

# MODULE HANDBOOK

## **Master of Science**

Master Industrial and Organizational Psychology (FS-  
OI-EU-MAIOP-60)

**60 ECTS**

**Distance Learning**

Classification: Consecutive

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2023-08-01

# 1. Semester

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# Strategic Management

Module Code: DLMBSME

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

Prof. Dr. Josephine Zhou-Brock (Strategic Management)

## Contributing Courses to Module

- Strategic Management (DLMBSME01)

## Module Exam Type

### Module Exam

Study Format: myStudies  
Exam, 90 Minutes

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

- understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling.
- apply appropriate analysis tools in order to methodically address specific business decisions in the international business environment, taking intercultural aspects into account.
- analyze the capabilities of various organizations, that operate in different fields, from a functional and resource perspective by evaluating its strengths and weaknesses.
- develop a better understanding of the wider business environment by analyzing the opportunities and threats facing their organization.
- evaluate strategies by employing appropriate controlling tools.

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

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

**Links to other Study Programs of the University**

All Master Programmes in the Business & Management field.



# Strategic Management

Course Code: DLMBSME01

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

- understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling.
- apply appropriate analysis tools in order to methodically address specific business decisions in the international business environment, taking intercultural aspects into account.
- analyze the capabilities of various organizations, that operate in different fields, from a functional and resource perspective by evaluating its strengths and weaknesses.
- develop a better understanding of the wider business environment by analyzing the opportunities and threats facing their organization.
- evaluate strategies by employing appropriate controlling tools.

## Contents

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

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

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

- Hooley, G. J., Piercy, N., Nicoulaud, B., & Rudd, J. M. (2017). *Marketing strategy and competitive positioning* (6th ed.). Harlow: Pearson Education.
- Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regnér, P. (2017). *Exploring strategy: Text and cases* (10th ed.). Harlow: Pearson Education.
- Kotler, P. T., & Keller, K. L. (2015). *Marketing management* (15th ed.). Harlow: Pearson.
- Porter, M. (2004). *Competitive strategy: Techniques for analyzing industries and competitors*. New York, NY: Free Press.
- Porter, M. (2008). *On competition* (2nd ed.). Boston: Harvard Business Review Press.

**Study Format myStudies**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

DLMBSME01

## Leadership

Module Code: DLMBLSE

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

Prof. Dr. Georg Berkel (Leadership)

### Contributing Courses to Module

- Leadership (DLMBLSE01)

### Module Exam Type

#### Module Exam

Study Format: myStudies  
Exam, 90 Minutes

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

### Learning Outcomes

#### Leadership

On successful completion, students will be able to

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

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

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

#### Links to other Study Programs of the University

All Master Programmes in the Business & Management field.



# Leadership

Course Code: DLMBLSE01

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

**Contents**

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

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

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

- Gneezy, U., & Rustichini, A. (2000). Pay enough or don't pay at all. *The Quarterly Journal of Economics*, 115(3), 791–810. (Database: EBSCO).
- Goleman, D., Boyatzis, R., & McKee, A. (2004). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press.
- Hechter, M., & Opp, K.-D. (2001). *Social norms*. New York, NY: Russell Sage Foundation.
- Herzberg, F., Mausner, B., & Bloch Synderman, B. (1993). *The motivation to work*. New Brunswick: Transaction Publishers. (Database: EBSCO).
- Kouzes, J. M., & Posner, B. Z. (1999). *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco, CA: Jossey-Bass. (Database: CIANDO).
- Maslow, A. (1954). *Motivation and personality*. New York, NY: Harper & Row.
- Norton, R. W. (1975). Measurement of ambiguity tolerance. *Journal of Personality Assessment*, 39(6), 607–619. (Database: EBSCO).
- Trilling, L. (1972). *Sincerity and authenticity*. Cambridge, MA: Harvard University Press. (Database: EBSCO).

**Study Format myStudies**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

## Psychology in Media and Communications

Module Code: DLMWPMKP\_E

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

Prof. Dr. Julia Pitters (Psychology in Media and Communications)

### Contributing Courses to Module

- Psychology in Media and Communications (DLMWPMKP01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam or Written Assessment: Written  
Assignment, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Subject Area of Communication Psychology
- Basics of Communication Psychology
- Special Concepts of Communication
- Media Psychology
- Basics of Media Psychology
- Cognitive Processing of Media Messages
- Immersion in Medial Worlds
- Special Medial Fields of Action

**Learning Outcomes****Psychology in Media and Communications**

On successful completion, students will be able to

- describe the subject area of communication and media psychology and to name its foundations.
- understand selected concepts of communication and the cognitive processing of media messages.
- classify the role of media and communication psychology in the context of industrial and organizational psychology.
- evaluate the principles of the psychological preconditions of successful and disturbed communication.
- design communication in a target and user-oriented way.
- evaluate, control and optimize communication and communication processes.
- shape and assess the psychological impact of media environments.

**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 Master Programmes in the Social Sciences fields



## Psychology in Media and Communications

Course Code: DLMWPMKP01\_E

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

### Course Description

In today's information society, media and technologies associated with it are of central importance for people's work, consumption and leisure behavior. The social significance of media is constantly increasing and the technological development, especially of computer-based media, is progressing continuously. The course takes a closer look at the influence of media on people and the resulting effects. It imparts knowledge on human media usage behavior. Information intake, media effects and the resulting behavior are considered as well as different media channels and actions preceding media use as well as the accompanying cognitions and emotions. Students will learn about models of media effectiveness and media socialization as well as how people form judgements in connection with the communication of media messages. In addition, the course deals with psychologically and socially important topics such as the connection between media and violence as well as media and emotions. Mobile communication and communication in social media play an important role as well. In order to build up a sound understanding of media psychology it is essential to deal with the field of communication itself since it is spread via media and forms its central subject area. Communication is an everyday topic and seems to be taken for granted without questioning it. Only in the case of misunderstandings and failures the question arises in which situation which communication channel is used and how communication can be improved. There is no area in which communication processes are not necessary and in which the requirements for shaping communicative processes change rapidly and continuously. Therefore, competence in this area forms the basis for successful communication. This is taught in the course. The course also looks at the various forms of interpersonal communication with the associated models and theories as well as the levels and structures on which they are based. It includes selected concepts of communication with regard to their application in the context of industrial and organizational psychology at the interface between people and companies. Studies and use cases are also taken into account.

**Course Outcomes**

On successful completion, students will be able to

- describe the subject area of communication and media psychology and to name its foundations.
- understand selected concepts of communication and the cognitive processing of media messages.
- classify the role of media and communication psychology in the context of industrial and organizational psychology.
- evaluate the principles of the psychological preconditions of successful and disturbed communication.
- design communication in a target and user-oriented way.
- evaluate, control and optimize communication and communication processes.
- shape and assess the psychological impact of media environments.

**Contents**

1. Subject Area of Communication Psychology
  - 1.1 Definition of Communication
  - 1.2 Areas of Application of Communication Psychology
  - 1.3 Communication Models
  - 1.4 Axioms of Communication
2. Basics of Communication Psychology
  - 2.1 Levels of Communication
  - 2.2 Perceptual Channels and Representational Systems
  - 2.3 Well-formulated and Brain-friendly Goals
  - 2.4 Metamodel of language
3. Special Concepts of Communication
  - 3.1 Non-violent Communication
  - 3.2 Transactional Analysis
  - 3.3 The message Square - Four Sides of a Message (Schulz von Thun)
  - 3.4 Limbic Model
4. Media Psychology
  - 4.1 Subject Area of Media Psychology
  - 4.2 Role of Communication in the Media
  - 4.3 Psychology of Media Communication

5. Basics of Media Psychology
  - 5.1 Media Use and Media Reception
  - 5.2 Media Channels and Media Choice
  - 5.3 Media Impact
  - 5.4 Media Socialization
6. Cognitive Processing of Media Messages
  - 6.1 Attention Processes and Cognitive Processes of Information Intake
  - 6.2 Information Processing
  - 6.3 Social Cognition and Judgment
  - 6.4 Cognitive Effect of Media
7. Immersion in Medial Worlds
  - 7.1 Psychological Effect of Computer Games
  - 7.2 Psychological Effect of Virtual Worlds
  - 7.3 Psychological Effect of Mobile Communication
  - 7.4 Psychological effect of Social Media
8. Special Medial Fields of Action
  - 8.1 Media and Emotions
  - 8.2 Media and Violence/Aggression
  - 8.3 Media and Prosocial Behavior
  - 8.4 Media and Pornography

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

- Covey, C. & Manson, D. (2019). Communication Psychology. Independently Published.
- Sundar, S. (2015). The Handbook of the Psychology of Communication Technology, John Wiley and Sons.
- Stever, G., Giles, D., Cohen, D. & Myers, M. (2022). Understanding Media Psychology, Routledge.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b> 100 h	<b>Contact Hours</b> 0 h	<b>Tutorial</b> 25 h	<b>Self Test</b> 25 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 150 h

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

## Interview and Communication Techniques

Module Code: DLMWPGUK\_E

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

Prof. Dr. Heike Schiebeck (Interview and Communication Techniques)

### Contributing Courses to Module

- Interview and Communication Techniques (DLMWPGUK01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Oral Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Forms of Communication
- Means of Communication Techniques of Communication
- Communication with Specific Groups Conversation Management
- Means in Conversation
- Dealing with Difficult Conversation Situations

### Learning Outcomes

#### Interview and Communication Techniques

On successful completion, students will be able to

- place the importance of the areas of communication techniques and interviewing in the overall context of business psychology,
- identify goals and forms of communication and interviewing in the context of business psychology,
- use and apply means, methods and instruments of communication and conversation in the context of business psychology,
- identify and understand purposeful communication and conversation management techniques against the backdrop of difficult and deadlocked situations,
- explain and develop appropriate measures of communication and conversation,
- discuss and uncover problems of communication and conversation and suggest alternative approaches.

