mentoring
    - 3.3 On-the-Job Training
    - 3.4 Project Work

4. Possibilities and Limits of Success Control
    - 4.1 Basics of Education Controlling
    - 4.2 Effectiveness Control: Evaluation of the Learning Success
    - 4.3 Education Controlling: Costs and Profitability
    - 4.4 Education Controlling: Key Figures

5. Stakeholder Management
    - 5.1 Importance of Stakeholder Management for Human Resources Development
    - 5.2 Who is Actually the Customer?
    - 5.3 Involvement of Stakeholders
    - 5.4 Target Group Orientation

6. Challenges of the Future
    - 6.1 Digitization - Lifelong Learning When and Where You Want?!
    - 6.2 Generation X, Y and Z - Corporate Interest = Individual Wishes?

Literature

Compulsory Reading

Further Reading

- Balderson, S. (1999). Strategy and training and development. In J. Wilson (Edt.), Human Resource Development, p.27-42.
- Noe, R. A., & Kodwani, A. D. (2018). Employee training and development, Vol. 8. McGraw-Hill Education.
- Wilson, J. P. (2005). Human Resource Development: Learning & Training for Individuals & Organizations: Vol. 2nd ed. Kogan Page, p3-21.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Seminar: Systematic Approaches to Employee Development

Course Code: DLBPGWPE02_E

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

Course Description

The employee, but also all other actors are seen as active components in human resource development. Companies invest a lot of money in employee development measures, but the investment does not always lead to the desired result and pays off in such a way that it helps to achieve the strategic corporate goal. The reasons for this may be different and may partly lie in the participant, the implementer or in the wrong selection of the measure. Often it is due to the fact that the entire organizational unit of employee development or at least its methods and the developed or purchased measures are not sufficiently integrated into the overall company. The goal of systemic employee development is that employees see, understand, feel, are perceived and regarded as a co-creating member of the company. In the systemic sense, employee development is not a central unit that controls "externally", but rather an integrated component of the company:rules (law of super summativity).This course fills these theoretical words with life.

Course Outcomes

On successful completion, students will be able to

- describe the special features of systemic employee development and distinguish them from classical employee development.
- use the terminology associated with systemic employee development as well as explain their roots.
- explain the need for a holistic approach.
- present approaches to solutions and points of attack for systemic employee development within the framework of a seminar paper.
- clarify the necessary interaction of all actors concerned and to develop approaches/ideas in order to activate a balanced interaction.

Contents

- The content of this course focuses on the comparison of classic employee development and systemic employee development. It is not a matter of a categorical "either-or", but of considering where and how the approaches may even complement each other. In a first step, classic employee development is examined in depth and its "starting points" in the company are examined more closely. Where does ED start? Who talks about it with whom? Who is the client, who is the contractor, who is the user/customer? What is the goal of classic ED? The next step is to get to know and understand systemic ED and to understand its roots in Gestalt/system theory. What are the underlying laws of systemic employee development? Who is involved here? Are there uninvolved units? Examples are used to operationalize the various toolboxes of systemic HRD. Within the framework of the seminar work, the students can work on selected topics of systemic employee development from the perspective of the employee as well as from the perspective of the personnel developer.

Literature

Compulsory Reading

Further Reading

- Baraldi, C., Corsi, G., & Esposito, E. (2021). Unlocking Luhmann: A Keyword Introduction to Systems Theory. Bielefeld University Press.
- Ju, B. (2019). The Roles of the Psychology, Systems and Economic Theories in Human Resource Development. European Journal of Training and Development, 43(1–2), 132–152.
- McMahon, M., & Patton, W. (2018). Systemic thinking in career development theory: contributions of the Systems Theory Framework. British Journal of Guidance & Counselling, 46(2), 229–240. https://doi-org.pxz.iubh.de:8443/10.1080/03069885.2018.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Seminar

