

# MODULE HANDBOOK

## **Master of Science**

Master Industrial and Organizational Psychology (FS-  
OI-EU-MAIOP-120-01)

120 CP

**Distance Learning**

As of June 26th, 2024

Classification: Consecutive

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# 1. Semester

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# Concepts in Psychology

Module Code: DLMWPWKP\_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> Minimaldauer: 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. Jessie de Witt Huberts (Concepts in Psychology)

## Contributing Courses to Module

- Concepts in Psychology (DLMWPWKP01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

**Learning Outcomes****Concepts in Psychology**

On successful completion, students will be able to

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

**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 other Master Programs in the Social Sciences field

# Concepts in Psychology

Course Code: DLMWPWKP01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

1. General Psychology I
  - 1.1 Perception
  - 1.2 Memory
  - 1.3 Cognition
2. General Psychology II
  - 2.1 Learning

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

## Literature

### Compulsory Reading

### Further Reading

- Gerrig, R. J., Zimbardo, P. G., Svartdal, F., Brennen, T., Donaldson, R., & Archer, T. (2013). Psychology and life. Pearson.
- McKenna, E. F. (2020). Business psychology and organizational behaviour (6th ed.). Routledge.
- Rothmann, S., & Cooper, C. L. (2022). Work and organizational psychology (3rd ed.). Routledge.
- Zimbardo, P. G., Johnson, R. L., McCann, V., & Carter, C. (2013). Psychology: Core concepts. Pearson.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

## Advanced Research Methods

Module Code: DLMARM-01

<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. Markus C. Hemmer (Advanced Research Methods)

### Contributing Courses to Module

- Advanced Research Methods (DLMARM01-01)

### Module Exam Type

#### Module Exam

Study Format: [myStudies](#)

Written Assessment: Written Assignment

Study Format: [Distance Learning](#)

Written Assessment: Written Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Principles of Research
- Research Approaches
- The Research Project
- Selected Formal Techniques
- Selected Interpretative Topics
- Scientific Reporting

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

On successful completion, students will be able to

- demonstrate an understanding of principles of scientific inquiry and logical reasoning.
- apply formal techniques to modeling and theory generation.
- apply interpretative techniques to intercultural case studies.
- propose, plan, and conduct research projects under ethical constraints.
- evaluate study results to arrive at valuable and ethical conclusions.
- report study results responsibly in an objective and comprehensible form.

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

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

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

All Master Programmes in the Business field

## Advanced Research Methods

Course Code: DLMARM01-01

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

### Course Description

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

### Course Outcomes

On successful completion, students will be able to

- demonstrate an understanding of principles of scientific inquiry and logical reasoning.
- apply formal techniques to modeling and theory generation.
- apply interpretative techniques to intercultural case studies.
- propose, plan, and conduct research projects under ethical constraints.
- evaluate study results to arrive at valuable and ethical conclusions.
- report study results responsibly in an objective and comprehensible form.

### Contents

1. Principles of Research
  - 1.1 Scientific Inquiry
  - 1.2 Principles of Reasoning
  - 1.3 From Data to Knowledge
  - 1.4 Models & Theories
  - 1.5 The Research Cycle
2. Research Approaches
  - 2.1 Experimental Design
  - 2.2 Engineering & Development
  - 2.3 Empirical Research & Case Studies



- 2.4 Interpretative Studies
- 3. The Research Project
  - 3.1 Topic Generation
  - 3.2 Types of Literature Reviews
  - 3.3 Developing a Research Design
  - 3.4 The Research Proposal
- 4. Selected Formal Techniques
  - 4.1 Foundations of Probability Theory & Inferential Statistics
  - 4.2 Data Acquisition
  - 4.3 Pattern Recognition & Classification
  - 4.4 Modelling & Theory Generation
  - 4.5 Artificial Intelligence in Research
- 5. Selected Interpretative Topics
  - 5.1 Phenomenology
  - 5.2 Hermeneutics & Discourse Analysis
  - 5.3 Ethnography & Ethnomethodology
  - 5.4 Critical Management Theory
- 6. Scientific Reporting
  - 6.1 Results Presentation & Visualization
  - 6.2 Interpretation
  - 6.3 Argumentation & Discussion
  - 6.4 Conclusions
  - 6.5 Ethical Considerations

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

- Babbie, E. R. (2021). *The practice of social research* (15th ed.). Cengage Learning.
- Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Crossman, A. (2019). How to conduct an index for research. <https://www.thoughtco.com/index-for-research-3026543>
- Eurostat. (n.d.). Beginners: Statistical concept - Index and base year. [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Beginners:Statistical\\_concept\\_-\\_Index\\_and\\_base\\_year](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Beginners:Statistical_concept_-_Index_and_base_year)
- Giles, D. (2004). *Advanced research methods in psychology* (Reprint). Psychology Press.
- Rea, L.M., & Parker, R.A. (2014). *Designing and conducting survey research: A comprehensive guide*, (4th ed). Jossey-Bass.
- Saunders, M., Thornhill, A., & Lewis, P. (2019). *Research methods for business students* (8th ed). Pearson.
- Takahashi, A. R. W., & Araujo, L. (2019). Case study research: Opening up research opportunities. *RAUSP Management Journal*, 55(1), 100–111.
- Widner, J., Woolcock, M., & Ortega Nieto, D. (Eds.). (2022). *The case for case studies: Methods and applications in international development (strategies for social inquiry)*. Cambridge University Press.

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Written Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Written Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

# Industrial and Organizational Psychology

Module Code: DLMWPAOP\_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. Timo Kortsch (Industrial and Organizational Psychology)

## Contributing Courses to Module

- Industrial and Organizational Psychology (DLMWPAOP01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

**Module Contents**

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

**Learning Outcomes****Industrial and Organizational Psychology**

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to job analysis.
- design workplaces so that they are motivating, satisfying and healthy and also meet the needs of employees.
- support and lead teams in productive and goal-oriented work and know which approaches can be applied.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- operate contemporary measures of employee development and leadership development.
- take on tasks in the areas of management and human resource leadership.
- understand how organizations become learning organizations.

**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 other Master Programs in the Social Sciences field

# Industrial and Organizational Psychology

Course Code: DLMWPAOP01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

- classify industrial and organizational psychology as a subfield of business psychology.
- outline methodological approaches to job analysis.
- design workplaces so that they are motivating, satisfying and healthy and also meet the needs of employees.
- support and lead teams in productive and goal-oriented work and know which approaches can be applied.
- see organizational development as a systematic process and to reflect it accordingly.
- initiate, implement and reflect on change processes in organizations.
- operate contemporary measures of employee development and leadership development.
- take on tasks in the areas of management and human resource leadership.
- understand how organizations become learning organizations.

## Contents

1. Introduction to Industrial and Organizational Psychology
  - 1.1 The field of Industrial and Organizational Psychology
  - 1.2 Milestones in the Development of Industrial and Organizational Psychology
  - 1.3 Research Methods in Industrial and Organizational Psychology
  - 1.4 Tasks and Competencies of Industrial and Organizational Psychologists
2. Job Analysis and Competency Modeling
  - 2.1 Definition and Purpose of the Job Analysis

- 2.2 Methodical Approaches of the Job Analysis
  - 2.3 Procedure for Job Analyses
  - 2.4 Selected Methods of Job Analysis
  - 2.5 Competency Modeling
3. Job Satisfaction, Happiness and Work Motivation
  - 3.1 Job Satisfaction
  - 3.2 Happiness at Work
  - 3.3 Work Motivation
4. Work Design
  - 4.1 History of Work Design
  - 4.2 Major Work Design Perspectives
  - 4.3 Models of Work Design
  - 4.4 Job Crafting
5. Mental Health and Work stress
  - 5.1 Mental Health and Stress
  - 5.2 Stress Reactions
  - 5.3 Theories of Stress
  - 5.4 Stress Intervention
6. Training and Development
  - 6.1 Development is more than just Training
  - 6.2 Goals of Training and Development
  - 6.3 Instructional Principles
  - 6.4 Training and Development Process
  - 6.5 Transfer and the Transfer Problem
7. Teams
  - 7.1 Definition: Groups vs. Teams
  - 7.2 Teambuilding
  - 7.3 Diversity in Teams
  - 7.4 Leadership in Teams
8. Leadership
  - 8.1 What is Leadership?
  - 8.2 Leadership vs. Management
  - 8.3 Traits, Personal Characteristics and Skills



- 8.4 Behavioral Styles
- 8.5 Contingency Theories
- 8.6 Charisma, Transformational and Transactional Leadership
- 8.7 Servant, Authentic and Ethic leadership
- 8.8 Culture and Leadership
9. Organizational Culture and Organizational Change
  - 9.1 Organization Change and Development
  - 9.2 Organizational Culture
10. Learning Organization
  - 10.1 What is a Learning Organization?
  - 10.2 Individual and Organizational Learning
  - 10.3 Learning Climate and Learning Culture

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

- McKenna, E. (2020). Business psychology and organizational behaviour (6th ed.). Routledge.
- Rothmann, S., & Cooper, S. L. (2022). Work and organizational psychology (3rd ed.). Routledge.
- Weiner, I. B., Schmitt, N. W., & Highhouse, S. (Eds.). (2012). Handbook of psychology: Industrial and organizational psychology (2nd ed.). John Wiley & Sons.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# Applied Statistics

Module Code: DLMAST-01\_E

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

Prof. Dr. Hans-Jörg Beilharz (Applied Statistics)

## Contributing Courses to Module

- Applied Statistics (MMET02-01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: myStudies  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

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

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

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

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

All Master Programs in the Business & Management fields

# Applied Statistics

Course Code: MMET02-01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

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

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

- Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2012). Contemporary business statistics with Microsoft Excel: Contemporary business statistics. South-Western College Publishing.
- Harpale, V. K., & Bairagi, V. K. (2019). Applied statistics. Chapman and Hall/CRC.
- McEvoy, D. M. (2018). A guide to business statistics. Wiley.