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

This module is similar to other modules in the field of Social Work

#### Links to other Study Programs of the University

All Master Programs in the Social Sciences field

## Interview and Communication Techniques

Course Code: DLMWPGUK01\_E

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

### Course Description

Good communication skills are the key to professional success. To achieve professional goals, you have to be convincing in conversations. Only those who really understand their conversation partners and are also understood by them, will achieve a good result more quickly. To achieve this, it is essential to be prepared, especially for difficult conversations, and to have a toolbox of different conversation techniques at your disposal, so that can be used in a targeted manner to make constructive communication possible. In addition to certain means of communication, this also requires special techniques and methods. Knowledge and understanding of the psychological and human aspects of the use of communication techniques and the conduct of discussions are an important basis for the success of discussions in the context of business psychology. The course also addresses difficult and critical discussion situations as well as communication with specific target groups. Students learn about different communication styles, communication techniques as well as the phases of conducting discussions in order to specifically prepare for and conduct discussions with other team members as well as external partners. You will learn how to better adapt to your conversation partners and act accordingly in order to achieve good results for both sides.

### Course Outcomes

On successful completion, students will be able to

- place the importance of the areas of communication techniques and interviewing in the overall context of business psychology,
- identify goals and forms of communication and interviewing in the context of business psychology,
- use and apply means, methods and instruments of communication and conversation in the context of business psychology,
- identify and understand purposeful communication and conversation management techniques against the backdrop of difficult and deadlocked situations,
- explain and develop appropriate measures of communication and conversation,
- discuss and uncover problems of communication and conversation and suggest alternative approaches.

**Contents**

1. Forms of Communication
  - 1.1 Mutual Influence through Communication
  - 1.2 Verbal Communication
  - 1.3 Paraverbal Communication
  - 1.4 Nonverbal Communication
  - 1.5 Extraverbal Communication
  - 1.6 Intrapersonal vs. Interpersonal Communication
2. Means of Communication
  - 2.1 Communication Styles
  - 2.2 Rhetoric
  - 2.3 Special Forms of Communication: Rapport, Pacing and Calibration
  - 2.4 Presuppositions and Submodalities
3. Communication Techniques
  - 3.1 You vs. Me Messages
  - 3.2 Paraphrase
  - 3.3 Questioning Techniques and Methods
  - 3.4 Reframing
  - 3.5 Chunking as a Questioning Technique
  - 3.6 Change of Perspective
4. Communication with Specific Groups
  - 4.1 Communication in the Organization
  - 4.2 Communication with Colleagues, Team Members and Superiors
  - 4.3 Communication with Customers
  - 4.4 Communication with Service Providers
  - 4.5 Communication with the Public
  - 4.6 Communication with Journalists
5. Conversation Management
  - 5.1 Factual and Relationship Level
  - 5.2 Conversation Goals and Position
  - 5.3 Argumentation Strategy
  - 5.4 Conversation Planning and Structuring
  - 5.5 Conversation Setup and Control
  - 5.6 Conversation Analysis



6. Special Features of the Conversation
  - 6.1 Shaping the Relationship Level
  - 6.2 Conversation Traps and Conversation Disorders
  - 6.3 Recognize and Master Critical Conversation Situations
  - 6.4 Feedback Rules
7. Dealing with Difficult Conversation Situations
  - 7.1 Acting in Deadlocked Situations
  - 7.2 Dealing with Resistance
  - 7.3 Personal Aspects in Conversations

## Literature

### Compulsory Reading

### Further Reading

- Burgoon, J. K./ Baccus, A. E. (2003): Nonverbal communication skills. In: J. O. Greene / B. R. Burleson (Eds.): Handbook of communication and social interaction skills (p. 179–219). Lawrence Erlbaum Associates Publishers.
- Dobkin, B. A. / Pace, R. C. (2003): Communication in a changing world. McGraw-Hill, New York.
- Jacobson, S. K. (2009): Communication Skills for Conservation Professionals. 2nd ed., Island Press, Washington.
- Patterson, K./ Grenny, J./ McMillan, R. / Switzler, A. (2011): Crucial Conversations Tools for Talking When Stakes Are High. Second Edition Paperback, McGraw-Hill, New York.
- Tuhovsky, I. / Streu, R. (2020): Effective Communication Skills Mastery Bible, Independently Published.
- Young, A. M. (2014): Prophets, Gurus, and Pundits - Rhetorical Styles and Public Engagement. Southern Illinois University Press, Carbondale.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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

## Coaching and Consulting

Module Code: DLMWPCUB\_E

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

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

### Module Coordinator

Prof. Dr. Heike Schiebeck (Coaching and Consulting )

### Contributing Courses to Module

- Coaching and Consulting (DLMWPCUB01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Consulting as a System
- Consulting Process
- Assessment Procedures in the Context of Counselling
- Selected Consulting Methods for Specific Situations
- Coaching
- Coaching Process
- Business Coaching
- Systemic Coaching
- Personality Oriented Coaching

**Learning Outcomes****Coaching and Consulting**

On successful completion, students will be able to

- consider the topics "coaching" and "consulting" differentiated from each other.
- explain the relevance of consulting and coaching in an economic context.
- weigh up the extent to which the method of consulting or coaching should be used depending on the occasion.
- distinguish different coaching approaches from each other.
- apply the acquired knowledge and methodological skills based on different questions.
- apply selected consulting and coaching methods in practice.

**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 Master Programmes in the Social Sciences fields

# Coaching and Consulting

Course Code: DLMWPCUB01\_E

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

## Course Description

The aim of the course is for students to understand "consulting" and "coaching" as two separate services and to understand the different settings and approaches. They will learn about the different roles of a consultant and a coach and be able to implement the respective processes in practice in a structured manner. The course offers the opportunity to look at the two approaches in a differentiated way and to distinguish the respective process phases from each other. Particularly in the context of coaching, students are enabled to distinguish between different forms of coaching. The students will be taught when which coaching method is used with which instruments. Based on selected questions and small practical sequences, individual interventions will be applied and discussed. Reference is made to current topics in the fields of "coaching" and "consulting"; these are explained in depth.

## Course Outcomes

On successful completion, students will be able to

- consider the topics "coaching" and "consulting" differentiated from each other.
- explain the relevance of consulting and coaching in an economic context.
- weigh up the extent to which the method of consulting or coaching should be used depending on the occasion.
- distinguish different coaching approaches from each other.
- apply the acquired knowledge and methodological skills based on different questions.
- apply selected consulting and coaching methods in practice.

## Contents

1. Consulting as a System
  - 1.1 Tasks and Consulting Areas of Management Consultancies
  - 1.2 Advantages and Benefits of Management Consulting
  - 1.3 Role of the Management Consultancy and the Management Consultant
  - 1.4 Expert Consulting versus Process Consulting
  - 1.5 System Boundary between Consultant and Client
  - 1.6 Performance and Technologies of Management Consultancies

2. Consulting Process
  - 2.1 Contractual Issues and Order Clarification
  - 2.2 Analysis
  - 2.3 Conception
  - 2.4 Implementation
  - 2.5 Evaluation
  - 2.6 Completion of the Consultation Process
  - 2.7 Special Feature: Emotional Intelligence in the Consulting Process
3. Diagnostic Methods in the Context of Counselling
  - 3.1 Construct Interview in General
  - 3.2 Observation
  - 3.3 Key figures
  - 3.4 From the Diagnosis to the (Consulting) Concept
4. Selected Consulting Methods for Specific Situations
  - 4.1 Stakeholder Analysis and Target Definition
  - 4.2 Idea Generation
  - 4.3 Information Gathering
  - 4.4 Enterprise Modelling
  - 4.5 Situation Assessment and Decision
5. Coaching
  - 5.1 Demarcation: Consulting - Coaching - Therapy
  - 5.2 Role of the Coach
  - 5.3 Occasions and Topics for Coaching
  - 5.4 Effect of Coaching
  - 5.5 Advantages and Benefits of Coaching
6. Coaching Process
  - 6.1 Orientation and Order Clarification
  - 6.2 Diagnosis, Objectives and Intervention Planning
  - 6.3 Solution and Transfer
  - 6.4 Evaluation

7. Business Coaching
  - 7.1 Definition and Differentiation: Business Coaching - Systemic Coaching - Personality-Oriented Coaching
  - 7.2 Qualities and Skills of a Coach
  - 7.3 Process Design and Procedure Business Coaching
  - 7.4 Methods and Selected Instruments
8. Systemic Coaching
  - 8.1 Peculiarities and Characteristics of Systemic Questioning
  - 8.2 Process Design and Procedure of Systemic Coaching
  - 8.3 Methods and Selected Instruments
9. Personality Oriented Coaching
  - 9.1 Specifics and Characteristics - Working with the Inner World of the Client
  - 9.2 Process Design and Procedure of Personality-Oriented Coaching
  - 9.3 Selected Methods and Instruments