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Research Essay

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☑ Guideline
- ☐ Live Tutorium/Course Feed
- ☐ Reader
- ☑ Slides

Innovative Technologies and Sustainability

Module Code: DLBEPWITN_E

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

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

Module Coordinator
Prof. Dr. Mirko Bendig (Circular Economy) / Prof. Dr. Lars Meinecke (Sustainable Technologies)

Contributing Courses to Module
▪ Circular Economy (DLBEPWITN01_E) ▪ Sustainable Technologies (DLBEPWITN02_E)

Module Exam Type	
Module Exam	**Split Exam** Circular Economy • Study Format "Distance Learning": Exam, 90 Minutes Sustainable Technologies • Study Format "Distance Learning": Exam, 90 Minutes
Weight of Module see curriculum	

Module Contents

Circular Economy

- Origin and Definition of the Circular Economy
- Drivers of the Circular Economy
- The "R-framework of circularity" - the 7 "Rs" and their application
- Requirements of the Circular Economy
- Transformation towards a Circular Economy
- Examples of Approaches and Business Models of the Circular Economy

Sustainable Technologies

- Energy technologies
- Water technologies
- Raw material and material technologies
- Urban technologies
- Transport technologies
- Evaluation of sustainable technologies

Learning Outcomes

Circular Economy

On successful completion, students will be able to

- understand which origins and reasons make a reshape and restructure of the current linearly organized economy towards a circular economy necessary.
- describe the most important drivers of the circular economy.
- explain important concepts and deductions of the Circular Economy and their impact on organizational forms, business models, production and technologies as well as economic activity, and to evaluate their advantages and disadvantages.
- understand and learn to shape the transformation process from a currently linearly organized economy to a circular economy.

Sustainable Technologies

On successful completion, students will be able to

- remember the definition and concepts of the term sustainability,
- understand different systems and their interactions as well as the social significance of sustainable technologies,
- remember the areas of use and possible applications of sustainable technologies,
- analyze, evaluate and compare sustainable technologies based on objective criteria.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Qualityand Sustainability Management and Natural Sciences	All Bachelor Programs in the Transport & Logistics and IT & Technology fields

Circular Economy

Course Code: DLBEPWITN01_E

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

Course Description

In contrast to the currently predominant principle of linear economy in industrial production and economy, the approach of the circular economy represents a regenerative system. Theobjective of the Circular Economy is to lower the use of resources and to reduce waste production, emissions and energy waste by slowing down, reducing and closing energy and material cycles. The course provides an overview of the origins, the framework conditions and the requirements of a Circular Economy. In addition, the students receive an insight into the economic transformation processes and adjustments in terms of production, technologies, supply chain, forms of organization and business models.

Course Outcomes

On successful completion, students will be able to

- understand which origins and reasons make a reshape and restructure of the current linearly organized economy towards a circular economy necessary.
- describe the most important drivers of the circular economy.
- explain important concepts and deductions of the Circular Economy and their impact on organizational forms, business models, production and technologies as well as economic activity, and to evaluate their advantages and disadvantages.
- understand and learn to shape the transformation process from a currently linearly organized economy to a circular economy.

Contents

1. Origin and Definition of the Circular Economy
    - 1.1 Background, history and definition
    - 1.2 Climate Crisis
    - 1.3 Waste of resources
    - 1.4 Negative externalities

2. Drivers of the Circular Economy
   - 2.1 Legal framework in Germany
   - 2.2 International framework conditions - Paris Climate Treaty, UN Sustainable Development Goals
   - 2.3 Technological and economic drivers, such as Sharing Economy
   - 2.4 Social and political drivers, such as Zero Waste Vision, coal exit

3. The "R-framework of circularity" - the 7 "Rs" and their application
   - 3.1 "Rethink"
   - 3.2 "Reduce"
   - 3.3 "Re-use" and "Repair”
   - 3.4 "Refurbish" and "Recover"
   - 3.5 "Recycle"