**Study Format Distance Learning**

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

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

<b>Instructional Methods</b>
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions



# Conversation Management 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. Caroline Trautwein (Conversation Management and Communication Techniques)

## Contributing Courses to Module

- Conversation Management 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**

#### **Conversation Management 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

# Conversation Management 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. Basics of Communication
  - 1.1 Defining and Characterizing Communication
  - 1.2 Modeling Communication
  - 1.3 Functions of Communication
  - 1.4 Communication Competence
2. Forms of Communication
  - 2.1 Types of Communication
  - 2.2 Modalities of Communication
  - 2.3 Verbal Communication
  - 2.4 Nonverbal Communication
3. Perception in the Communication Process
  - 3.1 Perception Process
  - 3.2 Perceiving Others
  - 3.3 Perceiving and Presenting Self
  - 3.4 Communicative Styles
4. Communication Techniques
  - 4.1 Listening
  - 4.2 Perspective Taking
  - 4.3 Questioning
  - 4.4 I-language
  - 4.5 Complete Messages
  - 4.6 Metacommunication
  - 4.7 Neuro Linguistic Programming Techniques
5. Communication at Work
  - 5.1 Communication in Dyads
  - 5.2 Communication in Teams
  - 5.3 Organizational Communication
  - 5.4 Communication with the Public
6. Conversation Strategies
  - 6.1 Shaping Relationships
  - 6.2 Handling Self-Disclosure
  - 6.3 Presenting Content

- 6.4 Employing Influence
- 6.5 Planning and Structuring Conversations
- 6.6 Problem-solving in groups
7. Difficult Conversations
  - 7.1 Conveying Difficult Content
  - 7.2 Difficult Interaction Partners
  - 7.3 Conflicts
  - 7.4 Feedback Rules
8. Public Communication
  - 8.1 Types
  - 8.2 Rhetorics
  - 8.3 Preparing
  - 8.4 Delivering
  - 8.5 The influence of social media

## Literature

### Compulsory Reading

### Further Reading

- Adler, R. B., Rodman, G. R., & du Pré, A. (2017). *Understanding human communication* (13thed.). Oxford University Press.
- *Communication in the real world: An introduction to communication studies*. (2016). University of Minnesota Libraries Publishing.
- Hargie, O. (2017). *Skilled interpersonal communication: Research, theory and practice* (6thed.). Routledge.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Oral Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Project: Corporate Organizational Development

Module Code: DLMIOPPCOD

<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Johannes Ritz (Project: Corporate Organizational Development)

### Contributing Courses to Module

- Project: Corporate Organizational Development (DLMWPWUOE01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Project Report

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

#### 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 field



# 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. & Kryscynski, 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>Online Tests:</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/Tutorial Support</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>	
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

## 2. Semester

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# Quantitative Research Methods

Module Code: DLMWPQFM\_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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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## Module Coordinator

N.N. (Quantitative Research Methods)

## Contributing Courses to Module

- Quantitative Research Methods (DLMWPQFM01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Scientific Theoretical Basics of Quantitative Research Methods
- Psychological (Online) Market Research Project
- Operationalization (Sample Selection, Sample Size, Recruitment, Motivation)
- Types of Survey
- Questionnaire Construction and Evaluation
- Online Survey
- Computer-aided Procedures
- Target Group Specific Presentation of the Results

### Learning Outcomes

#### Quantitative Research Methods

On successful completion, students will be able to

- outline important features of quantitative research methods in the philosophy of science.
- design, conduct and evaluate a psychological market research project
- explain different forms of questioning.
- describe selected new technologies in the context of the online survey and to be able to use them in a targeted manner. This includes both the computer-assisted recruitment of the sample and the implementation and evaluation of the written survey.
- apply the basics of (online) questionnaire construction in practice.
- prepare and deliver a target group specific presentation in written and oral form.

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

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

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

All Master Programs in the Business & Management fields

# Quantitative Research Methods

Course Code: DLMWPQFM01\_E

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

## Course Description

Thanks to agile development methods, significantly shorter development cycles are possible because potential customers can be directly involved in the development of new product concepts. In order to be able to transparently present customer opinions with innovative methods and to profit from them, a sound know-how of quantitative research methods is indispensable. This module offers a practice-oriented deepening of the topic starting with sample selection and different survey methods up to the construction of questionnaires. The focus of this course is on contemporary survey methods of online market research via social networks or web-based questionnaire surveys. Finally, the students deal with different possibilities of evaluation, visualization and presentation of quantitative data. In this context, the focus is on the target group-specific presentation of collected results in written and oral form.

## Course Outcomes

On successful completion, students will be able to

- outline important features of quantitative research methods in the philosophy of science.
- design, conduct and evaluate a psychological market research project
- explain different forms of questioning.
- describe selected new technologies in the context of the online survey and to be able to use them in a targeted manner. This includes both the computer-assisted recruitment of the sample and the implementation and evaluation of the written survey.
- apply the basics of (online) questionnaire construction in practice.
- prepare and deliver a target group specific presentation in written and oral form.

## Contents

1. Basics of Quantitative Research Methods
  - 1.1 Consumer Psychology Research and Practical Examples
  - 1.2 Communication with Clients: Expectations, Involvement, Recommendations for Action
  - 1.3 Communication with Investigators
  - 1.4 Process and Facilitation of a Research Project (online)
  - 1.5 Advantages and Disadvantages of Online Research
2. Population and Sample
  - 2.1 Population vs. Sample

- 2.2 Probability Based Sampling Methods
- 2.3 Non-Probability Based Sampling Methods
- 2.4 Sampling Size and Sampling Errors
- 2.5 Online Participant Selection and Recruitment
3. Data Collection Methods
  - 3.1 Interviewing Methods
  - 3.2 Online Survey Research and Types of Surveys
  - 3.3 Approaches to Research Survey Design
4. Questionnaire Design
  - 4.1 Purpose of Questionnaire and Scales of Measurement
  - 4.2 Question Types
  - 4.3 Reliability and Item Analysis
  - 4.4 Factor Analysis
  - 4.5 Types of Questionnaire Validity
5. Analysis Of Survey Data
  - 5.1 Hypothesis Testing and Probability
  - 5.2 Descriptive Statistics
  - 5.3 Inferential Statistics
  - 5.4 Parametric Vs. Non-Parametric Data and Statistical Analysis
  - 5.5 Result Depiction (Tables and Figures)
  - 5.6 Result Interpretation, A-Level And P-Value
6. Presentation Of Quantitative Data
  - 6.1 Scientific Report Presentation
  - 6.2 Results Publication in Scientific Journals
  - 6.3 Preparation Of Findings for Conference (Academic) Audience
  - 6.4 Preparation Of Results for Non-Academic Audience
  - 6.5 Critical Evaluation of Research Findings and Published Work



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

- Bradley, N. (2013). Marketing Research. Oxford, University Press.
- Harkiolakis, N. (2021). Quantitative Research methods. From Theory to publication. CreateSpace Independent Publishing Platform.
- Nardy, P. (2003). Doing survey research. A guide to quantitative methods. Allyn and Bacon, Boston.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# International Assessment Methods

Module Code: DLMIOPIAM

<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. Insa Nixdorf (International Assessment Methods)

## Contributing Courses to Module

- International Assessment Methods (DLMIOPIAM01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Assessment Procedures (With an International Focus on UK and US)
- Psychometric Testing on an International Level
- Methods of Diagnostic Analysis
- International Report Standards
- Quality Assurance of Psychological Assessment

**Learning Outcomes****International Assessment Methods**

On successful completion, students will be able to

- describe the processes of psychological assessment for occupational aptitude at an international level.
- identify the range of core assessment tools available to assess performance, intelligence and personality.
- select diagnostic tools based on needs and carry out standardized assessments.
- use appropriate methods for diagnostic items and test analysis.
- interpret diagnostic outcomes and prepare psychological reports.
- assess the quality of psychological tests and use tools for quality enhancement.

**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 Programs in the Social Sciences fields

# International Assessment Methods

Course Code: DLMIOPIAM01

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

## Course Description

With an increasingly globalized work force and a larger pool of able job applicants resulting from that, it becomes even more important to be able to select the most competent person for a vacant position. As a result, it is essential that decision makers of such role filling are capable of utilizing psychological assessment tools to their full functionality. Beyond this, maintenance of employee wellbeing is also taking on a more critical role, and similarly, appropriate understanding of relevant diagnostic tools becomes necessary. This course therefore aims to familiarize students with a range of diagnostic tools used on the international level, principally drawing on standardized tests from the UK and the US. Particular attention is given to tests of aptitude, intelligence and personality, as well as tests used to assess employee wellbeing. Beyond engaging with underpinning theory, students will learn how to carry out such standardized assessments and to analyze and interpret them for appropriate occupational decision making.

## Course Outcomes

On successful completion, students will be able to

- describe the processes of psychological assessment for occupational aptitude at an international level.
- identify the range of core assessment tools available to assess performance, intelligence and personality.
- select diagnostic tools based on needs and carry out standardized assessments.
- use appropriate methods for diagnostic items and test analysis.
- interpret diagnostic outcomes and prepare psychological reports.
- assess the quality of psychological tests and use tools for quality enhancement.

## Contents

1. The Diagnostic Process
  - 1.1 Foundations and Framework Conditions of Psychological Diagnostics
  - 1.2 Data Sources and Methods of Data Collection
  - 1.3 Principles of Multimodal Diagnostics
  - 1.4 Occupational Aptitude Diagnostics
  - 1.5 Screening and Matching
2. Data Integration and Quality Criteria

- 2.1 Rules of Data Integration
- 2.2 Test Standards and Test Economy
- 2.3 Quality Criteria
- 2.4 Meta Analysis
3. Methods of Item and Test Analysis
  - 3.1 Classical Test Theory
  - 3.2 Item Response Theory
  - 3.3 Factor Analysis
  - 3.4 Profile Analysis
  - 3.5 Multitrait-Multimethod Analysis
4. Aptitude Testing
  - 4.1 Wisconsin Card Sorting Test
  - 4.2 Test of Everyday Attention (TEA)
  - 4.3 Wonderlic Contemporary Cognitive Ability Test
5. Intelligence Testing
  - 5.1 Stanford-Binet Intelligence Scale
  - 5.2 Wechsler Adult Intelligence Scale (WAIS)
6. Personality Testing
  - 6.1 Definitions and Models
  - 6.2 Cattell's 16PF
  - 6.3 NEO-FFI as a Measurement of the BIG 5
  - 6.4 Occupational Personality Questionnaire
7. Occupational Health
  - 7.1 Definitions of Occupational Health, Mental Health, and Work-Life
  - 7.2 Maslach Burnout Inventory (MBI)
  - 7.3 Well-Being Index (WHO-5)
  - 7.4 Occupational Depression Inventory (ODI)

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

- Irwing, P., Booth, T., & Hughes, D. J. (2018). *The Wiley handbook of psychometric testing: A multidisciplinary reference on survey, scale and test development*. Wiley Blackwell.
- Loewenthal, K. M., & Lewis, C. A. (2021). *An introduction to psychological tests and scales* (3rd ed.). Routledge.
- Wright, A. J. (2020). *Conducting psychological assessment: A guide for practitioners* (2nd ed.). Wiley Blackwell.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Audio	
	<input checked="" type="checkbox"/> Slides	



# Coaching and Consulting

Module Code: DLMWPCUB\_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. Caroline Trautwein (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

- Management Consulting - A Professional Service
- The Work of Management Consultants
- Methods and Techniques in Management Consulting
- Issues in Management Consulting
- Coaching – An Emerging Profession
- The Process of Coaching
- Approaches to 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. Management Consulting - A Professional Service
  - 1.1 The Scope of Management Consulting
  - 1.2 The History of Management Consulting
  - 1.3 Values and Professional Standards in Management Consulting
  - 1.4 Consultants, Clients, and Their Relationship
  - 1.5 Consulting Psychologists
2. The Work of Management Consultants
  - 2.1 The Process Model
  - 2.2 The Client Engagement Model

- 2.3 Structuring Consulting Cases
- 3. Methods and Techniques in Management Consulting
  - 3.1 For Analysis
  - 3.2 For Designing Interventions
- 4. Issues in Management Consulting
  - 4.1 Impact
  - 4.2 Failure
  - 4.3 Sustainability
  - 4.4 Agility
  - 4.5 Digital Transformation
  - 4.6 Changes in the Workforce
- 5. Coaching – An Emerging Profession
  - 5.1 Defining Coaching
  - 5.2 Areas of Coaching
  - 5.3 Coaching Frameworks
  - 5.4 Research into Coaching
  - 5.5 Professional Coaching Standards
- 6. The Process of Coaching
  - 6.1 The Phase Model of Coaching
  - 6.2 Behaviors in the Coaching Process
  - 6.3 Models of Coaching Behavior
  - 6.4 Core Coaching Skills
- 7. Approaches to Coaching
  - 7.1 Coaching Theory
  - 7.2 Coaching Approaches