### Literature

#### Compulsory Reading

#### Further Reading

- Hawkins, P. & Turner, E. (2019). Systemic Coaching - Delivering Value Beyond the Individual. Taylor & Francis.
- Kubr, M. (2002). Management Consulting - A Guide to the Profession (4. Edition). International Labour Office.
- Schwartz, R. C. & Sweezy, M. (2019). Internal Family Systems Therapy, (2nd Edition). The Guilford Press.
- Shaw, P. J. A. & Linnecar, R. (2010). Business Coaching - Achieving Practical Results Through Effective Engagement. Capstone.
- Whittington, J. (2012). Systemic Coaching and Constellations - An Introduction to the Principles, Practices and Applications. Kogan Page.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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



## Seminar on Current Topics in Industrial and Organizational Psychology

Module Code: DLMWPATWP\_E

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

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

### Module Coordinator

Prof. Dr. Heike Schiebeck (Seminar on Current Topics in Industrial and Organizational Psychology)

### Contributing Courses to Module

- Seminar on Current Topics in Industrial and Organizational Psychology (DLMWPATWP01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

This course imparts knowledge about the current challenges of the organizational orientation or reorientation of economically oriented companies. The course focuses on essential topics regarding the entire life cycle of an employee in the organization. In addition, the methods of cooperation between people in an operational context form another important pillar of the course. It includes case studies that show how different companies have answered industrial and organizational psychology questions for themselves.

**Learning Outcomes****Seminar on Current Topics in Industrial and Organizational Psychology**

On successful completion, students will be able to

- identify specific selected topics in industrial and organizational psychology.
- apply the concepts covered in industrial and organizational psychology courses.
- explain the significance of industrial and organizational psychology for the changes currently taking place at the interface between people and companies by means of examples.
- discuss the organizational challenges faced by companies and the resulting tasks for industrial and organizational psychology.
- transfer theoretically acquired knowledge to real case studies.
- implement the theories into the practice of industrial and organizational psychology.
- scientifically explore and work on a selected topic.
- critically examine and discuss current topics and problems in industrial and organizational psychology.
- develop their own problem-solving processes and to work out possible solutions to the challenges and problems of industrial and organizational psychology independently with the help of appropriate concepts and to apply the corresponding instruments of industrial and organizational psychology.

**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 Master Programs in the Social Sciences field

## Seminar on Current Topics in Industrial and Organizational Psychology

Course Code: DLMWPATWP01\_E

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

### Course Description

The course deals with the central topics and fields of action in industrial and organizational psychology that contribute to actively shaping the changes organizations are facing at the interface between people and companies. The focus is on selected focal points that have a special significance in connection with the digital transformation. These topics are explained, elucidated and discussed. The students learn to independently analyze selected topics and case studies and to link them to already known concepts, as well as to critically question and discuss them. They acquire the competence to identify the essential, especially new fields of action in industrial and organizational psychology. They are able to successfully deal with new types of questions in the areas of personnel, work and organization using appropriate concepts, methods and instruments. This enables students to act proactively as competent contacts for CEOs and managing directors in these subject areas and to act on their own responsibility. Examples of content may include Corporate Entrepreneurship, Intergenerational Collaboration, Ambidexterity and Deliberately Developmental Organization. Likewise, measures to promote and develop agility can also be discussed.

**Course Outcomes**

On successful completion, students will be able to

- identify specific selected topics in industrial and organizational psychology.
- apply the concepts covered in industrial and organizational psychology courses.
- explain the significance of industrial and organizational psychology for the changes currently taking place at the interface between people and companies by means of examples.
- discuss the organizational challenges faced by companies and the resulting tasks for industrial and organizational psychology.
- transfer theoretically acquired knowledge to real case studies.
- implement the theories into the practice of industrial and organizational psychology.
- scientifically explore and work on a selected topic.
- critically examine and discuss current topics and problems in industrial and organizational psychology.
- develop their own problem-solving processes and to work out possible solutions to the challenges and problems of industrial and organizational psychology independently with the help of appropriate concepts and to apply the corresponding instruments of industrial and organizational psychology.

**Contents**

- Today more than ever, companies are forced to answer complex new questions and offer innovative new solutions. To do so, they need employees with a broad portfolio of competencies. This requires a changed and different approach to tasks and thus has a direct impact on the organization, the culture and the employees. To successfully meet these challenges, new ways and methods of working must be developed and applied. This in turn requires other forms of information exchange, which in turn necessitates of new working spaces in which these methods and the associated exchange of information can be implemented.

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

- Miller, R., Casey, M.-I. & Konchar, M. (2014). *Change Your Space, Change Your Culture. How Engaging Workspaces Lead to Transformation and Growth*. John Wiley & Sons, New Jersey.
- Bockelbrink, B./Priest, J. & David, I. (2021). *Sociocracy 3.0 – A Practical Guide*. URL: [https://sociocracy30.org/\\_res/practical-guide/S3-practical-guide.pdf](https://sociocracy30.org/_res/practical-guide/S3-practical-guide.pdf).
- Deaton, A. V. (2018). *VUCA Tools for a VUCA World Developing Leaders and Teams for Sustainable Results*. DaVinci Resources, Snowmass.
- Levy, P. (2016). *Industrial/Organizational Psychology - Understanding the Workplace*. Worth Publishers, New York.
- Mack, O, Khare, A. Burgartz, T. & Krämer, A. (2015). *Managing in a VUCA World*. Springer International Publishing, Heidelberg, New York.
- Viswesvaran, O., Sinangil, H. K., Anderson, N. & Ones, D. S. (2015). *The SAGE Handbook of Industrial, Work & Organizational Psychology (2nd ed.)*. SAGE Publications, London.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Contact Hours</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 150 h

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







## 2. Semester

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## Customer Journey

Module Code: DLMWPWCJ\_E

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

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

### Module Coordinator

Caterina Fox (Applied Marketing Research) / Prof. Dr. Adrienne Steffen (Seminar: User Experience and Customer Journey )

### Contributing Courses to Module

- Applied Marketing Research (DLMBCBR02)
- Seminar: User Experience and Customer Journey (DLMWPWCJ01\_E)

### Module Exam Type

Module Exam	Split Exam
	<p><u>Applied Marketing Research</u></p> <ul style="list-style-type: none"> <li>• Study Format "myStudies": Exam, 90 Minutes</li> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul> <p><u>Seminar: User Experience and Customer Journey</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Written Assessment: Research Essay</li> </ul>

### Weight of Module

see curriculum

**Module Contents****Applied Marketing Research**

- The Role of Marketing Research in Managerial Decision-Making
- Problem Definition and the Marketing Research Process
- Secondary Data and Qualitative Research
- Survey Research and the Concept of Measurement
- Observational Research
- Sampling Issues, Data Processing, and Fundamental Data Analysis
- Communicating the Research Results

**Seminar: User Experience and Customer Journey**

The seminar provides students with knowledge about the topics of the customer journey (CX) and the user experience (UX). It shows the embedding and relevance of the topics in the product and service offering of companies. It highlights the role, importance and work of industrial and organizational psychologists in the above areas. It incorporates key themes along the 'customer journey' online, associated touchpoints and experiences. It considers a wide range of use cases. This module gives students a broad insight across the application areas of CX and UX. An up-to-date list of topics can be found in the Learning Management System.

### Learning Outcomes

#### Applied Marketing Research

On successful completion, students will be able to

- recognize and promote the importance of marketing research methodologies in supporting key marketing management decisions.
- identify some of the challenges of marketing research in an international environment.
- identify appropriate analysis tools for a given marketing related problem on a strategic and operational level.
- identify errors made in the research process.
- outline the stages of the marketing research process.
- identify ethical problems in a marketing research situation and propose an ethically sound approach.
- propose a research design to study a particular research question.
- compare and contrast different research methods.
- recommend good practice for a variety of research techniques.
- design questionnaires with sound measurement properties.
- interpret results of advanced marketing research efforts.
- transfer the gained insights into their future international work environment.

#### Seminar: User Experience and Customer Journey

On successful completion, students will be able to

- name selected current topics on the Customer Journey (CX) and User Experience (UX).
- apply the concepts covered in the Consumer Behavior and Customer Loyalty courses.
- explain the importance of the customer journey and the user experience for the success of a product or service on the market using examples.
- apply the learned theories and knowledge to case studies and to the practice of a customer journey.
- scientifically explore and work on a selected topic in this field.
- critically question and discuss current challenges and problems of the customer journey and user experience.
- develop own problem-solving processes and possible solutions as well as independently develop approaches to issues and problems related to the "customer journey through the enterprise" based on known concepts, applying customer loyalty tools and knowledge of consumer behavior.