4. Requirements of the Recycling Economy
   - 4.1 Other forms and demands for raw materials
   - 4.2 Critical and scarce raw materials
   - 4.3 Example: Renewable Energies

5. Transformation towards a Circular Economy
   - 5.1 Substitution and design strategies
   - 5.2 Political and economic strategies
   - 5.3 Transformation of the production and supply chain
   - 5.4 Transformation of the "throwaway” culture

6. Examples for Approaches and Business Models of the Circular Economy
   - 6.1 Waste Management
   - 6.2 Energy Industry

Literature

Compulsory Reading

Further Reading

- Lacy, P./Long, J./Spindler, W. (2020): The Circular Economy Handbook: Realizing the Circular Advantage, Palgrave Macmillan, Basingstoke, UK.
- Webster, Ken (2017): The Circular Economy: A Wealth of Flows, 2nd Edition, Lightning Source, LaVergne, USA.
- Gallaud, D./Laperche, B. (2016): Circular Economy, Industrial Ecology and Short Supply Chain: Towards Sustainable Territories, Innovation, Entrepreneurship, Management: Smart Innovation Set, Band 4, John Wiley & Sons, New York, USA.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Sustainable Technologies

Course Code: DLBEPWITN02_E

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

Course Description

Sustainable technologies differ significantly from conventional technologies, which often cause ecological and social problems due to their dependence on conventional primary energy sources (fossil or nuclear) and/or their emissions. In the course, students get an overview of the areas and applications of sustainable technologies and gain insight into methods of evaluating and comparing them based on objective criteria.

Course Outcomes

On successful completion, students will be able to

- remember the definition and concepts of the term sustainability,
- understand different systems and their interactions as well as the social significance of sustainable technologies,
- remember the areas of use and possible applications of sustainable technologies,
- analyze, evaluate and compare sustainable technologies based on objective criteria.

Contents

1. Sustainable technologies: Introduction and context
    - 1.1 Characteristics of sustainable technologies
    - 1.2 Systems and interdependencies
    - 1.3 Social relevance
    - 1.4 Economic aspects of sustainable technologies
    - 1.5 Technical challenges of sustainable technologies

2. Energy Technologies
    - 2.1 Energy forms
    - 2.2 Conventional primary energy sources
    - 2.3 Regenerative primary energy sources
    - 2.4 Energy storage technology
    - 2.5 Energy conversion technologies and conversion efficiency
    - 2.6 Energy supply grids

3. Water Technologies
    - 3.1 Water treatment and conditioning
    - 3.2 Water systems

4. Raw material and material technologies
    - 4.1 Material efficiency
    - 4.2 Optimization of material functionalities
    - 4.3 Recycling

5. Urban Technologies
    - 5.1 Building technology
    - 5.2 Supply and disposal
    - 5.3 Synergy potentials in urban centers

6. Transport Technologies
    - 6.1 Sustainable transport systems
    - 6.2 Fuels
    - 6.3 Material reduction

7. Evaluation of sustainable technologies
    - 7.1 Upstream and downstream energy chains
    - 7.2 Material flow analyses
    - 7.3 Life cycles, obsolescence and recyclability, life cycle assessment
    - 7.4 Comparisons based on individual criteria
    - 7.5 Technology impact assessment

Literature

Compulsory Reading

Further Reading

- Benetto, E./ Gericke, K. (Eds.). (2018): Designing Sustainable Technologies, Products and Policies: From Science to Innovation. Springer International Publishing; Springer.
- Mino, T./ Shogo, K. (Eds.). (2020): Framing in Sustainability Science: Theoretical and Practical Approaches. Science for Sustainable Societies. Springer Singapore.
- Kamran, M./ Fazal, M. (2021). Fundamentals of Renewable Energy Systems: Technologies, design and operation. Elsevier Academic Press.
- Hüttl, R. F./ Bens, O./ Bismuth, C.,/ Hoechstetter, S. (Eds.). (2016). Water Resources Development and Management. Society - Water - Technology: A Critical Appraisal of Major Water Engineering Projects. Springer International Publishing; Springer.
- Riggs, W. (Ed.). (2020). Disruptive transport: Driverless cars, transport innovation and the sustainable city of tomorrow. Routledge.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
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☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