**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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

# Seminar: Current Topics in Industrial and Organizational Psychology

Module Code: DLMWPATWP\_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. Gregor Nimz (Seminar: Current Topics in Industrial and Organizational Psychology)

## Contributing Courses to Module

- Seminar: 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: 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: 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>Online Tests:</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/Tutorial Support</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>
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides

# Diversity Management

Module Code: DLMIOPDM

<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> Minimaldauer: 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. Maja Störmer (Diversity Management)

## Contributing Courses to Module

- Diversity Management (DLMSVDM01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

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

**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

# Diversity Management

Course Code: DLMSVDM01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

- 2.3 Secondary Dimensions
- 3. Theories and Theoretical Approaches of Diversity Management
  - 3.1 Social Identity Theory
  - 3.2 Stereotypes and Categorization
  - 3.3 Information Processing Theory
- 4. Diversity Management from an Organizational Perspective
  - 4.1 Organizational Design and Culture
  - 4.2 Organizational Change Processes
  - 4.3 Human Resources Management
  - 4.4 Employee Management
- 5. Diversity Management: Strategies and Concepts
  - 5.1 Conflict Reduction and Conflict Resolution
  - 5.2 Inclusion and Belonging
  - 5.3 Diversity Trainings
- 6. Selected Diversity Dimensions and Empirical Studies
  - 6.1 Gender (Women, Men, and LGBTQIA+)
  - 6.2 Age and Generation
  - 6.3 Religion, Culture and Nationality
  - 6.4 People with Disabilities and Health-Related Issues
  - 6.5 New Trends and Paradigms
- 7. Critical Reflection of Diversity Management
  - 7.1 Diversity at Any Price?
  - 7.2 Risk and Challenges
  - 7.3 Opportunities and Potentials



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

- Akpapuna, M., Choi, E., Johnson, D. A., & Lopez, J. A. (2020). Encouraging multiculturalism and diversity within organizational behavior management. *Journal of Organizational Behavior Management*, 40(3/4), 186–209.
- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive intercultural management*. Edward Elgar Publishing.
- Plummer, D. L. (Ed.). (2018). *Handbook of diversity management: Inclusive strategies for driving organizational excellence*. Half Dozen Publications.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# Intercultural Management

Module Code: DLMINTIM\_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. Jonathan Black-Branch (Intercultural Management)

## Contributing Courses to Module

- Intercultural Management (DLMINTIM01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: myStudies  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

**Learning Outcomes****Intercultural Management**

On successful completion, students will be able to

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

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

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

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

All Master Programs in the Business & Management fields

# Intercultural Management

Course Code: DLMINTIM01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

1. Fundamentals and Classification of Intercultural Management
  - 1.1 Intercultural Management as an Independent Discipline in Business Administration
  - 1.2 Important Cultural Concepts as Basis for Intercultural Management
  - 1.3 Important Cultural Dimensions as Basis for Intercultural Understanding

2. Role and Importance of Intercultural Management for Companies
  - 2.1 International Developments and Contexts for Enterprises
  - 2.2 Connection Between National Culture and Corporate Culture
  - 2.3 Entrepreneurial Core Competencies for Successful Intercultural Management
3. Diversity Management in Intercultural Management
  - 3.1 Working with Diversity in Companies
  - 3.2 Management Styles in Individualistic and Collectivist Cultures
  - 3.3 Reconciliation of Cultural Dilemmas
4. Entrepreneurial Decision-making Dimensions of Intercultural Management
  - 4.1 Strategy
  - 4.2 Marketing
  - 4.3 Human Resources Management (HRM)
5. Focal Points of Intercultural Management
  - 5.1 Intercultural Management and Corporate Governance
  - 5.2 Intercultural Communication
  - 5.3 Intercultural Zeamwork
6. Intercultural Management in Selected Countries
  - 6.1 Germany
  - 6.2 USA
  - 6.3 China

## Literature

### Compulsory Reading

### Further Reading

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

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests



# Artificial Intelligence

Module Code: DLMAIAI

<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. Claudia Heß (Artificial Intelligence)

## Contributing Courses to Module

- Artificial Intelligence (DLMAIAI01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: myStudies  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

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

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

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

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

All Master Programmes in the IT & Technology field

# Artificial Intelligence

Course Code: DLMAIAI01

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

### 3.2 Cognitive Processes

## 4. Modern AI Systems

### 4.1 Recent Developments in Hard- and Software

### 4.2 Narrow vs General AI

### 4.3 NLP and Computer Vision

## 5. AI Application Areas

### 5.1 Autonomous Vehicles & Mobility

### 5.2 Personalized Medicine

### 5.3 FinTech

### 5.4 Retail & Industry

## Literature

### Compulsory Reading

### Further Reading

- Chowdhary, K. R. (2020). Fundamentals of Artificial Intelligence. Springer India.
- Russell, S. & Norvig, P. (2022). Artificial intelligence. A modern approach (4th ed.). Pearson Education.
- Ward, J. (2020). The student's guide to cognitive neuroscience. (4th ed.). Taylor & Francis Group.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# 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. Caroline Trautwein (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, 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 Communication Axioms
2. Basics of Communication Psychology
  - 2.1 Levels of Communication
  - 2.2 Perceptual Channels and Representational Systems
  - 2.3 Memory Architecture and Stimulus Processing
  - 2.4 Neurolinguistic Programming (NLP)
3. Special Concepts of Communication
  - 3.1 Non-violent Communication
  - 3.2 Transactional Analysis
  - 3.3 The Square of Communication - 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 Media Psychology
5. Basics of Media Psychology
  - 5.1 Media Use

- 5.2 Media Choice
- 5.3 Media Reception
- 5.4 Media Effects
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 Effects of Mass Media
7. Immersion in Medial Worlds
  - 7.1 Psychological Effects of Computer Games
  - 7.2 Psychological Effects of Virtual Worlds
  - 7.3 Psychological Effects of Mobile Communication
  - 7.4 Psychological Effects of Social Media
8. Special Medial Fields of Action
  - 8.1 Media and Emotions
  - 8.2 Violence/Aggression
  - 8.3 Media and Prosocial Behavior
  - 8.4 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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# Agile Project Management

Module Code: DLMIEEAPM

<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

Sandra Reinstädler (Agile Project Management)

## Contributing Courses to Module

- Agile Project Management (DLMIEEAPM01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Fundamentals of Agile Methods in Project Management
- Traditional and Agile Approaches to Project Management
- Agile Project Management with Scrum
- Agile Project Management with Kanban
- Implementing Agile within the Organization
- Expanding Agile across the Organization

### Learning Outcomes

#### Agile Project Management

On successful completion, students will be able to

- understand the significance of agile methods to efficiently and effectively manage projects within and across organizations.
- compare the major characteristics of traditional and agile approaches to project management.
- apply the Scrum methodology as a main framework of agile project management.
- apply the Kanban methodology as a main framework of agile project management.
- implement agile value-driven strategies and effective agile product roadmaps into the organization.
- judge the scaling of agile practices across the entire organization.

#### 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 field

# Agile Project Management

Course Code: DLMIEEAPM01

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

## Course Description

Agile methods accelerate the development and delivery of a product or service by the division of tasks into short phases of work and frequent reassessment and adaptation of plans. While originally used for software programming, the agile methodology has become a widely used approach in many areas of business. When applied to project management situations, agile contributes to a more flexible planning, a faster determining of the requirements and a more effective executing of a project. The concept of agile is based on the Agile Manifesto which includes four key values and twelve main principles to guide an iterative and people-centric managing of projects. In this course, students are introduced to the agile project management framework with an emphasis on the product owner's role. They learn how to develop the product vision and the product roadmap, organize the project team, identify user roles, write user stories and establish an operant project risk management. This way, students shall also develop a mindset for the agile methodology. The course puts a special emphasis on the Scrum and Kanban framework as two main pillars to agilely manage projects within and across organizations.

## Course Outcomes

On successful completion, students will be able to

- understand the significance of agile methods to efficiently and effectively manage projects within and across organizations.
- compare the major characteristics of traditional and agile approaches to project management.
- apply the Scrum methodology as a main framework of agile project management.
- apply the Kanban methodology as a main framework of agile project management.
- implement agile value-driven strategies and effective agile product roadmaps into the organization.
- judge the scaling of agile practices across the entire organization.

## Contents

1. Fundamentals of Agile Methods in Project Management
  - 1.1 Definition and Significance of Agile Methods in Project Management
  - 1.2 The Agile Manifesto
  - 1.3 The Agile Values and Principles
2. Traditional and Agile Approaches to Project Management

- 2.1 Traditional Approaches to Project Management
- 2.2 Agile Approaches to Project Management
- 2.3 Comparison of Traditional versus Agile Project Management
3. Agile Project Management with Scrum
  - 3.1 Scrum Values and Principles
  - 3.2 Scrum Roles, Events and Artifacts
  - 3.3 Application Areas of Scrum
4. Agile Project Management with Kanban
  - 4.1 Kanban Values and Principles
  - 4.2 Kanban Boards and Cards
  - 4.3 Application Areas of Kanban
5. Implementing Agile within the Organization
  - 5.1 Implementing Agile Value-driven Delivery Strategies
  - 5.2 Creating an Effective Agile Product Roadmap
  - 5.3 Coaching an Agile Team
6. Expanding Agile across the Organization
  - 6.1 Agile at Scale Practices across the Organization
  - 6.2 Agile Portfolio Management
  - 6.3 Scaled Agile Framework (SAFe)

### Literature

#### Compulsory Reading

#### Further Reading

- Schwaber, K., & Sutherland, J. (2020). The 2020 Scrum guide. ScrumGuides.
- Winkle, T. (2022). Product development within artificial intelligence, ethics, and legal risk: Exemplary for safe autonomous vehicles. Springer.



**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Project: Development of Teams

Module Code: DLMAPEPET\_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> Minimaldauer: 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. Maja Störmer (Project: Development of Teams)

### Contributing Courses to Module

- Project: Development of Teams (DLMAPEPET01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Project Report

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

The focus is on building action competencies in the area of goal-oriented team development by working on a concrete project in a team. The project team deals with a practice-relevant issue in an organization, which is worked out together with a responsible person of this organization. The aim of the module is the application of theoretical knowledge for the design and strengthening of high performance teams and their reflection.

### Learning Outcomes

#### Project: Development of Teams

On successful completion, students will be able to

- explain the differences between a group and a team.
- reflect on the use of team development models in practice.
- promote goal-oriented cooperation within a team.
- adequately accompany the process of team development.
- recognize and manage group dynamics within the team.
- reflect on their own behavior and that of the group.