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

This module is similar to other modules in the fields of Marketing & Sales

#### Links to other Study Programs of the University

All Master Programs in the Marketing & Communication fields

## Applied Marketing Research

Course Code: DLMBCBR02

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

### Course Description

In a global economy characterized by greater competition, companies operating internationally need comprehensive market-driven strategies in order to survive in the market place. The course allows students to explore marketing research, the information-gathering arm of marketing practice. The topic is viewed primarily from the perspective of a consumer of marketing research, i.e. a busy manager who needs information to guide decision making. Given their role in decision-making regarding marketing and sourcing marketing research, it is helpful for managers to understand how producers of research approach the process. This background will help you as a manager to become a better-informed consumer of research who is able to participate in research design, evaluate the quality of marketing information that crosses your desk, and conduct marketing research projects yourself when appropriate.

### Course Outcomes

On successful completion, students will be able to

- recognize and promote the importance of marketing research methodologies in supporting key marketing management decisions.
- identify some of the challenges of marketing research in an international environment.
- identify appropriate analysis tools for a given marketing related problem on a strategic and operational level.
- identify errors made in the research process.
- outline the stages of the marketing research process.
- identify ethical problems in a marketing research situation and propose an ethically sound approach.
- propose a research design to study a particular research question.
- compare and contrast different research methods.
- recommend good practice for a variety of research techniques.
- design questionnaires with sound measurement properties.
- interpret results of advanced marketing research efforts.
- transfer the gained insights into their future international work environment.

**Contents**

1. The Role of Marketing Research in Managerial Decision-Making
  - 1.1 The Importance of Marketing Research in Decision-Making
  - 1.2 The Institutions Involved in Marketing Research
  - 1.3 Common Challenges in Conducting Marketing Research
2. Problem Definition and the Marketing Research Process
  - 2.1 From Problem Recognition to Research Objectives: Step One
  - 2.2 From Research Design to Follow-Up: Steps Two to Six
  - 2.3 Forward and Backward Linkages in the Marketing Research Process
3. Secondary Data and Qualitative Research
  - 3.1 Advantages and Limitations of Secondary Data
  - 3.2 Definition and Types of Qualitative Research
  - 3.3 Limitations of Qualitative Research
4. Survey Research and the Concept of Measurement
  - 4.1 Survey Errors and Their Impact on Research Outcomes
  - 4.2 Measurement Scales
  - 4.3 Questionnaire Design
5. Observational Research
  - 5.1 Observational Research Defined
  - 5.2 Approaches to Observational Research
  - 5.3 Advantages and Limitations of Observational Research
6. Sampling Issues, Data Processing, and Fundamental Data Analysis
  - 6.1 Sampling Methods and Types of Samples
  - 6.2 Data Processing Issues
  - 6.3 Fundamental Data Analysis
7. Communicating the Research Results
  - 7.1 The Major Steps in Communicating the Results
  - 7.2 Organization of the Research Report
  - 7.3 The Marketing Research Presentation

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

- Aaker, D. A., Kumar, V., Leone, R., & Day, G. S. (2012). *Marketing Research* (11th ed.). Hoboken, NJ: John Wiley & Sons.
- Grover, R., & Vriens, M. (2006). *The Handbook of Marketing Research: Uses, Misuses, and Future Advances*. Thousand Oaks, CA: Sage Publications.
- Iacobucci, D., & Churchill, G. A. (2015). *Marketing Research: Methodological Foundations* (11th ed.). Mason, OH: South-Western Thomson Learning.
- Malhotra, N. K., Birks, D. F., & Wills, P. A. (2012). *Marketing Research: An Applied Approach* (4th ed.). Harlow: Pearson.



**Study Format myStudies**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

## Seminar: User Experience and Customer Journey

Course Code: DLMWPWCJ01\_E

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

### Course Description

The course "Customer Journey and User Experience" deals with the central topics in connection with the "customer journey" through the Internet and the associated contact points as well as the experiences before and after the purchase of a product/service. The focus is on the collection and evaluation of user-relevant data and the resulting recommendations for product development, marketing and sales. Industrial and organizational psychologists are here service providers for a deeper understanding of the customer and a resulting orientation of the company's offerings from the customer's point of view. The course deals with specific topics of the customer journey and the user experience. It highlights the approach to this topic and the implementation of essential measures in this context. The students learn to independently analyze selected topics and case studies and to link them to already known concepts, as well as to critically question and discuss them and to develop new approaches.

### Course Outcomes

On successful completion, students will be able to

- name selected current topics on the Customer Journey (CX) and User Experience (UX).
- apply the concepts covered in the Consumer Behavior and Customer Loyalty courses.
- explain the importance of the customer journey and the user experience for the success of a product or service on the market using examples.
- apply the learned theories and knowledge to case studies and to the practice of a customer journey.
- scientifically explore and work on a selected topic in this field.
- critically question and discuss current challenges and problems of the customer journey and user experience.
- develop own problem-solving processes and possible solutions as well as independently develop approaches to issues and problems related to the "customer journey through the enterprise" based on known concepts, applying customer loyalty tools and knowledge of consumer behavior.

### Contents

- The course provides students with key knowledge regarding the "customer journey" before making a purchase decision on the Internet. The consumer usually does not decide to buy immediately after he has heard about a product for the first time. In most cases, he or she comes into contact with a product or brand several times before deciding on an action.

These points of contact are called "touchpoints". In order to persuade the customer to buy a product or service, it is therefore important to find out how a customer's "Customer Journey (CX)" proceeds and what experience (User Experience/UX) they have in the process. In addition, it is also very important for a company to ensure that the customer has an as positive experience as possible while using the product. The goal here is to retain the customer (repurchase/additional sales/extension) and to increase the net promoter score (NPS) or recommendation rate.

The course also includes psychological aspects from the areas of perception, information processing, cognition, motivation to use and emotion when using the product/service. Within the framework of the "Go to Market", business psychologists provide essential information for the product development and the management with the help of special methods, examinations and surveys in order to win the (potential) customer for the product and to provide him with a positive user experience.

A deep understanding of the entire CX (incl. direct and indirect contact points) and UX is conveyed. This is an important prerequisite for a customer-oriented marketing and sales orientation as well as an associated cultural change in the company since the focus of action in the company must be on the perspective of the customer. This involves the recording of customer-relevant contact points, customer satisfaction using customer journey mapping (CJM), measuring behavior and determining customer expectations in e-commerce. The course gives students a broad insight into the application fields of CX and UX. The students learn to independently analyze selected topics and case studies and to link them to already known concepts, to critically question and discuss them and to develop new approaches.

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

- Adlin, T. & Pruitt, J. (2010). *The Persona Lifecycle. Keeping People in Mind Throughout Product Design*. Elsevier Science, Amsterdam.
- Baxter, K, Courage, C. & Caine, K. (2015). *Understanding Your Users. A Practical Guide to User Research Methods (2nd edition)*. Morgan Kaufmann, Burlington/Massachusetts.
- Chisnell, D., Rubin, J. (2011). *Handbook of Usability Testing*. John Wiley & Sons.
- 50Minutes.com (2015). *Gestalt Psychology for Marketing and Leadership. Influence customer perceptions and make your advertising more memorable*. 50minutes.com, Bruxelles.
- Goodman, E., Kuniavsky, M. & Moed, A. (2012). *Observing the User Experience. A Practitioner's Guide to User Research (2. Edition)*. Morgan Kaufmann, Burlington/Massachusetts.
- Lemon, K. N., & Verhoef, P. C. (2016). *Understanding Customer Experience Throughout the Customer Journey*. *Journal of Marketing*, 80(6), 69-69-96. <https://doi.org/10.1509/jm.15.0420>
- Pennington, A. (2016). *The Customer Experience Book. How to Design, Measure and Improve Customer Experience in Your Business*. Pearson, Edinburg.
- Siebert, A., Gopaldas, A., Lindridge, A., & Simões, C. (2020). *Customer Experience Journeys: Loyalty Loops Versus Involvement Spirals*. *Journal of Marketing*, 84(4), 45-45-66. <https://doi.org/10.1177/0022242920920262>
- Stickdorn, M./Hormess, M./Lawrence, A./ Schneider, J. (2018). *This is Service Design Doing*. O'Reilly, Sebastopol.
- Turner, P. (2017). *A Psychology of User Experience. Involvement, Affect and Aesthetics*. Springer.
- Wiedenhofer, L. (2021). *Digital Customer Experience Engineering: Strategies for Creating Effective Digital Experiences*.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Contact Hours</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 150 h

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

## New Work

Module Code: DLMWPWNW\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 10	<b>Student Workload</b> 300 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Prof. Dr. Heike Schiebeck (New Work) / Prof. Dr. Heike Schiebeck (Seminar: New Work)

### Contributing Courses to Module

- New Work (DLMWPWNW01\_E)
- Seminar: New Work (DLMWPWNW02\_E)

### Module Exam Type

#### Module Exam

#### Split Exam

##### New Work

- Study Format "Distance Learning": Oral Assignment

##### Seminar: New Work

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

### Weight of Module

see curriculum

**Module Contents****New Work**

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

**Seminar: New Work**

The course provides students with important background knowledge for the necessity of the new way of working in companies and organizations. It provides knowledge about the possibilities of the new way of working and the methods that go with it. It includes special important topics such as new ways of recruiting employees, their retention and their empowerment. As a special additional point, it addresses the issue of work environments depending on the tasks to be accomplished in each case. A wide range of use cases are included. This gives the students a broad insight to the application fields of "New Work". A current list of topics can be found in the Learning Management System.