Augmented, Mixed and Virtual Reality

Module Code: DLBMIAMVR_E

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

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

Module Coordinator
N.N. (Augmented, Mixed and Virtual Reality) / N.N. (X-Reality Project)

Contributing Courses to Module
▪ Augmented, Mixed and Virtual Reality (DLBMIAMVR01_E) ▪ X-Reality Project (DLBMIAMVR02_E)

Module Exam Type	
Module Exam	**Split Exam** Augmented, Mixed and Virtual Reality • Study Format "Distance Learning": Exam, 90 Minutes X-Reality Project • Study Format "Distance Learning": Written Assessment: Project Report
Weight of Module see curriculum	

Module Contents

Augmented, Mixed and Virtual Reality

- Definition and Differentiation of Terms
- Fields of Application and Examples
- Aspects of Human Perception
- Augmented and Virtual Reality Output Devices
- Input Devices
- Interaction in Virtual and Augmented Realities
- Aspects of XR Application Development
- Future of XR Technologies

X-Reality Project

Development of AR-/VR-Application; Design, Implementation and Documentation; Challenges and Problems

Learning Outcomes

Augmented, Mixed and Virtual Reality

On successful completion, students will be able to

- name the characteristics and differences of augmented, mixed, and virtual reality techniques.
- describe the importance of sensual perception in AR and VR.
- explain the basic technical features of AR and VR systems.
- explain the different interaction possibilities in AR and VR applications.
- perform selected development processes for AR and VR applications.

X-Reality Project

On successful completion, students will be able to

- implement a small AR/VR application by themselves.
- experiment with the concept of AR/VR applications.
- discuss challenges and issues in AR/VR software development.
- document the concept and implementation of independently developed AR/VR applications and accumulated experience in a project report.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Computer Science & Software Development	All Bachelor Programs in the IT & Technology fields

Augmented, Mixed and Virtual Reality

Course Code: DLBMIAMVR01_E

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

Course Description

Augmented, mixed and virtual reality (AR, MR and VR) technologies are becoming increasingly important in a wide range of application areas. In this context, novel hardware devices and forms of interaction are used. In addition to the technical foundations, this course covers aspects of human perception and approaches for developing AR/VR applications. To give the students a knowledge of the field, the terms augmented, mixed, and virtual reality will be defined and differentiated and examples of their use will be demonstrated. In order to simulate the existence of a virtual world or virtual objects to users, aspects of human perception have to be used. Based on the fundamentals of human information processing, the course highlights the phenomena, problems, and solutions that have to be considered in AR and VR applications. AR and VR systems can be implemented in different ways. This course addresses different output forms, tracking methods and interaction possibilities. In addition, other techniques that are specifically relevant in the AR field will be represented. Software development in the AR and VR field may require the application of special processes. This course teaches selected approaches that are helpful in designing, prototyping, and testing AR and VR applications. The course concludes with a view at the future applications and the research potential of augmented, mixed, and virtual reality.

Course Outcomes

On successful completion, students will be able to

- name the characteristics and differences of augmented, mixed, and virtual reality techniques.
- describe the importance of sensual perception in AR and VR.
- explain the basic technical features of AR and VR systems.
- explain the different interaction possibilities in AR and VR applications.
- perform selected development processes for AR and VR applications.