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

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

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

All master programs in the Human Resources field

## Project: Development of Teams

Course Code: DLMAPEPET01\_E

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

### Course Description

For many companies and social organizations, teamwork has become an integral part of intra- and interorganizational collaboration. The increasing importance of this phenomenon is due to the fact that innovation and synergy potentials can be harnessed via interdisciplinary teamwork. Complex work tasks can often be solved better in a team. However, teams will only be successful if the interaction within the team works smoothly and the communication between the team members is successful. This requires profound experience in the application of team development models as well as the successful management of disruptive group dynamics that can occur in teams. It is necessary to understand the group and its dynamics and to comprehend how groups need to function to form a team. Using team-relevant methods and techniques, students work on a specific project with a team, which they plan and implement in real terms. The focus of the project work is on what measures they need to take to develop the specific team and counteract disruptive group dynamics. Furthermore, this work-integrated approach aims to reflect on these measures in terms of their contribution to team development.

### Course Outcomes

On successful completion, students will be able to

- explain the differences between a group and a team.
- reflect on the use of team development models in practice.
- promote goal-oriented cooperation within a team.
- adequately accompany the process of team development.
- recognize and manage group dynamics within the team.
- reflect on their own behavior and that of the group.

### Contents

- Possible topics for the project reports may include:
  - Reflection on group dynamics that have occurred such as Groupthink, Social Loafing, etc.
  - Reflection regarding the application of theoretical insights on team development such as Tuckman's Team Development Clock or Cohen's model of Theme-Centered Interaction (TCI).
  - Reflection on team composition with reference to their group dynamics.
  - Special features of coaching in a team context.

- The process of change associated with the development of teams and their group dynamics is experienced and tested in practice using the example of a real project.

## Literature

### Compulsory Reading

#### Further Reading

- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. *American Psychologist*, 73(4), 517–531.
- Meyerhuber, S., Reiser, H., & Scharer, M. (2019). *Theme-Centered Interaction (TCI) in Higher Education*. Springer International Publishing.
- Rojas, R. R. (2021). Enhancing Organizational Workgroups: A Relational View of Tuckman's Team Development Model. *Organizational Cultures: An International Journal*, 21(2), 103–116.
- Schippers, M. C. (2014). Social Loafing Tendencies and Team Performance: The Compensating Effect of Agreeableness and Conscientiousness. *Academy of Management Learning & Education*, 13(1), 62–81.
- Sherman, R. O., & Cohn, T. M. (2022). Rebuilding teamwork after a turbulent time. *American Nurse Journal*, 17(11), 13–16.

**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>Online Tests:</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/Tutorial Support</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>	
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

# Human Resource Management I

Module Code: MWPM1-01\_E

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

Audrey Fernandes-Diehl (Human Resource Management I)

## Contributing Courses to Module

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

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: Not applicable  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

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

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

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

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

All Master Programms in the Human Resources field



# Human Resource Management I

Course Code: MWPM01-01\_E

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

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

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

- Dessler, G. (2018). Human resource management (16th ed.). Pearson.
- Lussier, R. N., & Hendon, J. R. (2019). Fundamentals of human resource management: Functions, applications, and skill development (2nd ed.). Sage Publications.
- Wilkinson, A., Dundon, T., & Redman, T. (2017). Contemporary human resource management: Text and cases (5th ed.). Pearson.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

**Study Format Not applicable**

<b>Study Format</b> Not applicable	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests

## Employer Branding and Recruiting

Module Code: DLMEBR\_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

Jacqueline Spieß (Employer Branding and Recruiting)

### Contributing Courses to Module

- Employer Branding and Recruiting (DLMEBR01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

**Module Contents**

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

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

On successful completion, students will be able to

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

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

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

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

All Master Programs of the Human Resources 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.
- Entekin, 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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

## Applied Marketing Research

Module Code: DLMBCBR2

<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

Caterina Fox (Applied Marketing Research)

### Contributing Courses to Module

- Applied Marketing Research (DLMBCBR02)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- 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

### **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.

#### **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 Programmes in the fields of Marketing & Communication

# 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**

- Hair, J.F.; Ortinau, D.J., & Harisson, D.E. (2023). Essentials of Marketing Research. New York: McGraw-Hill Education.
- Len Tiu Wright, Luiz Moutinho, Merlin Stone, & Richard P. Bagozzi. (2021). The Routledge Companion to Marketing Research. Routledge.
- Malhotra, N. K. (2019). Marketing Research: An Applied Orientation (7th Ed.). Pearson.
- Rajagopal, R. (2019). Qualitative marketing research: Understanding how behavioral complexities drive marketing strategies. Business Expert Press.
- Robin Nunkoo, Viraiyan Teeroovengadum, & Christian M. Ringle. (2021). Handbook of Research Methods for Marketing Management. Edward Elgar Publishing.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

## Seminar: User Experience and Customer Journey

Module Code: DLMIOPSUXCJ

<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Ali Mehmood Khan (Seminar: User Experience and Customer Journey )

### Contributing Courses to Module

- Seminar: User Experience and Customer Journey (DLMWPWCJ01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

#### 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 field of Marketing & Sales

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

All Master Programs in the Marketing & Communication field

## 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.

## 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.
- Wiedenhoefler, 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>Online Tests:</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/Tutorial Support</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>	
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

# Customer Relationship Marketing

Module Code: MWMA2\_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. Josephine Zhou-Brock (Customer Relationship Marketing)

## Contributing Courses to Module

- Customer Relationship Marketing (MWMA02\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- 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

**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.

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

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

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

All Master Programs in the Online & Social Media Marketing field

# 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. Begriff und Grundlagen des Customer-Relationship-Managements (CRM)
  - 1.1 Konzept und Begriff des CRMs
  - 1.2 Bedeutung des CRMs für das Unternehmen
  - 1.3 Kundenbeziehungszyklus und Erfolgskette der Kundenbindung
  - 1.4 Strukturen und Prozesse
2. Kundenbeziehungsstrategien
  - 2.1 Determinanten der Kundenbindung

- 2.2 Verhaltenswirkung beim Kunden
- 2.3 Ermittlung des Kundenwerts
- 3. Kundengewinnung
  - 3.1 Strategien der Kundenakquisition
  - 3.2 Instrumente der Neukundengewinnung
  - 3.3 Neukundenmanagement
- 4. Kundenbindung
  - 4.1 Kundenbindungsmanagement
  - 4.2 Kundenprogramme und andere Kundenbindungsinstrumente
  - 4.3 Beschwerdemanagement
- 5. Kundenrückgewinnung
  - 5.1 Rückgewinnungsmanagement
  - 5.2 Analyse der Abwanderung
  - 5.3 Instrumente der Kundenrückgewinnung
- 6. Operative und analytische CRM-Prozesse
  - 6.1 IT-Systeme im CRM
  - 6.2 Operatives CRM: Kampagnenmanagement und Leadmanagement
  - 6.3 Analytisches CRM: Datenverarbeitung und Datenanalyse
  - 6.4 Social CRM
- 7. CRM in ausgewählten Sektoren
  - 7.1 CRM im Konsumgüterbereich
  - 7.2 CRM im Investitionsgüterbereich
  - 7.3 CRM im Dienstleistungssektor



**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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

# International Consumer Behavior

Module Code: DLMBCBR1

<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

Caterina Fox (International Consumer Behavior)

## Contributing Courses to Module

- International Consumer Behavior (DLMBCBR01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- 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****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.

**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 Programmes in the fields of Marketing & Communication

# 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 Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

## Seminar: New Work

Module Code: DLMIOPSNW

<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Anna Hiller (Seminar: New Work)

### Contributing Courses to Module

- Seminar: New Work (DLMWPWNW02\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

#### 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

## 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

- 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.
- Gee, J. (2018). The New Work Order, Taylor & Francis, New York.
- 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>Online Tests:</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/Tutorial Support</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>
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides

## Resilience and Burnout-Prevention

Module Code: DLMSVWFR1\_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> Minimaldauer: 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 Elena Phillips (Resilience and Burnout-Prevention)

### Contributing Courses to Module

- Resilience and Burnout-Prevention (DLMSVWFR01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Burnout
- Causes and Risk Factors of Burnout
- Theories of Stress
- Stress Prevention and Coping Strategies
- Resilience as a Psychological Strength
- Enhancing Resilience Through Coaching
- Managing Key Influencing Factors on Stress and Resilience

**Learning Outcomes****Resilience and Burnout-Prevention**

On successful completion, students will be able to

- define the term "burnout," list contributing factors, and recognize its characteristics.
- understand stress management as a preventive measure to avoid burnout and as a crucial approach for building resilience.
- grasp the concept of resilience as a psychological strength during times of crisis.
- describe and assess the potential of promoting resilience through coaching.
- recognize leadership, self-leadership, as well as age and culture as specific influencing factors for stress.

**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

# Resilience and Burnout-Prevention

Course Code: DLMSVWFR01\_E

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

## Course Description

In a more dynamic world, current megatrends, such as interconnectedness or constant change, place intense pressure on management and employees. Prolonged and consistently high stress levels can ultimately result in burnout. Therefore, it is essential to develop effective stress management strategies and cultivate strong resilience. This course explores these individual components and their interactions.

## Course Outcomes

On successful completion, students will be able to

- define the term "burnout," list contributing factors, and recognize its characteristics.
- understand stress management as a preventive measure to avoid burnout and as a crucial approach for building resilience.
- grasp the concept of resilience as a psychological strength during times of crisis.
- describe and assess the potential of promoting resilience through coaching.
- recognize leadership, self-leadership, as well as age and culture as specific influencing factors for stress.

## Contents

1. Burnout
  - 1.1 Development of Burnout
  - 1.2 Definition of Burnout Syndrome and Differentiation
  - 1.3 Symptomatology
  - 1.4 Diagnosis and Therapy
2. Causes and Risk Factors of Burnout
  - 2.1 Multicausal Influencing Factors
  - 2.2 Environmental Factors
  - 2.3 Personality Factors
  - 2.4 Situation Factors
3. Theories of Stress,
  - 3.1 Concept of Stress

- 3.2 Stress as an Emergency Response
- 3.3 Selye's Stress Model
- 3.4 Transactional Stress Model
- 3.5 Job-Demand-Control- Model
4. Stress Prevention and Coping
  - 4.1 Building Stress Competence Through Coaching
  - 4.2 Instrumental Stress Management
  - 4.3 Mental Stress Management
  - 4.4 Regenerative Stress Management
5. Resilience as Psychological Strength
  - 5.1 Understanding Individual Crises: Definition, Common Events, and Typical Course
  - 5.2 Definition and Characteristics of Resilience
  - 5.3 Studies, Historical Predecessors, and Related Concepts
  - 5.4 Risk and Protective Factors
  - 5.5 Models of Resilience
6. Promoting Resilience Through Coaching
  - 6.1 Resilience Coaching and Tools
  - 6.2 Psychological Approaches to Prevention and Intervention
  - 6.3 Health-Oriented Approaches to Prevention and Intervention
7. Managing Key Influencing Factors on Stress and Resilience
  - 7.1 Leadership and Leader Roles
  - 7.2 Workplace and Environment
  - 7.3 Demographic and Sociocultural Influencing Factors

## Literature

### Compulsory Reading

### Further Reading

- Bianchi, R., & Schonfeld, I. S. (2016). Burnout is associated with a depressive cognitive style. *Personality and Individual Differences*, 100, 1–5.
- Edú-Valsania, S., Laguía, A., & Moriano, J. A. (2022). Burnout: A Review of Theory and Measurement. *International journal of environmental research and public health*, 19 (3), 1780.
- Frankl, V. E. (2006). *Man's Search for Meaning*. Beacon Press.