### Learning Outcomes

#### New Work

On successful completion, students will be able to

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

#### Seminar: New Work

On successful completion, students will be able to

- name selected topics of the "New Work".
- apply concepts covered in the New Work course.
- show the effects of a changed world of work.
- explain the requirements of an operationally reoriented working environment.
- demonstrate the influence and effects of "New Work" through the current development with the help of examples.
- transfer theoretically acquired knowledge to real case studies.
- transfer learned methods and new forms of working together into entrepreneurial practice.
- scientifically explore and work on a selected topic.
- critically question and discuss current problems of the introduction and sustainable anchoring of "New Work".
- develop own problem-solving processes and find possible solutions to the challenges of "New Work" with the help of the concepts taught and to apply the methods of "New Work" in doing so.

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

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

#### Links to other Study Programs of the University

All Master Programs in the Human Resources field

## New Work

Course Code: DLMWPWNW01\_E

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

### Course Description

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

### Course Outcomes

On successful completion, students will be able to

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

**Contents**

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

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

## Literature

### Compulsory Reading

#### Further Reading

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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

## Seminar: New Work

Course Code: DLMWPWNW02\_E

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

### Course Description

The course deals with the central issues of redesigning the nature of corporate and organizational collaboration. It addresses the need for the required changes as well as the new forms of collaboration, attracting, retaining and motivating employees. In addition, students explore new ways of working and the design of work environments for different ways of working. The course explores specific issues of "New Work". It sheds light on the approach to introducing the concept. The course is complemented by additional articles and case studies of medium-sized and large companies that have already successfully introduced new ways of working. This course also raises awareness of the "do's and don'ts" regarding the successful introduction. Students learn to independently analyze selected topics and case studies and to link them to already known concepts, as well as to critically question and discuss them.

### Course Outcomes

On successful completion, students will be able to

- name selected topics of the "New Work".
- apply concepts covered in the New Work course.
- show the effects of a changed world of work.
- explain the requirements of an operationally reoriented working environment.
- demonstrate the influence and effects of "New Work" through the current development with the help of examples.
- transfer theoretically acquired knowledge to real case studies.
- transfer learned methods and new forms of working together into entrepreneurial practice.
- scientifically explore and work on a selected topic.
- critically question and discuss current problems of the introduction and sustainable anchoring of "New Work".
- develop own problem-solving processes and find possible solutions to the challenges of "New Work" with the help of the concepts taught and to apply the methods of "New Work" in doing so.

### Contents

- In a new business world, the principles of "command and obedience" of employees are just as obsolete as rigid hierarchies, single offices and fixed working hours and forms. Currently, new forms of work organization, collaboration, corporate culture and workplace architecture are emerging as a result of the digitalization of entire industries and sectors driven by the

start-up economy. In addition, more and more people are asking about the meaning of their work and living time; they want all actors in companies and organizations to cooperate on an equal footing. The course deals with current and future significant aspects of "New Work" with regard to new forms of work organization and working methods.

## Literature

### Compulsory Reading

### Further Reading

- Hurst, A. (2016): The Purpose Economy. Elevate Publishing, Boise.
- Gee, J. (2018). The New Work Order, Taylor & Francis, New York.
- Helmold, M. (2021). New Work, Transformational and Virtual Leadership - Lessons from COVID-19 and Other Crises, Springer International Publishing, Cham.
- Hurst, A. (2016). The Purpose Economy. Elevate Publishing, Boise.
- Laloux, F. (2014). Reinventing Organizations, Nelson Parker, Brussels.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Contact Hours</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 150 h

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



## Corporate Organizational Development

Module Code: DLMWPWUOE\_E

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

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

### Module Coordinator

Prof. Dr. Margit Sarstedt (Applied Project Management) / Prof. Dr. Margit Sarstedt (Project: Corporate Organizational Development)

### Contributing Courses to Module

- Applied Project Management (DLMPRAPM01\_E)
- Project: Corporate Organizational Development (DLMWPWUOE01\_E)

### Module Exam Type

Module Exam	Split Exam
	<p><u>Applied Project Management</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Oral Assignment</li> </ul> <p><u>Project: Corporate Organizational Development</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Written Assessment: Project Report</li> </ul>

### Weight of Module

see curriculum

**Module Contents****Applied Project Management**

- Applied Project Management
- The Project Management Landscape
- The Project Context
- Standardized Approaches to Project Management
- Agile Approaches to Project/Process Management
- Variations of Standardized and Agile Methods
- Tools for Project Managers

**Project: Corporate Organizational Development**

The course provides students with knowledge of the entire range of possible applications of company-oriented organizational development. It shows methods and instruments used in organizational development for different areas and different operational issues. It includes a wide range of application cases. This gives students a broad insight into the fields of application of organizational development.

**Learning Outcomes****Applied Project Management**

On successful completion, students will be able to

- understand and explain the role of project management within organizations.
- give an overview over the project management institutions worldwide.
- explain the different approaches of the most important standardized and agile project management methods.
- critically discuss the advantages and restrictions of each of these methods.
- know and apply the variety of helpful tools supporting a project manager's work.
- select the appropriate project management method for any given situation.

**Project: Corporate Organizational Development**

On successful completion, students will be able to

- show the range of possible applications of organizational development.
- set up and apply concepts for the design and development of organizations.
- select and apply methods and instruments based on the background of the respective task.
- design organizational development based on a socially responsible and society-oriented attitude.
- identify relevant and selected fields of application of organizational development.
- transfer theoretically acquired knowledge to real projects.
- critically question and discuss today's problems of organizational development.
- develop their own problem-solving processes and to independently work out possible approaches and solutions to questions of development and design of organizations, and to apply the instruments of organizational development.

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

This module is similar to other modules in the field of Project Management

**Links to other Study Programs of the University**

All Master Programs in the Business & Management fields

## Applied Project Management

Course Code: DLMPRAPM01\_E

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

### Course Description

For many decades now, the approach of project management has played an important role worldwide, both in the private sector as well as in public administration. Over the years, a widespread and commonly used terminology has evolved. National and international project management organizations have developed various methods for managing complex projects in an organized way. These can be divided into two major categories. The traditional standardized methods all have in common that they tackle projects in a planned and well-structured way. The agile methods, on the other hand, feature a systematic but open approach, leaving vast room for changes along the way. In this course, the individual methods are being introduced to some level of detail, explaining the basic idea, and showing the advantages and restrictions of each of these methods. The typical field of application for each method will be described, enabling the student to choose the method fitting best for a given situation. Additionally, a set of practical tools will be taught, which will support a project manager in steering any given project towards the project goal.

### Course Outcomes

On successful completion, students will be able to

- understand and explain the role of project management within organizations.
- give an overview over the project management institutions worldwide.
- explain the different approaches of the most important standardized and agile project management methods.
- critically discuss the advantages and restrictions of each of these methods.
- know and apply the variety of helpful tools supporting a project manager's work.
- select the appropriate project management method for any given situation.

### Contents

1. The Project Management Landscape
  - 1.1 History of project management
  - 1.2 Definition of projects, programs, and processes
  - 1.3 Scope and examples of projects in today's world
  - 1.4 International project management organizations
  - 1.5 Options for specialization and certification

2. The Project Context
  - 2.1 Analyzing the environment and the project goals
  - 2.2 Distinguishing project types and categories
  - 2.3 Project culture and organization models
  - 2.4 The role of leadership and personnel management
  - 2.5 Finding the right approach – selection criteria
3. Standardized Approaches to Project Management
  - 3.1 Project management according to German DIN
  - 3.2 Project management according to PMBOK 6 by the PMI
  - 3.3 The IPMA system
  - 3.4 Organizing projects with PRINCE2®
  - 3.5 Advantages and restrictions of standardized methods
4. Agile Approaches to Project/Process Management
  - 4.1 The Agile Manifesto
  - 4.2 Fundamentals of Scrum and scaling methods
  - 4.3 Kanban and Design Thinking
  - 4.4 Advantages and restrictions of agile methods
5. Variations of Standardized and Agile Methods
  - 5.1 The critical chain project management
  - 5.2 Prince2® Agile
  - 5.3 The PMBOK 7 by the PMI
  - 5.4 Overview over further variations
6. Tools for Project Managers
  - 6.1 Objectives, milestone planning, and work packages
  - 6.2 Budgeting, resource planning, and scheduling using bar charts
  - 6.3 Analyzing project risks (FMEA) and milestone trends (MTA)
  - 6.4 Taskboards and other little tricks
  - 6.5 Stakeholder management and management reporting

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

- AXELOS Limited (2017): Managing Successful Projects with PRINCE2®. 2017 edition, TSO, Norwich, UK.
- Project Management Institute (2017): A Guide to the Project Management Body of Knowledge (PMBOK® Guide). 6th edition, Newtown Square, PA, USA.
- IPMA® International Project Management Association (2018): Individual Competence Baseline for Project Management. Version 4.0, IPMA, Amsterdam, NL.
- Beck, K. et al. (2001): Manifesto for Agile Software Development. <https://agilemanifesto.org/>, last accessed on July 07, 2021.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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

## Project: Corporate Organizational Development

Course Code: DLMWPWUOE01\_E

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

### Course Description

This course deals with a range of possibilities for organizational design and development of companies and organizations. Organizational development is increasingly used to change organizations and find sustainable solutions. The course shows how concepts and instruments are used and applied in practice. It presents methods and instruments of organizational development against the background of current economic developments. Proven approaches are considered which meet the requirements of practice-oriented organizational development. Intervention possibilities and design ideas are presented in connection with a practice-oriented reflection. Case studies from different industries and institutions such as media companies, health insurance companies, public administration, health care, foundations, research and theatre operations will provide students with an impressive insight into different types of organizational development projects and their implementation. Students gain insight and receive impulses on how organizations can be designed and developed in a lively way. They learn to independently analyze selected topics and case studies and to link them to already known concepts, as well as to critically question and discuss them. In addition, they acquire knowledge about which conditions, attitudes and actions support successful change in organizations and how the concepts and instruments are applied in practice.