Contents

1. Introduction to Augmented, Mixed and Virtual Reality
    1.1 Definition and Differentiation of Terms
    1.2 Fields of Application and Examples

2. Aspects of Human Perception
    - 2.1 Human Information Processing
    - 2.2 Visual Perception
    - 2.3 Multisensory Perception
    - 2.4 Phenomena, Problems and Solutions

3. Virtual Reality Output Devices
    - 3.1 Mounts for Smartphones
    - 3.2 Simple 3-Degrees-of-Freedom VR Glasses
    - 3.3 6-Degrees-of-Freedom-VR
    - 3.4 Multisensor Technology

4. Augmented Reality Output Devices
    - 4.1 Tracking
    - 4.2 Video See-Through vs. Optical See-Through vs. Projection
    - 4.3 General Differences between Devices

5. Input Devices
    - 5.1 Controller and Other Devices
    - 5.2 Touchpads
    - 5.3 Voice Commands
    - 5.4 Finger Tracking
    - 5.5 Eye Tracking
    - 5.6 Neurofeedback

6. Interaction in Virtual and Augmented Realities
    - 6.1 Fundamentals of Human-Computer Interaction
    - 6.2 Selection
    - 6.3 Manipulation of Objects
    - 6.4 Navigation
    - 6.5 Perceptual Variables

7. Aspects of Development
    - 7.1 Iterative Development Approaches for VR/AR Applications
    - 7.2 Design Techniques
    - 7.3 Prototyping
    - 7.4 Evaluation

8. The Future of Augmented, Mixed and Virtual Reality
    - 8.1 Outlook on Future Applications
    - 8.2 Focus Points for Future Research

Literature

Compulsory Reading

Further Reading

- Billinghurst, M./Clark, A./Lee, G.: "A Survey of Augmented Reality". In: Foundations and Trends in Human-Computer Interaction, Vol. 8, Nr. 2-3, S.73-272.
- Jerald, J. (2016): The VR Book. Human-Centered Design for Virtual Reality. ACM und Morgan & Claypool.
- Schmalstieg, D./Höllerer, T. (2016): Augmented Reality. Principles and Practice. Addison-Wesley.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☑ Course Book
☐ Vodcast
☑ Shortcast
☑ Audio
☑ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☐ Reader
☑ Slides

X-Reality Project

Course Code: DLBMIAMVR02_E

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

Course Description

The students create an application from the field of augmented or virtual reality by themselves and document its conception and implementation as well as collected experiences. The development of an AR/VR application may include special steps that are not known from classic software applications. In this context, AR- or VR-typical elements of the application should be explicitly highlighted and challenges and problems should be addressed.

Course Outcomes

On successful completion, students will be able to

- implement a small AR/VR application by themselves.
- experiment with the concept of AR/VR applications.
- discuss challenges and issues in AR/VR software development.
- document the concept and implementation of independently developed AR/VR applications and accumulated experience in a project report.

Contents

- The students work on a project from the field of augmented or virtual reality. They design and implement an AR/VR application based on a concrete task. The development of the application as well as collected experiences are documented in a project report. The project report first presents the project goal as well as the topic and context of the application. Then the requirements, the conception and the implementation of the application are described. During the documentation, AR- or VR-typical elements will be explicitly highlighted. The report concludes by highlighting the challenges and issues that arose during development.

Literature

Compulsory Reading

Further Reading

- Buttfield-Addison, P., Manning, J., Nugent, T. (2019): Unity Game Development Cookbook: Essentials for Every Game. O’Reilly.
- Linowes, J. (2015): Unity virtual reality projects. Explore the world of virtual reality by building immersive and fun VR projects using Unity 3D. Packt Publishing.
- Linowes, J./Babilinski, K. (2017): Augmented Reality for Developers. Build practical augmented reality applications with Unity, ARCore, ARKit, and Vuforia. Packt Publishing.