**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

## 3. Semester

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# Leadership

Module Code: DLMBLSE-02

<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

Muriel Poehler (Leadership)

## Contributing Courses to Module

- Leadership (DLMBLSE01-02)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: myStudies  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Organizational Behavior
- Motivation
- Justice
- Power Decisions
- Diversity

**Learning Outcomes****Leadership**

On successful completion, students will be able to

- understand behavior of employees from a psychological and sociological point of view.
- apply and reflect several behavioral and motivational theories relevant to the workplace and draw conclusions for management problems.
- raise awareness to workplace issues around justice and apply their knowledge in to their management decisions.
- reflect individual and group mechanisms against the background of diversity.
- develop a deep understanding of decision-making processes and common biases and errors in decision-making.
- critically reflect on conflicts with their processes and patterns, and solve them more effectively.

**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: DLMBLSE01-02

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

## Course Description

Students will be prepared to take over a leadership role in an organization. Students will be equipped with the psychological foundation of performance and commitment as the most crucial outcome variables in leadership. Based on their psychological understanding, they will develop a deep understanding of resulting social processes such as motivation, conflict, power, and leadership. Solid theoretical foundations will be taught, and students will transfer their theoretical knowledge to work-place problems.

## Course Outcomes

On successful completion, students will be able to

- understand behavior of employees from a psychological and sociological point of view.
- apply and reflect several behavioral and motivational theories relevant to the workplace and draw conclusions for management problems.
- raise awareness to workplace issues around justice and apply their knowledge in to their management decisions.
- reflect individual and group mechanisms against the background of diversity.
- develop a deep understanding of decision-making processes and common biases and errors in decision-making.
- critically reflect on conflicts with their processes and patterns, and solve them more effectively.

## Contents

1. Organizational Behavior as the Foundation of Leadership
  - 1.1 What Is Organizational Behavior?
  - 1.2 Job Performance
  - 1.3 Organizational Commitment
2. Psychological Mechanisms
  - 2.1 Individual Characteristics
  - 2.2 Individual Mechanisms
  - 2.3 Group Characteristics & Diversity
  - 2.4 Group Mechanisms
  - 2.5 Organization Mechanisms

3. Motivation Concepts
  - 3.1 Self-Determination Theory
  - 3.2 Reinforcement Theory
  - 3.3 Expectancy Theorie
  - 3.4 Motivational Concepts Applied
4. Organizational Justice
  - 4.1 Equity Theory
  - 4.2 Distributive Justice
  - 4.3 Procedural Justice
  - 4.4 Interactional Justice
  - 4.5 Cultural Justice
5. Making and Implementing Decisions
  - 5.1 Perception and Individual Decision-Making
  - 5.2 The Rational Model, Bounded Rationality, and Intuition
  - 5.3 Common Biases and Errors in Decision Making
6. Power and Politics
  - 6.1 Trait Theories of Leadership
  - 6.2 Behavioral Theories
  - 6.3 Contingency Theories
  - 6.4 LMX Theory
  - 6.5 Bases of Power
  - 6.6 The General Dependence Postulate
  - 6.7 Influence Tactics
7. Conflict
  - 7.1 The Conflict Process
  - 7.2 Negotiation in a Social Context

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

- Ashkenas, R., & Manville, B. (2018). *Harvard Business Review Leader's Handbook: Make an Impact, Inspire Your Organization, and Get to the Next Level*. Harvard Business Press.
- Bachrach, D. G., Kim, K. Y., Patel, P. C., & Harms, P. D. (2022). Birds of a feather?: Firm sales growth and narcissism in the upper echelons at the CEO-TMT interface. *The Leadership Quarterly*, 101621.
- Banks, G. C., Dionne, S. D., Mast, M. S., & Sayama, H. (2022). Leadership in the digital era: A review of who, what, when, where, and why. *The Leadership Quarterly*, 101634.
- Colquitt, J., Lepine, J. A., & Wesson, M. J. (2022). *Organizational Behavior: Improving Performance and Commitment in the Workplace (8e)*. New York, NY, USA: McGraw-Hill.
- Han, G. H., & Harms, P. D. (2010). Team identification, trust and conflict: A mediation model. *International Journal of conflict management*.
- Hannah, S. T., Avolio, B. J., Luthans, F., & Harms, P. D. (2008). Leadership efficacy: Review and future directions. *The Leadership Quarterly*, 19(6), 669-692.
- Nieken, P. (2022). Charisma in the gig economy: The impact of digital leadership and communication channels on performance. *The Leadership Quarterly*, 101631.
- Obenauer, W. G., & Kalsher, M. J. (2022). Is white always the standard? Using replication to revisit and extend what we know about the leadership prototype. *The Leadership Quarterly*, 101633.
- Robbins, S. P., Judge, T. A., & Campbell, T. T. (2021). *Organizational behaviour*. Pearson education.
- Spain, S. M., Harms, P., & LeBreton, J. M. (2014). The dark side of personality at work. *Journal of organizational behavior*, 35(S1), S41-S60.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests



**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests

## New Work

Module Code: DLMWPWNW1\_E

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

Prof. Dr. Maja Störmer (New Work)

### Contributing Courses to Module

- New Work (DLMWPWNW01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Oral Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

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

On successful completion, students will be able to

- classify the field of "New Work" in the context of 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.

**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

- Bergmann, F. (2019). *New work, new culture: Work we want and a culture that strengthens us*. Zero Books.
- Holbeche, L. (2018). *The agile organization: How to build an engaged, innovative and resilient business* (2nd ed.). Kogan Page Publishers
- Robertson, B. J. (2015). *Holacracy: The revolutionary management system that abolishes hierarchy*. Penguin.
- Schnell, A., & Schnell, N. (2021). *New work hacks: 50 inspirations for modern and innovative work*. Springer.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Oral Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

# Business Ethics and Corporate Governance

Module Code: DLMBAEBECG

<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. Jürgen Matthias Seeler (Business Ethics and Corporate Governance)

## Contributing Courses to Module

- Business Ethics and Corporate Governance (DLMBAEBECG01)

## Module Exam Type

### Module Exam

Study Format: [Distance Learning](#)  
Written Assessment: Written Assignment

Study Format: [myStudies](#)  
Written Assessment: Written Assignment

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Introduction to Business Ethics and Corporate Governance
- Ethics Theories
- Business Ethics Problem Areas and Solutions
- Basic Perspectives of Corporate Governance
- Monitoring Concepts for Corporate Governance
- Combining Business Ethics and Corporate Governance



**Learning Outcomes****Business Ethics and Corporate Governance**

On successful completion, students will be able to

- explain the most important concepts and definitions of business ethics.
- distinguish important theories of business ethics.
- implement business ethics concepts in business practice.
- explain different understandings of corporate governance.
- highlight the influences of business ethics on corporate governance.
- discuss the relationship between business ethics and corporate governance on the basis of a term paper using an example from business practice.

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

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

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

All Master Programs in the Business & Management fields

# Business Ethics and Corporate Governance

Course Code: DLMBAEBECG01

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

## Course Description

Within the framework of the course "Business Ethics and Corporate Governance", the students prepare a written assignment for which they have to select one out of a variety of topics proposed in the Learning Management System. Students are required to demonstrate their capacity to link business ethics and corporate governance, both theoretically and based on an example from business practice. The students show the ability to familiarize themselves with the topic, to link scientific theory and entrepreneurial practice and to present their findings in a structured systematic way.

## Course Outcomes

On successful completion, students will be able to

- explain the most important concepts and definitions of business ethics.
- distinguish important theories of business ethics.
- implement business ethics concepts in business practice.
- explain different understandings of corporate governance.
- highlight the influences of business ethics on corporate governance.
- discuss the relationship between business ethics and corporate governance on the basis of a term paper using an example from business practice.

## Contents

1. Introduction to Business Ethics and Corporate Governance
  - 1.1 Basic Terms and Definitions in Business Ethics
  - 1.2 Basic Terms and Definitions in Corporate Governance
  - 1.3 The Link between Business Ethics and Corporate Governance
2. Ethics Theories
  - 2.1 Ethics Theories
  - 2.2 Comparison between Deontology and Utilitarianism
  - 2.3 Business Ethics Concepts evolving from Ethics Theories
3. Business Ethics Problem Areas and Solutions
  - 3.1 Categorization of Ethical Problems in Business
  - 3.2 Components of a Corporate Ethics Program

3.3 Ethics Implementation in Business Practice

4. Basic Perspectives of Corporate Governance

4.1 Important Terms and Definitions of Corporate Governance

4.2 Approaches to Corporate Governance

4.3 The Concept of Control

5. Monitoring Concepts for Corporate Governance

5.1 Governance Mechanisms

5.2 Governance Systems

5.3 Corporate Governance Codes

6. Combining Business Ethics and Corporate Governance

6.1 Linking Business Ethics and Corporate Governance

6.2 Developing an Ethically Oriented Corporate Governance

6.3 Leadership in the Context of Ethical Corporate Governance

**Literature**

**Compulsory Reading**

**Further Reading**

- Dimmock, M., & Fisher, A. (2017). Ethics for A-level. Open Book Publishers.
- Rendtorff, J. D. (2019). Cosmopolitan business ethics: Towards a global ethos of management. Taylor & Francis.
- Rossouw, D., & Van Vuuren, L. (2017). Business ethics (6th ed.). Oxford University Press.
- Treviño, L. K., & Nelson, K. A. (2017). Managing business ethics: Straight talk about how to do it right (7th ed.). Wiley & Sons.
- Ulrich, P. (2008). Integrative economic ethics: Foundations of a civilized market economy. Cambridge University Press.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Written Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Written Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Seminar: AI and Society

Module Code: DLMAIS AIS

<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. Tim Schlippe (Seminar: AI and Society)

### Contributing Courses to Module

- Seminar: AI and Society (DLMAIS AIS01)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay  
  
Study Format: myStudies  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

**Learning Outcomes****Seminar: AI and Society**

On successful completion, students will be able to

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

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

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

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

All Master Programmes in the IT & Technology field

## Seminar: AI and Society

Course Code: DLMAISAI01

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

### Course Description

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

### Course Outcomes

On successful completion, students will be able to

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

### Contents

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



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

- Bailey, S. J. (2020). Academic writing for international students of business and economics (Third edition). Routledge.
- Day, T. (2018). Success in academic writing. (2nd ed.).
- Fang, Z. (2021). Demystifying academic writing: genres, moves, skills, and strategies. Routledge, Taylor & Francis Group.
- Silvia, P. J. (2019). How to write a lot: a practical guide to productive academic writing (2nd ed.). American Psychological Association.