### Course Outcomes

On successful completion, students will be able to

- show the range of possible applications of organizational development.
- set up and apply concepts for the design and development of organizations.
- select and apply methods and instruments based on the background of the respective task.
- design organizational development based on a socially responsible and society-oriented attitude.
- identify relevant and selected fields of application of organizational development.
- transfer theoretically acquired knowledge to real projects.
- critically question and discuss today's problems of organizational development.
- develop their own problem-solving processes and to independently work out possible approaches and solutions to questions of development and design of organizations, and to apply the instruments of organizational development.



### Contents

- In the course of digitalization and the increasing importance of artificial intelligence and virtual reality, new business areas and models are emerging. Existing companies and organizations must deal with the related questions regarding their offerings and the associated services. This has significant implications on the structure and processes in operational organizations as they must evolve to meet new demands of customers. The course provides students with knowledge about the entire range of possibilities of company-oriented organizational development. It shows methods and instruments of organizational development for different areas and different operational issues and includes a wide range of use cases. This gives students a broad insight into the fields of application of organizational development. The project deals with current topics in organizational development. Each participant must carry out a project on a topic of their choice and present the results in writing in a project report.

### Literature

#### Compulsory Reading

#### Further Reading

- Hughes, M. (2015). *The Leadership of Organizational Change*. Routledge.
- Indriastuti, D., & Fachrunnisa, O. (2021). Achieving Organizational Change: Preparing Individuals to Change and their Impact on Performance. *Public Organization Review: A Global Journal*, 21 (3), 377. <https://doi-org.pxz.iubh.de:8443/10.1007/s11115-020-00494-1>.
- Ludema, J., Laszlo, Ch. & Lynch, K. (2012). *Embedding Sustainability: How the Field of Organization Development and Change can Help Companies Harness the Next Big Competitive Advantage*. Emerald Group Publishing Limited. [https://doi-org.pxz.iubh.de:8443/10.1108/S0897-3016\(2012\)0000020011](https://doi-org.pxz.iubh.de:8443/10.1108/S0897-3016(2012)0000020011)
- Palmer, I., Buchanan, D. & Dunford, R. (2016). *Managing organizational change: a multiple perspectives approach* (3rd Ed.). McGraw-Hill Education.
- Rossignoli, C., Za, S., & Virili, F. (2017). *Digital Technology and Organizational Change: Reshaping Technology, People, and Organizations Towards a Global Society*. Springer.
- Stanford, N. (2005). *Organization Design*. Routledge.
- Thier, K. & Russin, M. (2018). *Storytelling in organizations: a narrative approach to change, brand, project and knowledge management* (1st Ed.). Springer.
- Tolbert, P., & Hall, R. (2016). *Organizations, structures, processes, and outcomes* (10th Ed.). Routledge Taylor & Francis Group.
- Ulrich, D., Brockbank, W., Ulrich, M. & Kruscynski, D. (2017). *Victory through organization: why the war for talent is failing your company and what you can do about it*. McGraw-Hill.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b> 120 h	<b>Contact Hours</b> 0 h	<b>Tutorial</b> 30 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 150 h

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

## Consumer Behavior and Customer Loyalty

Module Code: DLMWPWKUK\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 10	<b>Student Workload</b> 300 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Prof. Dr. Dirk Battenfeld (Customer Relationship Marketing) / Caterina Fox (International Consumer Behavior)

### Contributing Courses to Module

- Customer Relationship Marketing (MWMA02\_E)
- International Consumer Behavior (DLMBCBR01)

### Module Exam Type

<b>Module Exam</b>	<b>Split Exam</b> <u>Customer Relationship Marketing</u> • Study Format "Distance Learning": Exam, 90 Minutes  <u>International Consumer Behavior</u> • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Exam, 90 Minutes
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### Weight of Module

see curriculum

**Module Contents****Customer Relationship Marketing**

- Concept and Basics of Customer Relationship Marketing (CRM)
- Customer Relationship Strategies
- Customer Acquisition, Customer Retention and Customer Recovery
- Electronic Customer Relationship Marketing (eCRM)
- Operational and Analytical CRM Processes

**International Consumer Behavior**

- Consumer Behavior
- The Consumer Decision-Making Process
- Internal Influences on Consumer Behavior
- External Influences on Consumer Behavior
- International Consumer Behavior
- International Marketing Strategy and Consumer Behavior

**Learning Outcomes****Customer Relationship Marketing**

On successful completion, students will be able to

- explain procedures for customer value-oriented analysis of strategic customer portfolios.
- understand the planning, implementation and control of value-oriented customer relationship strategies
- decide whether customer relationships should be systematically developed, deepened or actively terminated, taking into account the company, customer and competitive situation
- understand the high importance of the relational benefits, their brand- and personal determining factors as well as their value-enhancing character for the company.
- organize the structures and processes of relationship marketing with the help of modern business development in such a way that the contribution to value creation in the company is maximized.

**International Consumer Behavior**

On successful completion, students will be able to

- outline the purchase decision-making process undertaken by the consumer.
- describe the internal and external influences on the consumer decision-making processes.
- identify the different research methods available to companies to collect relevant data regarding their consumers and their behavior
- develop a plan to generate required market research data regarding consumer behavior and decision-making.
- be able to generate, analyze, interpret and report relevant data regarding consumers.
- present the key concepts characterizing international consumer behavior and discuss their impact on global marketing strategies.

<p><b>Links to other Modules within the Study Program</b></p> <p>This module is similar to other modules in the field(s) Marketing &amp; Sales</p>	<p><b>Links to other Study Programs of the University</b></p> <p>All Master Programmes in the Marketing &amp; Communication field(s)</p>
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## Customer Relationship Marketing

Course Code: MWMA02\_E

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

### Course Description

The ability of a company to permanently bind customers to its products and/or services through systematic relationship marketing and to continuously increase customer lifetime value is one of the most value-adding activities in business practice. Customer relationship marketing comprises the development, intensification and securing of lasting and profitable customer relationships. With this understanding, the course provides basic orientation knowledge that is essential for understanding the complex CRM approach. In addition to a comprehensive explanation of the essential terms and interrelationships, management concepts are presented which can be used to design the individual phases of the customer relationship in a profitable and customer-oriented manner.

### Course Outcomes

On successful completion, students will be able to

- explain procedures for customer value-oriented analysis of strategic customer portfolios.
- understand the planning, implementation and control of value-oriented customer relationship strategies
- decide whether customer relationships should be systematically developed, deepened or actively terminated, taking into account the company, customer and competitive situation
- understand the high importance of the relational benefits, their brand- and personal determining factors as well as their value-enhancing character for the company.
- organize the structures and processes of relationship marketing with the help of modern business development in such a way that the contribution to value creation in the company is maximized.

### Contents

1. Concept and Basics of Customer Relationship Marketing (CRM)
  - 1.1 An Overview of Customer Relationship Marketing
  - 1.2 Foundations of Customer Relationship
  - 1.3 Customer Relationship Marketing System

2. Customer Relationship Strategies
  - 2.1 Relationship Investment: Creating Value for Customers
  - 2.2 Emotional Connection to Customers
  - 2.3 Customer Relationship Quality
3. Customer Acquisition
  - 3.1 Customer Acquisition Strategies
  - 3.2 Instruments of Customer Acquisition
  - 3.3 New Customer Management
4. Customer Loyalty
  - 4.1 Customer Loyalty Management
  - 4.2 Customer Programs
  - 4.3 Complaints Management
5. Winning Back Customers
  - 5.1 Recovery Management
  - 5.2 Analysis of Emigration
  - 5.3 Instruments of Customer Recovery
6. Electronic Customer Relationship Marketing (eCRM)
  - 6.1 Fundamentals of eCRM
  - 6.2 Instruments of eCRM; Social CRM
7. Operational CRM Processes
  - 7.1 Campaign Management
  - 7.2 Lead Management
8. Analytical CRM Processes
  - 8.1 Customer Data as a Basis
  - 8.2 Data Processing in Data Warehouses and OLAP
  - 8.3 Data Analysis and Data Mining
9. CRM in Selected Sectors
  - 9.1 CRM in the Consumer Goods, Service, and Experience Sector
  - 9.2 CRM in the Capital Goods Sector

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

- Dowling, B. (2002): Customer Relationship Management: In B2C Markets, Often Less is More. In: California Management Review, 22. Jg., Heft 3, S. 113–125.
- Grönroos, C. (2001): Service Management and Marketing. A Customer Relationship Management Approach. 2. Auflage, Wiley, Hoboken (NJ).
- Gummesson, E. (2015): Total Relationship Marketing. Rethinking Marketing Management. 32. Auflage, Butterworth Heinemann, Oxford.
- Hennig-Thurau, T./Hansen, U. (Hrsg.) (2000): Relationship Marketing. Gaining Competitive Advantage Through Customer Satisfaction and Customer Retention. Springer, Berlin/Heidelberg.
- Kracklauer, A. H. (2005): Collaborative Customer Relationship Management. Taking CRM to the Next Level. Springer, Berlin/Heidelberg.
- Prahalad, C. K. et al. (2002): Harvard Business Review on Customer Relationship Management. Harvard Business School Publishing, Boston.