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☑ Guideline
☐ Live Tutorium/Course Feed
☑ Slides

DLBMIAMVR02_E

Bachelor Thesis

Module Code: DLBBT

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

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

Module Coordinator

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

Contributing Courses to Module

- Bachelor Thesis (DLBBT01)
- Colloquium (DLBBT02)

Module Exam Type

Module Exam	Split Exam
	Bachelor Thesis • Study Format "myStudies": Written Assessment: Bachelor Thesis • Study Format "Distance Learning": Written Assessment: Bachelor Thesis Colloquium • Study Format "myStudies": Presentation: Colloquium • Study Format "Distance Learning": Presentation: Colloquium

Weight of Module

see curriculum

Module Contents

Bachelor Thesis

- Bachelor's thesis
- Colloquium on the bachelor's thesis

Colloquium

Learning Outcomes

Bachelor 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.
- independently analyze selected tasks with scientific methods, critically evaluate them, and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyze existing (research) literature appropriate to the topic of their bachelor'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 using academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in their bachelor's thesis.
- demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor’s thesis).

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
All modules in the bachelor program	All bachelor programs in distance learning

Bachelor Thesis

Course Code: DLBBT01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		9	none

Course Description

The aim and purpose of the bachelor'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 bachelor's thesis can be a practical-empirical or theoretical-scientific problem. Students should prove that they can independently analyze 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 chosen by the student from their respective field of study should meet the acquired scientific competences, deepening their academic knowledge and skills in order to meet the future needs of the field.

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.
- independently analyze selected tasks with scientific methods, critically evaluate them, and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyze existing (research) literature appropriate to the topic of their bachelor's thesis.
- prepare a detailed written elaboration in compliance with scientific methods.

Contents

- The bachelor's thesis must be written on a topic that relates to the content of the respective major field of study. In the context of the bachelor'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 their ability to use the acquired knowledge theoretically and/or empirically in the form of an independent and problem-solution-oriented application.

Literature

Compulsory Reading

Further Reading

- Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press.
- Lipson, C. (2018). How to write a BA thesis. A practical guide from your first ideas to your finished paper (2nd ed.). University of Chicago Press.
- Selection of literature according to topic

Study Format myStudies

Study Format myStudies	**Course Type** Thesis

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Bachelor Thesis

Student Workload

Self Study	Presence	Tutorial	Self Test	Practical Experience	Hours Total
270 h	0 h	0 h	0 h	0 h	270 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☑ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☑ Slides

Study Format Distance Learning

Study Format Distance Learning	**Course Type** Thesis

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Bachelor Thesis

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
270 h	0 h	0 h	0 h	0 h	270 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☑ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☑ Slides

Colloquium

Course Code: DLBBT02

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		1	none

Course Description

The colloquium will take place after the submission of the bachelor’s thesis. This is done at the invitation of the experts. During the colloquium, students must prove that they have 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 as well as the answering of questions by experts.

Course Outcomes

On successful completion, students will be able to

- present a problem from their field of study using academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in their bachelor's thesis.
- demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor’s thesis).

Contents

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

Literature

Compulsory Reading

Further Reading

- Subject specific literature chosen by the student

Study Format myStudies

Study Format	**Course Type**
myStudies	Thesis Defense

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Presentation: Colloquium

Student Workload

Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
30 h	0 h	0 h	0 h	0 h	30 h

Instructional Methods

- ☐ Learning Sprints®
- ☐ Course Book
- ☐ Vodcast
- ☐ Shortcast
- ☐ Audio
- ☐ Exam Template
- ☐ Review Book
- ☐ Creative Lab
- ☐ Guideline
- ☐ Live Tutorium/Course Feed
- ☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Thesis Defense

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Presentation: Colloquium

Student Workload					
Self Study	**Presence**	**Tutorial**	**Self Test**	**Practical Experience**	**Hours Total**
30 h	0 h	0 h	0 h	0 h	30 h

Instructional Methods

☐ Learning Sprints®
☐ Course Book
☐ Vodcast
☐ Shortcast
☐ Audio
☐ Exam Template
☐ Review Book
☐ Creative Lab
☐ Guideline
☐ Live Tutorium/Course Feed
☑ Slides