**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>Online Tests:</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/Tutorial Support</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>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Seminar
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</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/Tutorial Support</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>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

## Tools in Organizational Analysis

Module Code: DLMWPWOAE1\_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. Zeljko Sevic (Tools in Organizational Analysis)

### Contributing Courses to Module

- Tools in Organizational Analysis (DLMWPWOAE01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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

**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.

**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 Programs in the Business & Management field

## 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

- Harris, O. J., & Hartman, S. J. (2002). *Organizational behavior*. Taylor & Francis.
- Luthans, F. (2015). *Organizational behavior: An evidence-based approach* (13th ed.). InformationAge Publishing.
- Stroh, L. K., Northcraft, G. B., Neale, M. A., Kern, M., Langlands, C., & Greenberg, J. (2003). *Organizational behavior: A management challenge* (2nd ed.). Psychology Press.
- Tolbert, P. S. (2016). *Organizations structures, processes, and outcomes* (10th ed.). Routledge.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	



# Change Management

Module Code: DLMBCM

<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

Carsten Stelling (Change Management)

## Contributing Courses to Module

- Change Management (DLMBCM01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

**Learning Outcomes**

**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

# 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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

# Talent Management & HR Development

Module Code: DLMTUP\_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. Maja Störmer (Talent Management & HR Development)

## Contributing Courses to Module

- Talent Management & HR Development (DLMTUP01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study  
Study Format: myStudies  
Written Assessment: Case Study

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

**Learning Outcomes****Talent Management & HR Development**

On successful completion, students will be able to

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

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

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

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

All Master Programs in the Human Resources field



# 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**

- Kodden, B. (2020). The art of sustainable performance: A model for recruiting, selection, and professional development. Springer.
- Zeuch, M. (Ed.). (2019). Handbook of human resources management. Springer.
- Trost, A. (2020). Human resources strategies: Balancing stability and agility in times of digitization. Springer.
- Garavan, T., McCarthy, A., & Carbery, R. (2017). Handbook of international human resource development: Context, processes, and people. Edward Elgar.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Guideline
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests

## Learning Design and Experience

Module Code: DLMAPELDE\_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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

N.N. (Learning Design and Experience)

### Contributing Courses to Module

- Learning Design and Experience (DLMAPELDE01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Oral Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Learning in the context of competency orientation
- Configuration of effective learning environments
- Competency-oriented learning environment
- Peculiarities of digital, hybrid, and workplace-related learning environments
- Learning in change

**Learning Outcomes****Learning Design and Experience**

On successful completion, students will be able to

- consider the active configuration of learning processes in the context of competency building.
- outline the key elements of a successful teaching and learning scenario.
- explain the specifics of digital, hybrid, and workplace-oriented learning formats.
- discuss current developments in the configuration of learning environments.

**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

# Learning Design and Experience

Course Code: DLMAPELDE01\_E

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

## Course Description

Competency development through human resource development processes is always connected to learning experiences that are embedded within a specific framework and influenced by external factors. Ideally, this framework should be designed by the human resource development team with special consideration of the learning objective, ensuring that the content is understood by the learner and motivates them to engage with the material provided and apply it in practical situations (referred to as Learning Design). The goal of an effective Learning Design is to create an optimal and positive learning experience. This course covers the basics of methodical design of successful learning environment, focusing on the development of job-related and task-related competencies. The content emphasizes not only approaches to building knowledge but also provides a facilitative framework for gaining situation-specific, professional experiences. In addition to traditional approaches, Workplace Learning concepts will be viewed.

## Course Outcomes

On successful completion, students will be able to

- consider the active configuration of learning processes in the context of competency building.
- outline the key elements of a successful teaching and learning scenario.
- explain the specifics of digital, hybrid, and workplace-oriented learning formats.
- discuss current developments in the configuration of learning environments.

## Contents

1. Learning in the Context of Competency Orientation
  - 1.1 Competency as the New Currency
  - 1.2 Building Knowledge and Experience through Learning Processes
  - 1.3 Learning Processes as the Basis of Human Resource Development
2. Configuration of Effective Learning Environments
  - 2.1 Understanding Learning Design and Learning Environment
  - 2.2 Forms of Learning Environments
  - 2.3 Dimensions of a Learning Environment
  - 2.4 Creation of Learning Environments according to Learning Objectives



3. Competency-Oriented Learning Environments
  - 3.1 Basics of a Competency-Oriented Learning Environment
  - 3.2 Knowledge Building through Instruction
  - 3.3 Building Experience through Construction and Reflection
4. Digital Learning Environments
  - 4.1 Definition, Types, and Basic Principles of Digital Learning Formats
  - 4.2 Infrastructure of Digital Formats
  - 4.3 Framework of Digital Formats
  - 4.4 Knowledge Building through E-Learning Arrangements
  - 4.5 Experience Building through Digital Learning Formats
5. Hybrid Learning Environments
  - 5.1 Definition and Types of Hybrid Learning Formats
  - 5.2 Building Competencies through Hybrid Learning Formats
6. The Workplace as a Learning Environment
  - 6.1 Understanding Workplace Learning
  - 6.2 Creating Learning-Supportive Workspaces
7. Learning in Change
  - 7.1 Agile Learning Environment
  - 7.2 Personalisation of Learning

## Literature

### Compulsory Reading

### Further Reading

- Koper, R & Tattersall C. (2005). Learning Design: A Handbook on Modelling and Delivering Networked Education and Training. Springer Verlag.
- Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2019). A systematic literature review on synchronous hybrid learning: gaps identified. Learning Environments Research: An International Journal. 23(3):269-290. Springer Nature Journals.
- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. Journal of Educational Technology Systems, 50(2), 140–171.
- Spector, J. M., Lockee, B. B., & Childress, M. D. (2020). Learning, Design, and Technology. An International Compendium of Theory, Research, Practice, and Policy. Springer Verlag

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Oral Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Applied Marketing Research

Module Code: DLMBCBR2

<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

Caterina Fox (Applied Marketing Research)

### Contributing Courses to Module

- Applied Marketing Research (DLMBCBR02)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- 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

**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.

**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 Programmes in the fields of Marketing & Communication

# 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**

- Hair, J.F.; Ortinau, D.J., & Harisson, D.E. (2023). *Essentials of Marketing Research*. New York: McGraw-Hill Education.
- Len Tiu Wright, Luiz Moutinho, Merlin Stone, & Richard P. Bagozzi. (2021). *The Routledge Companion to Marketing Research*. Routledge.
- Malhotra, N. K. (2019). *Marketing Research: An Applied Orientation (7th Ed.)*. Pearson.
- Rajagopal, R. (2019). *Qualitative marketing research: Understanding how behavioral complexities drive marketing strategies*. Business Expert Press.
- Robin Nunkoo, Viraiyan Teeroovengadum, & Christian M. Ringle. (2021). *Handbook of Research Methods for Marketing Management*. Edward Elgar Publishing.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests



## Seminar: User Experience and Customer Journey

Module Code: DLMIOPSUXCJ

<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Ali Mehmood Khan (Seminar: User Experience and Customer Journey )

### Contributing Courses to Module

- Seminar: User Experience and Customer Journey (DLMWPWCJ01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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****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 field of Marketing & Sales

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

All Master Programs in the Marketing & Communication field

# 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.

## 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>Online Tests:</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/Tutorial Support</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>	
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

# Customer Relationship Marketing

Module Code: MWMA2\_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. Josephine Zhou-Brock (Customer Relationship Marketing)

## Contributing Courses to Module

- Customer Relationship Marketing (MWMA02\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- 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

**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.

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

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

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

All Master Programs in the Online & Social Media Marketing field

# 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. Begriff und Grundlagen des Customer-Relationship-Managements (CRM)
  - 1.1 Konzept und Begriff des CRMs
  - 1.2 Bedeutung des CRMs für das Unternehmen
  - 1.3 Kundenbeziehungszyklus und Erfolgskette der Kundenbindung
  - 1.4 Strukturen und Prozesse
2. Kundenbeziehungsstrategien
  - 2.1 Determinanten der Kundenbindung



- 2.2 Verhaltenswirkung beim Kunden
- 2.3 Ermittlung des Kundenwerts
- 3. Kundengewinnung
  - 3.1 Strategien der Kundenakquisition
  - 3.2 Instrumente der Neukundengewinnung
  - 3.3 Neukundenmanagement
- 4. Kundenbindung
  - 4.1 Kundenbindungsmanagement
  - 4.2 Kundenprogramme und andere Kundenbindungsinstrumente
  - 4.3 Beschwerdemanagement
- 5. Kundenrückgewinnung
  - 5.1 Rückgewinnungsmanagement
  - 5.2 Analyse der Abwanderung
  - 5.3 Instrumente der Kundenrückgewinnung
- 6. Operative und analytische CRM-Prozesse
  - 6.1 IT-Systeme im CRM
  - 6.2 Operatives CRM: Kampagnenmanagement und Leadmanagement
  - 6.3 Analytisches CRM: Datenverarbeitung und Datenanalyse
  - 6.4 Social CRM
- 7. CRM in ausgewählten Sektoren
  - 7.1 CRM im Konsumgüterbereich
  - 7.2 CRM im Investitionsgüterbereich
  - 7.3 CRM im Dienstleistungssektor

**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> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

# International Consumer Behavior

Module Code: DLMBCBR1

<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

Caterina Fox (International Consumer Behavior)

## Contributing Courses to Module

- International Consumer Behavior (DLMBCBR01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- 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****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.

**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 Programmes in the fields of Marketing & Communication

# 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 Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests



## Seminar: New Work

Module Code: DLMIOPSNW

<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

Anna Hiller (Seminar: New Work)

### Contributing Courses to Module

- Seminar: New Work (DLMWPWNW02\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

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****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

## 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

- 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.
- Gee, J. (2018). The New Work Order, Taylor & Francis, New York.
- 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>Online Tests:</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/Tutorial Support</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>
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides

# Resilience and Burnout-Prevention

Module Code: DLMSVWFR1\_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> Minimaldauer: 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 Elena Phillips (Resilience and Burnout-Prevention)

## Contributing Courses to Module

- Resilience and Burnout-Prevention (DLMSVWFR01\_E)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

- Burnout
- Causes and Risk Factors of Burnout
- Theories of Stress
- Stress Prevention and Coping Strategies
- Resilience as a Psychological Strength
- Enhancing Resilience Through Coaching
- Managing Key Influencing Factors on Stress and Resilience

**Learning Outcomes****Resilience and Burnout-Prevention**

On successful completion, students will be able to

- define the term "burnout," list contributing factors, and recognize its characteristics.
- understand stress management as a preventive measure to avoid burnout and as a crucial approach for building resilience.
- grasp the concept of resilience as a psychological strength during times of crisis.
- describe and assess the potential of promoting resilience through coaching.
- recognize leadership, self-leadership, as well as age and culture as specific influencing factors for stress.

**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

## Resilience and Burnout-Prevention

Course Code: DLMSVWFR01\_E

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

### Course Description

In a more dynamic world, current megatrends, such as interconnectedness or constant change, place intense pressure on management and employees. Prolonged and consistently high stress levels can ultimately result in burnout. Therefore, it is essential to develop effective stress management strategies and cultivate strong resilience. This course explores these individual components and their interactions.

### Course Outcomes

On successful completion, students will be able to

- define the term "burnout," list contributing factors, and recognize its characteristics.
- understand stress management as a preventive measure to avoid burnout and as a crucial approach for building resilience.
- grasp the concept of resilience as a psychological strength during times of crisis.
- describe and assess the potential of promoting resilience through coaching.
- recognize leadership, self-leadership, as well as age and culture as specific influencing factors for stress.