**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

## International Consumer Behavior

Course Code: DLMBCBR01

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

### Course Description

In a global economy characterized by greater competition, companies operating internationally need comprehensive market-driven strategies to survive in the market place. The course provides students with the relevant concepts for understanding the international environment of the company with focus on the demand side/the consumer. Students learn how differences in culture, economic systems, and political environments impact consumers' behavior in terms of decision-making in the fields of acquisition, consumption, and disposal of products, services, experiences, and ideas.

### Course Outcomes

On successful completion, students will be able to

- outline the purchase decision-making process undertaken by the consumer.
- describe the internal and external influences on the consumer decision-making processes.
- identify the different research methods available to companies to collect relevant data regarding their consumers and their behavior
- develop a plan to generate required market research data regarding consumer behavior and decision-making.
- be able to generate, analyze, interpret and report relevant data regarding consumers.
- present the key concepts characterizing international consumer behavior and discuss their impact on global marketing strategies.

### Contents

1. Consumer Behavior
  - 1.1 Consumer Behavior and International Marketing
  - 1.2 Consumer Decision-Making in the Marketplace
2. The Consumer Decision-Making Process
  - 2.1 The Pre-Purchase Stage
  - 2.2 The Purchase Stage
  - 2.3 The Post-Purchase Stage

3. Internal Influences on Consumer Behavior
  - 3.1 Motives and Motivation
  - 3.2 Perception
  - 3.3 Attitude
4. External Influences on Consumer Behavior
  - 4.1 Culture
  - 4.2 Subculture
  - 4.3 Groups and Families
5. International Consumer Behavior
  - 5.1 Cultural Dimensions
  - 5.2 The Influence of Social Media on Consumer Decision-Making
6. International Marketing Strategy and Consumer Behavior
  - 6.1 International Market Segmentation and Product Positioning
  - 6.2 Consumer Behavior and Product Strategy
  - 6.3 Consumer Behavior and Communication Strategy
  - 6.4 Consumer Behavior and Pricing Strategy
  - 6.5 Consumer Behavior and Distribution Strategy

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

- Schiffman, L. G., & Kanuk, L. L. (2014). Consumer behavior. Frenchs Forest.: Pearson Education Australia.
- Solomon, M. (2016). Consumer behavior: Buying, having, and being (12th ed.). New York City, NY: Pearson.

**Study Format myStudies**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

DLMBCBR01

## Recruitment and Staff Development

Module Code: DLMWPWPGE\_E

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

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

### Module Coordinator

Prof. Dr. Michaela Moser (Employer Branding and Recruiting) / Prof. Dr. Michaela Moser (Talent Management & HR Development)

### Contributing Courses to Module

- Employer Branding and Recruiting (DLMEBR01\_E)
- Talent Management & HR Development (DLMTUP01\_E)

### Module Exam Type

Module Exam	Split Exam
	<p><u>Employer Branding and Recruiting</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Exam, 90 Minutes</li> </ul> <p><u>Talent Management &amp; HR Development</u></p> <ul style="list-style-type: none"> <li>• Study Format "Distance Learning": Written Assessment: Case Study</li> </ul>

### Weight of Module

see curriculum

**Module Contents****Employer Branding and Recruiting**

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

**Talent Management & HR Development**

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



### Learning Outcomes

#### Employer Branding and Recruiting

On successful completion, students will be able to

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

#### Talent Management & HR Development

On successful completion, students will be able to

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

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

This module is similar to other modules in the field of Social Work

#### Links to other Study Programs of the University

All Master Programs in the Social Sciences field

## Employer Branding and Recruiting

Course Code: DLMEBR01\_E

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

### Course Description

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

### Course Outcomes

On successful completion, students will be able to

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

### Contents

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

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

## Literature

### Compulsory Reading

### Further Reading

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

# Talent Management & HR Development

Course Code: DLMTUP01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

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

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

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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



## Change Management in Organizations

Module Code: DLMITECMO

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 10	<b>Student Workload</b> 300 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Prof. Dr. Zeljko Sevic (Tools in Organizational Analysis) / Prof. Dr. Magdalena Bathen-Gabriel (Change Management)

### Contributing Courses to Module

- Tools in Organizational Analysis (DLMWPWOAE01\_E)
- Change Management (DLMBCM01)

### Module Exam Type

#### Module Exam

#### Split Exam

Tools in Organizational Analysis

- Study Format "Fernstudium": Exam, 90 Minutes

Change Management

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

### Weight of Module

see curriculum

### **Module Contents**

#### **Tools in Organizational Analysis**

- The Organization
- Organizational Research
- Organization Diagnostics
- Organization Analysis
- Practical application in specific areas

#### **Change Management**

- The context and meaning of change
- The change process
- Perspectives for understanding change
- Implementing change

**Learning Outcomes**

**Tools in Organizational Analysis**

On successful completion, students will be able to

- deal with the concept of organization in a differentiated way.
- evaluate the possibilities of organizational diagnostics.
- use selected instruments of organizational and team diagnosis.
- carry out, evaluate and reflect on organizational diagnostic measures.
- work on specific organizational analyses.

**Change Management**

On successful completion, students will be able to

- recognize common features of organizational change and anticipate some of the standard difficulties encountered when an organization engages in change processes.
- explain the importance of organizational change.
- develop a conceptual framework for planned and improvised organizational change, and differentiate between anticipated, emergent, and opportunity-based change.
- utilize and redesign formal organizational structures to facilitate change processes.
- recognize the role of informal organizational structures and identify key stakeholders to promote change processes.
- analyze the social networks that exist within an organization, map independencies and motives/interests, and plan how to distribute information and redesign work flows.
- differentiate between groups of stakeholders and identify the most suitable strategy to adopt with each group.
- recognize the role of the change leader as a political broker and build social capital through informal methods.
- utilize stories and symbols when communicating with others in an organization to maximize leverage as a cultural change leader.
- draw on empirical evidence to plan and implement change processes in an organization.

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

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

**Links to other Study Programs of the University**

All Master Programmes in the Business & Management fields

## Tools in Organizational Analysis

Course Code: DLMWPWOAE01\_E

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

### Course Description

Organizations are more than ever like living organisms, which due to external changes must also change internally and adapt to new conditions. This course deals with a differentiated view of entrepreneurially oriented organizations, their goals, possible strategies, their function and performance. It sheds light on the possibilities of organizational research and its fields of research, in order to then address the goals, possibilities and fields of application of the diagnosis of organizations. Various methods and instruments of organizational diagnosis are presented with the aim of using them in the organizational analysis process. This enables students to initiate and implement change measures on the basis of diagnostic instruments and to evaluate such measures. The course also deals with the practical application of topics that arise in everyday business life, such as the analysis of change management processes, of careers and in connection with risk assessment in the acquisition of companies or company investments (due diligence). In this way, students are taught the spectrum and possible applications of the measures and methods of a targeted organizational analysis through diagnostic measures.

### Course Outcomes

On successful completion, students will be able to

- deal with the concept of organization in a differentiated way.
- evaluate the possibilities of organizational diagnostics.
- use selected instruments of organizational and team diagnosis.
- carry out, evaluate and reflect on organizational diagnostic measures.
- work on specific organizational analyses.

### Contents

1. The Organization
  - 1.1 The concept of organization
  - 1.2 Goals and strategies of an organization
  - 1.3 Function and performance of organizations
  - 1.4 Role of people in organizations
  - 1.5 Differences between organizations

2. Organizational Research
  - 2.1 Perspectives of organizational research
  - 2.2 Fields of research
  - 2.3 Empirical research on organizations
3. Organization Diagnostics
  - 3.1 Definition and goals of organizational diagnostics
  - 3.2 Fields of application of surgical diagnostics
  - 3.3 The Organizational Diagnosis as a Management Tool
  - 3.4 Target groups of organizational diagnostic findings
  - 3.5 Selected instruments of team and organization diagnosis
4. Organization Analysis
  - 4.1 The organizational analysis
  - 4.2 Preliminary considerations and analysis process
  - 4.3 Conception and operationalization
  - 4.4 Data collection methods
  - 4.5 Survey and evaluation
  - 4.6 Presentation of the analysis and reflection
5. Practical application in specific areas
  - 5.1 Analysis of change processes
  - 5.2 Network analysis
  - 5.3 Analysis of careers in organizations
  - 5.4 Organizational Analysis and Due Diligence

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

- Balzac, S. R. (2014): Organizational Psychology for Managers. Springer, New York, NY.
- Knights, D. / Willmott, H. (2010): Organizational Analysis: Essential Readings. South-Western Cengage Learning, San Francisco, CA.
- Lauer, T. (2021): Change Management. Fundamentals and Success Factors. Springer, Berlin.

**Study Format Fernstudium**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
90 h	0 h	30 h	30 h	0 h	150 h

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

## Change Management

Course Code: DLMBCM01

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

### Course Description

We live in a world characterized by constant change. This affects not only individuals but also organizations. Even successful organizations need to constantly reinvent themselves in order to remain successful. This course presents a discussion of change in relation to the complexities of organizational life, with an emphasis on applying theory to actual practice. Organizational change is an international phenomenon and the course includes many international case examples. With a focus on organizational change as opposed to personal change and/or entrepreneurship, this course has a distinctly different focus from the related modules “Leadership” and “Innovation and Entrepreneurship.” The first part of the course considers the nature of change and different change models. The second part focuses on how different perspectives complement one another and can be used to better understand, analyze, and diagnose change processes. The course deals with issues of structure, culture, and politics. In the later part of the course, the implementation of change is considered in detail. Given that many change processes fail, this part is an important learning component to complement an in-depth understanding of change.

### Course Outcomes

On successful completion, students will be able to

- recognize common features of organizational change and anticipate some of the standard difficulties encountered when an organization engages in change processes.
- explain the importance of organizational change.
- develop a conceptual framework for planned and improvised organizational change, and differentiate between anticipated, emergent, and opportunity-based change.
- utilize and redesign formal organizational structures to facilitate change processes.
- recognize the role of informal organizational structures and identify key stakeholders to promote change processes.
- analyze the social networks that exist within an organization, map independencies and motives/interests, and plan how to distribute information and redesign work flows.
- differentiate between groups of stakeholders and identify the most suitable strategy to adopt with each group.
- recognize the role of the change leader as a political broker and build social capital through informal methods.
- utilize stories and symbols when communicating with others in an organization to maximize leverage as a cultural change leader.
- draw on empirical evidence to plan and implement change processes in an organization.

## Contents

1. Organizational Change
  - 1.1 What is Organizational Change About?
  - 1.2 Organizational Change is Ubiquitous
  - 1.3 Change is Difficult
2. Change Management
  - 2.1 The Context of Organizational Change
  - 2.2 Planned Versus Improvisational Change Management
  - 2.3 The Congruence Model of Change
3. Designing Structure
  - 3.1 Formal Structure in Organizations
  - 3.2 Grouping
  - 3.3 Linking
  - 3.4 The Change Leader as an Architect
4. Social Networks
  - 4.1 What are Social Networks?
  - 4.2 Key Terms of Social Network Analysis
  - 4.3 Unique Characteristics of Social Networks
  - 4.4 Social Networks and Organizational Change
5. Politics
  - 5.1 Organizations as Political Arena
  - 5.2 Politics and Change
  - 5.3 The Importance of a Political Perspective on Change
6. Sense-Making
  - 6.1 Organizational Culture
  - 6.2 Sense-Making in Organizations
  - 6.3 The Change Leader as Shaman
7. Change Implementation
  - 7.1 How to Implement Change Successfully
  - 7.2 Four Perspectives on Change



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

- Bolman, L. G., & Deal, T. E. (2013). Reframing organizations: Artistry, choice, and leadership (5th ed.). San Francisco, CA: Jossey-Bass.
- Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organizational culture: Based on the competing values framework (3rd ed.). San Francisco, CA: Jossey-Bass.
- Pentland, A. (2014). Social physics: How good ideas spread – The lessons from a new science. New York, NY: Penguin Press.
- McChrystal, S., Collins, T., Silverman, D., & Fussell, C. (2015). Team of teams: New rules of engagement for a complex world. New York, NY: Penguin Press.
- Worren, N. A. M. (2012). Organisation design: Re-defining complex systems. Harlow: Pearson.

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
110 h	0 h	20 h	20 h	0 h	150 h

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

## Master Thesis

Module Code: DLMMTHE

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> See study and exam regulation (SPO).	<b>Study Level</b> MA	<b>CP</b> 20	<b>Student Workload</b> 600 h
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<b>Semester / Term</b> see curriculum	<b>Duration</b> Minimum 1 semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Degree Program Advisor (SGL) (Master Thesis) / N.N. (Thesis Defence)

### Contributing Courses to Module

- Master Thesis (DLMMTHE01)
- Thesis Defence (DLMMTHE02)

### Module Exam Type

#### Module Exam

#### Split Exam

##### Master Thesis

- Study Format "myStudies": Written  
Assessment: Master Thesis
- Study Format "Distance Learning": Written  
Assessment: Master Thesis

##### Thesis Defence

- Study Format "Distance Learning":  
Presentation: Colloquium
- Study Format "myStudies": Presentation:  
Colloquium

### Weight of Module

see curriculum

<p><b>Module Contents</b></p> <p><b>Master Thesis</b></p> <ul style="list-style-type: none"> <li>▪ Written Master Thesis</li> </ul> <p>Thesis Defense</p> <p><b>Thesis Defence</b></p>	
<p><b>Learning Outcomes</b></p> <p><b>Master Thesis</b></p> <p>On successful completion, students will be able to</p> <ul style="list-style-type: none"> <li>▪ The objective of this module is the completion of a written assignment, in line with scientific methodology, that demonstrates the student’s capabilities through independent investigation of a topic pertaining to the master program’s area of focus.</li> </ul> <p><b>Thesis Defence</b></p> <p>On successful completion, students will be able to</p> <ul style="list-style-type: none"> <li>▪ The main objective of the thesis defense is for the student to prove their competence in research methodology and the specific subject matter. The students should also be able to actively participate in a subject specific discussion at a higher academic level with subject area experts. Additionally, the defense will evaluate the academic presentation skills and overall communication skills of the student.</li> </ul>	
<p><b>Links to other Modules within the Study Program</b></p> <p>This module is similar to other modules in the field of Methods.</p>	<p><b>Links to other Study Programs of the University</b></p> <p>All Master Programmes in the Business &amp; Administration field.</p>

## Master Thesis

Course Code: DLMMTHE01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
MA	English		18	See current study and exam regulations (SPO)

### Course Description

The aim of the master thesis is to effectively apply the knowledge acquired throughout the master course to an academic paper that has a thematic reference to the master program. The thesis can consist of an empirical study or theoretical research. The thesis is an independent piece of work, that, with the guidance of a supervisor, seeks to scientifically analyze and critically discuss a chosen issue, and suggest possible solutions. The chosen topic from the student's area of specialization should demonstrate their acquired competence in the functional area, yet also enrich and round out the student's scientific knowledge. This will optimally prepare the student for the needs of their future career path.

### Course Outcomes

On successful completion, students will be able to

- The objective of this module is the completion of a written assignment, in line with scientific methodology, that demonstrates the student's capabilities through independent investigation of a topic pertaining to the master program's area of focus.

### Contents

- The master thesis should clearly state the topic and research question, and should, through extensive research, reflect the current state of the field in question. The student should demonstrate their knowledge in the form of an independent and solution oriented paper, using theoretical and/or empirical norms.

### Literature

#### Compulsory Reading

#### Further Reading

- Bui, Y. N. (2013). How to Write a Master's Thesis (2nd ed.). SAGE Publications, Incorporated.
- Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press.
- Further subject specific literature

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Thesis
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>BOLK:</b> no <b>Course Evaluation:</b> no
<b>Type of Exam</b>	Written Assessment: Master Thesis

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
540 h	0 h	0 h	0 h	0 h	540 h

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

**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
540 h	0 h	0 h	0 h	0 h	540 h

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

## Thesis Defence

Course Code: DLMMTHE02

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
MA	English		2	See current study and exam regulations (SPO)

### Course Description

The thesis defense takes place after the written master thesis has been handed in by the student. The examiners (the supervisor and a second examiner) will invite the student to the defense. During the presentation, the student will demonstrate that he/she personally has independently produced the content and the results of their written thesis. The thesis defense consists of a presentation where the student discusses the most significant research outcomes and the results of their thesis, followed by a question-and-answer session chaired by the examiners.

### Course Outcomes

On successful completion, students will be able to

- The main objective of the thesis defense is for the student to prove their competence in research methodology and the specific subject matter. The students should also be able to actively participate in a subject specific discussion at a higher academic level with subject area experts. Additionally, the defense will evaluate the academic presentation skills and overall communication skills of the student.

### Contents

- The thesis defense consists of a presentation of the results and applied method of the master thesis, followed by a question-and-answer session chaired by the examiners.

### Literature

### Compulsory Reading

### Further Reading

- Subject specific literature chosen by the student



**Study Format Distance Learning**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
60 h	0 h	0 h	0 h	0 h	60 h

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

**Study Format myStudies**

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

<b>Student Workload</b>					
<b>Self Study</b>	<b>Contact Hours</b>	<b>Tutorial</b>	<b>Self Test</b>	<b>Independent Study</b>	<b>Hours Total</b>
60 h	0 h	0 h	0 h	0 h	60 h

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