### Contents

1. Burnout
  - 1.1 Development of Burnout
  - 1.2 Definition of Burnout Syndrome and Differentiation
  - 1.3 Symptomatology
  - 1.4 Diagnosis and Therapy
2. Causes and Risk Factors of Burnout
  - 2.1 Multicausal Influencing Factors
  - 2.2 Environmental Factors
  - 2.3 Personality Factors
  - 2.4 Situation Factors
3. Theories of Stress,
  - 3.1 Concept of Stress



- 3.2 Stress as an Emergency Response
- 3.3 Selye's Stress Model
- 3.4 Transactional Stress Model
- 3.5 Job-Demand-Control- Model
4. Stress Prevention and Coping
  - 4.1 Building Stress Competence Through Coaching
  - 4.2 Instrumental Stress Management
  - 4.3 Mental Stress Management
  - 4.4 Regenerative Stress Management
5. Resilience as Psychological Strength
  - 5.1 Understanding Individual Crises: Definition, Common Events, and Typical Course
  - 5.2 Definition and Characteristics of Resilience
  - 5.3 Studies, Historical Predecessors, and Related Concepts
  - 5.4 Risk and Protective Factors
  - 5.5 Models of Resilience
6. Promoting Resilience Through Coaching
  - 6.1 Resilience Coaching and Tools
  - 6.2 Psychological Approaches to Prevention and Intervention
  - 6.3 Health-Oriented Approaches to Prevention and Intervention
7. Managing Key Influencing Factors on Stress and Resilience
  - 7.1 Leadership and Leader Roles
  - 7.2 Workplace and Environment
  - 7.3 Demographic and Sociocultural Influencing Factors

## Literature

### Compulsory Reading

### Further Reading

- Bianchi, R., & Schonfeld, I. S. (2016). Burnout is associated with a depressive cognitive style. *Personality and Individual Differences*, 100, 1–5.
- Edú-Valsania, S., Laguía, A., & Moriano, J. A. (2022). Burnout: A Review of Theory and Measurement. *International journal of environmental research and public health*, 19 (3), 1780.
- Frankl, V. E. (2006). *Man's Search for Meaning*. Beacon Press.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

# Artificial Intelligence

Module Code: DLMAIAI

<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. Claudia Heß (Artificial Intelligence)

## Contributing Courses to Module

- Artificial Intelligence (DLMAIAI01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Exam, 90 Minutes

Study Format: myStudies  
Exam, 90 Minutes

### Split Exam

## Weight of Module

see curriculum

## Module Contents

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

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

On successful completion, students will be able to

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

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

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

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

All Master Programmes in the IT & Technology field

# Artificial Intelligence

Course Code: DLMAIAI01

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

### 3.2 Cognitive Processes

## 4. Modern AI Systems

### 4.1 Recent Developments in Hard- and Software

### 4.2 Narrow vs General AI

### 4.3 NLP and Computer Vision

## 5. AI Application Areas

### 5.1 Autonomous Vehicles & Mobility

### 5.2 Personalized Medicine

### 5.3 FinTech

### 5.4 Retail & Industry

## Literature

### Compulsory Reading

### Further Reading

- Chowdhary, K. R. (2020). Fundamentals of Artificial Intelligence. Springer India.
- Russell, S. & Norvig, P. (2022). Artificial intelligence. A modern approach (4th ed.). Pearson Education.
- Ward, J. (2020). The student's guide to cognitive neuroscience. (4th ed.). Taylor & Francis Group.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b>	<b>Learning Material</b>	<b>Exam Preparation</b>
<input checked="" type="checkbox"/> Course Feed	<input checked="" type="checkbox"/> Course Book	<input checked="" type="checkbox"/> Practice Exam
<input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Online Tests
<input checked="" type="checkbox"/> Recorded Live Sessions	<input checked="" type="checkbox"/> Slides	

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Exam, 90 Minutes

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Audio <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Practice Exam <input checked="" type="checkbox"/> Online Tests



# Project: AI Excellence with Creative Prompting Techniques

Module Code: DLMPAIECPT1

<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> Minimaldauer: 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. Gissel Velarde Perez (Project: AI Excellence with Creative Prompting Techniques)

## Contributing Courses to Module

- Project: AI Excellence with Creative Prompting Techniques (DLMPAIECPT01)

## Module Exam Type

### Module Exam

Study Format: Distance Learning  
Written Assessment: Project Report

### Split Exam

## Weight of Module

see curriculum

## Module Contents

In this module, students delve into the world of generative AI applications, creating AI-generated content such as text, images, and videos. They learn to design, analyze, and evaluate different prompting techniques in these systems and apply them within their respective fields of study.

**Learning Outcomes****Project: AI Excellence with Creative Prompting Techniques**

On successful completion, students will be able to

- comprehend and implement various prompting techniques in generative AI applications.
- analyze, assess, and combine different prompt techniques for various expected AI outputs.
- implement ethical considerations into the design and execution of various generative AI applications.
- design, implement, and refine effective prompts and their combinations for real-world scenarios through various hands-on exercises.
- showcase creative and innovative thinking and reasoning in the application of advanced prompting techniques to solve multidimensional problems in their specialized area of study.

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

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

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

All Master Programs in the IT & Technology field

# Project: AI Excellence with Creative Prompting Techniques

Course Code: DLMPAIECPT01

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

## Course Description

In this course, students explore the exciting world of prompting in various generative AI applications. They involve themselves in hands-on exercises that combine various prompting techniques to create new AI-generated content, including text, images, and videos. Through these exercises, students learn how to effectively use, analyze, combine, and assess these systems within their specialized fields of study.

## Course Outcomes

On successful completion, students will be able to

- comprehend and implement various prompting techniques in generative AI applications.
- analyze, assess, and combine different prompt techniques for various expected AI outputs.
- implement ethical considerations into the design and execution of various generative AI applications.
- design, implement, and refine effective prompts and their combinations for real-world scenarios through various hands-on exercises.
- showcase creative and innovative thinking and reasoning in the application of advanced prompting techniques to solve multidimensional problems in their specialized area of study.

## Contents

- In this course, students engage in a practical application of a generative AI use case by choosing from the options provided in the extensive supplementary guide. The course presents practical examples as study materials and exercises with both individual and combined prompting techniques for open-source text, image, and video generation use cases. The exercises are crafted to inspire and lead students in executing their distinct generative AI use case work and provide guidance on describing the use case and selecting a mixture of prompting techniques. Additionally, students are led to critically evaluate the design, implementation, and the outcomes from both technical and ethical perspectives.

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

- Dang, H., Mecke, L., Lehmann, F., Goller, S., & Buschek, D. (2022). How to prompt? Opportunities and challenges of zero- and few-shot learning for human-AI interaction in creative applications of generative models. arXiv. <https://arxiv.org/pdf/2209.01390.pdf>
- Epstein, Z., Hertzmann, A., Herman, L., Mahari, R., Frank, M. R., Groh, M., Schroeder, H., Smith, A., Akten, M., Fjeld, J., Farid, H., Leach, N., Pentland, A. S., & Russakovsky, O. (2023). Art and the science of generative AI: A deeper dive. arXiv. <https://arxiv.org/pdf/2306.04141.pdf>
- Gozalo-Brizuela, R., & Garrido-Merchán, E. C. (2023). A survey of generative AI applications. arXiv. <https://arxiv.org/pdf/2306.02781.pdf>
- Wei, J., Wang, X., Schuurmans, D., Bosma, M., Ichter, B., Xia, F., Chi, E. H., Le., Q. V., & Zhou, D. (2023). Chain-of-thought prompting elicit reasoning in large language models. arXiv. <https://arxiv.org/pdf/2201.11903.pdf>

**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>Online Tests:</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/Tutorial Support</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>	
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

## Conducting Professional Conversation

Module Code: DLMSVWKK1\_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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

N.N. (Conducting Professional Conversation)

### Contributing Courses to Module

- Conducting Professional Conversation (DLMSVWKK01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Case Study

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Fundamentals from a systemic-constructivist perspective
- Non-Directive conversation according to Carl Rogers
- Nonviolent communication according to Marshall Rosenberg
- Motivational interviewing according to William R. Miller and Stephan Rollnick
- Transactional analysis
- Conversations to resolve conflicts, to encourage participation, to convey messages and explain decisions, to deal with criticism, and to initiate and support change

**Learning Outcomes****Conducting Professional Conversation**

On successful completion, students will be able to

- characterize difficult conversations and understand and explain basic approaches.
- describe helpful models of non-directive counseling, non-violent communication, and motivational conversation management.
- select and use various conversation management techniques appropriately and purposefully for planning and conducting various conversations and interviews.

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

This module is similar to other modules in the field Education

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

All master programs in the Social Sciences field

# Conducting Professional Conversation

Course Code: DLMSVWKK01\_E

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

## Course Description

Talking to each and with each other is an essential element of social life and holding conversations is part of the routine of daily interaction. Time and again, however, conversations are perceived as "difficult", as they involve unpleasant or painful topics, the goals associated with the conversations are difficult to achieve, or because perhaps an "inner" conflict makes the conversation difficult. The course presents some basic explanatory and procedural models that help to gain distance and to understand the difficulty of conversations as an initial starting point for overcoming challenges. The approaches presented provide a variety of suggestions for preparing, conducting, and following up on difficult conversations. Examples from the professional context illustrate the application in each case. Following this, conversations that are frequently experienced as problematic or challenging are presented as examples and possible approaches are explained: The use of the different conversation models enables to successfully meet the conversation challenges.

## Course Outcomes

On successful completion, students will be able to

- characterize difficult conversations and understand and explain basic approaches.
- describe helpful models of non-directive counseling, non-violent communication, and motivational conversation management.
- select and use various conversation management techniques appropriately and purposefully for planning and conducting various conversations and interviews.

## Contents

1. Basics Of Constructive Conversation
  - 1.1 What Makes Conversations "Difficult"?
  - 1.2 Reality as the Construction of Problem- and Solution-Webs
  - 1.3 Preparation, Interview Process and Follow-Up
  - 1.4 Inner Attitude and Conversation Strategies
2. Non-Directive Conversation According to Carl Rogers
  - 2.1 Directive approaches to Conversations
  - 2.2 Non-Directive and Client-centered approaches to Conversations
  - 2.3 Examples



3. Non-Violent Communication According to Marshall Rosenberg
  - 3.1 The Four Steps
  - 3.2 Self-Responsibility and (Self-)Empathy
  - 3.3 Appreciation and Power
4. Motivational Interviewing (MI) According to William R. Miller and Stephen Rollnick
  - 4.1 The Four Fundamental Processes in MI
  - 4.2 Change Talk and Confidence Talk
  - 4.3 Sustain Talk and Discord Talk
5. Transactional Analysis
  - 5.1 Transactional Analysis as a tool to analyze and balance interactions
  - 5.2 Three ego-states: Child, Parent, Adult
  - 5.3 Types of Human Transactions
6. Conflict Conversations
  - 6.1 Example of a Discussion Purpose
  - 6.2 Preparation
  - 6.3 Conversation Progression
  - 6.4 Review
7. Conversations to Encourage Participation
  - 7.1 Example of a Discussion Purpose
  - 7.2 Preparation
  - 7.3 Conversation Progression
  - 7.4 Review
8. Conversations to Convey Messages and Decisions
  - 8.1 Example of a Discussion Purpose
  - 8.2 Preparation
  - 8.3 Conversation Progression
  - 8.4 Review
9. Conversations to Initiate Change
  - 9.1 Example of a Discussion Purpose
  - 9.2 Preparation
  - 9.3 Conversation Progression
  - 9.4 Review

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

- Berne, E. (1996). Principles of Transactional Analysis. *Indian Journal of Psychiatry*, 38(3), 154–159.
- Hargie, O. (2021). *Skilled Interpersonal Communication : Research, Theory and Practice*. Routledge.
- Miller, R.W. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change*. Guilford Press.
- Rogers, C. (2012). *Client Centred Therapy*. New Ed. Little Brown Back Group.
- Rosenberg, M.B. & Chopra, D. (2015). *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships*. Vol. 3rd edition. PuddleDancer Press.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Case Study

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Seminar: Strategies of Self-Management

Module Code: DLMSVWFR2\_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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

N.N. (Seminar: Strategies of Self-Management)

### Contributing Courses to Module

- Seminar: Strategies of Self-Management (DLMSVWFR02\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Written Assessment: Research Essay

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

For managers and employees operating within an agile context, the ability to self-lead stands as a crucial factor in enhancing individual effectiveness. Beyond its direct impact, this skill cultivates a greater sense of autonomy, a key motivator according to motivational theory, and reinforces one's self-efficacy beliefs. The process of developing this self-influencing capacity can be effectively supported through the guidance of professional coaching.

**Learning Outcomes****Seminar: Strategies of Self-Management**

On successful completion, students will be able to

- develop a substantive understanding of the concept of self-leadership.
- identify fundamental self-leadership strategies, including self-regulation theory, self-determination theory, and social cognitive theory.
- differentiate strategy dimensions such as behavioral strategies, reward strategies, and constructive behavior pattern strategies.
- outline methods for building or enhancing self-leadership skills.
- recognize the challenges, characteristics and framework of self-leadership.

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

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

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

All Master Programs in the Social Sciences field

## Seminar: Strategies of Self-Management

Course Code: DLMSVWFR02\_E

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

### Course Description

Self-leadership involves an individual's capacity to influence their thoughts, emotions, and actions in pursuit of self-determined goals. This ability to self-influence fosters a heightened sense of autonomy, a central concept in motivational theory, and bolsters self-efficacy, the belief in one's capabilities. This skill is particularly crucial for managers, significantly enhancing their personal effectiveness. Furthermore, self-leadership forms the foundational cornerstone for self-directed actions within agile work environments. The development of self-leadership can be expertly guided through coaching sessions. The focus of this seminar centers on the intricate aspects of self-leadership. The primary objective of the seminar is to encourage students to explore a practical question concerning their ability to autonomously influence themselves and to present scientifically grounded strategies for self-leadership.

### Course Outcomes

On successful completion, students will be able to

- develop a substantive understanding of the concept of self-leadership.
- identify fundamental self-leadership strategies, including self-regulation theory, self-determination theory, and social cognitive theory.
- differentiate strategy dimensions such as behavioral strategies, reward strategies, and constructive behavior pattern strategies.
- outline methods for building or enhancing self-leadership skills.
- recognize the challenges, characteristics and framework of self-leadership.

### Contents

- Development of self-leadership with special consideration of the personality development
- Exploring connections between self-leadership and "dark" personality traits
- Building self-leadership skills to increase job satisfaction
- Examining links between self-leadership and employee leadership
- These or similar topics will be explored using recognized concepts and coaching methods, resulting in the development of a conceptual framework. This exploration will be informed and substantiated with research literature, providing a comprehensive perspective from a coaching standpoint.

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

- Goldsby, M. G., Goldsby, E. A., Neck, C. B., Neck, C. P., & Mathews, R. (2021). Self-Leadership: A Four Decade Review of the Literature and Trainings. *Administrative Sciences*, 11(1), 25.
- Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-Leadership: A Paradoxical Core of Organizational Behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 47-67.

**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>Online Tests:</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/Tutorial Support</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>	
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline



## Project: Agile and Creative Methods

Module Code: DLMWPAKAM\_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. Nebojsa Radojevic (Project: Agile and Creative Methods)

### Contributing Courses to Module

- Project: Agile and Creative Methods (DLMWPAKAM01\_E)

### Module Exam Type

#### Module Exam

Study Format: [Distance Learning](#)  
Written Assessment: Project Report

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

The focus of the course is on the necessity of introducing agility and creative working methods to companies. The topics include the fundamentals of agility, the process models of creativity as well as the different types of intellectual tools. These key aspects depend on the individually required skills to find solutions to satisfy customer requirements. Students will thus be able to guide innovation teams and accompany them in their process of finding new ways and solutions with appropriate process and methodological knowledge. On the basis of practical contributions from companies that have already introduced and do successfully live agility, the parameters, which are relevant and critical for success, are illuminated. This gives students a wide-ranging insight into the opportunities and possibilities of an agile thinking and acting organization.

**Learning Outcomes****Project: Agile and Creative Methods**

On successful completion, students will be able to

- name the relevant topics around agility and creative working methods.
- discuss the applicability of agility and creative working methods in the business-psychological context.
- apply the concepts covered.
- explain the importance, necessity and influence of agility and creative working methods against the background of current developments and to present these using examples.
- apply theoretically acquired knowledge to real case studies.
- implement the theories, methods and tools learned in business practice.
- scientifically investigate and process a selected topic from the field of agility and creative working methods.
- critically reflect, question, and discuss current problems of organizational change and ways of working in relation to agility and creative working methods.
- develop individual problem-solving processes and approaches in connection with agility and creative working methods, to elaborate possible solutions to the challenges of the associated organizational transformation as well as to apply the new methods and tools.

**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 field

## Project: Agile and Creative Methods

Course Code: DLMWPAKAM01\_E

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

### Course Description

The course deals with the necessity of transforming established organizational structures and working methods as well as with the sustainable embedding of agility, agile principles, and methods in companies. It addresses, amongst others, the following questions: How do companies shape transformations? How do they increase their level of agility in the organization? How can encrusted structures, rigid processes and departmental thinking be overcome? How does a company receive agility? How does one move an entire organization to rethink? The course addresses the importance of strategy, structure, process, leadership, methods, tools and culture in the context of the agile organization. It covers different creative work methods that are applied depending on the phase of the creative process. It enables to specifically support different thinking skills to create solutions for open-ended challenges to align with customer needs. Students discuss different process models and methods and apply them independently. They link their business-psychological, entrepreneurial knowledge with agile principles and tools. They critically reflect on their knowledge and experiences and question them.

### Course Outcomes

On successful completion, students will be able to

- name the relevant topics around agility and creative working methods.
- discuss the applicability of agility and creative working methods in the business-psychological context.
- apply the concepts covered.
- explain the importance, necessity and influence of agility and creative working methods against the background of current developments and to present these using examples.
- apply theoretically acquired knowledge to real case studies.
- implement the theories, methods and tools learned in business practice.
- scientifically investigate and process a selected topic from the field of agility and creative working methods.
- critically reflect, question, and discuss current problems of organizational change and ways of working in relation to agility and creative working methods.
- develop individual problem-solving processes and approaches in connection with agility and creative working methods, to elaborate possible solutions to the challenges of the associated organizational transformation as well as to apply the new methods and tools.

**Contents**

- Amid of a turbulent, volatile economic and social environment, process- and project-organized organizational structures cannot keep pace with change and the associated requirements due to their rigid hierarchies and departmental thinking and acting. The continuing advance of digitalization and the entry of artificial intelligence into more and more areas require new forms of corporate organization and management.

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

- Agile Alliance (2021): Subway Map to Agile Practices | Agile Alliance. (URL: <https://www.agilealliance.org/agile101/subway-map-to-agile-practices/> [last accessed on 20.07.2021]).
- Beck, K. et al. (2001): Manifesto for Agile Software Development. (URL: <https://agilemanifesto.org/> [last accessed on 20.07.2021]).
- Chovanova, H. et al. (2020): Agile Project Management – What is It?: IEEE. In: 2020 18th International Conference on Emerging eLearning Technologies and Applications (ICETA), Emerging eLearning Technologies and Applications (ICETA), 2020 18th International Conference.
- Dalton, Jeff (2019): Great Big Agile. An OS for Agile Leaders. [Berkeley, California]: Apress.
- Douglass, B. P. (2016): Agile systems engineering. Waltham, MA: Morgan Kaufmann, p. 151-160.
- Komus, A./Kuberg, M. (2020): Result Report: Status Quo (Scaled) Agile 2019/20. 4th International Survey Benefits and Challenges of (Scaled) Agile Approaches. (URL: <https://www.process-and-project.net/app/download/12576654426/Result+Report-SQA-public-v1.0.2.pdf?t=1592895613> [last accessed on 20.07.2021]).
- Measey P./Radtac (2015): Agile Foundations - Principles, Practices and Frameworks. BCS The Chartered Institute for IT, p. 131-140, p. 148-152.
- Moran, A. (2015): Managing Agile. Strategy, Implementation, Organisation and People. Springer, Heidelberg/New York.
- Project Management Institute (2017): Agile Practice Guide. Newtown Square, Pennsylvania: Project Management Institute.
- Schwaber, K./Sutherland, J. (2020): The Scrum Guide. (URL: <https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf#zoom=100> [last accessed on 20.07.2021]).
- Wrigley C, Nusem E, Straker K. Implementing Design Thinking: Understanding Organizational Conditions. California Management Review. 2020;62(2):125-143.

**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>Online Tests:</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/Tutorial Support</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>	
<b>Learning Material</b> <input checked="" type="checkbox"/> Slides	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

## Ethics- and Value Management

Module Code: DLMSVEWM\_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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

N.N. (Ethics- and Value Management)

### Contributing Courses to Module

- Ethics- and Value Management (DLMSVEWM01\_E)

### Module Exam Type

#### Module Exam

Study Format: [Distance Learning](#)  
Written Assessment: Written Assignment

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

- Legal Requirements and Target Orientations
- Theoretical Foundations of Value Formation
- Values and Value Management
- Theoretical Foundations for the Development of Attitude
- Development of a Basic Ethical and Moral Attitude
- Ethical and Value-Based Behavior and Action
- Dealing with Power
- Dealing with Ethical Dilemmas and Value Conflicts

**Learning Outcomes****Ethics- and Value Management**

On successful completion, students will be able to

- name legal requirements and target orientations for ethical behavior.
- present theoretical foundations of value formation.
- discuss and evaluate essential aspects for the development of a basic ethical and moral attitude.
- explain and analyze the central prerequisites for ethical and value-based behavior.
- derive and initiate ways to deal with power and conflicts of power.
- analyze ethical dilemmas and value conflicts and define possible solutions.

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

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

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

All master programs in the Business field

## Ethics- and Value Management

Course Code: DLMSVEWM01\_E

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

### Course Description

In modern societies, moral ethics and personal development are components of a holistic human formation during the course of life. Daily routines and societal coexistence are characterized by interaction of people of different contexts. In constellations in which people work together with others and support and advise them, for example, in their personal and/or professional development, they assume a high level of responsibility. Be it with regards to the fulfillment of their tasks, the responsibility to show a professional attitude or to orient their own actions to ethical guidelines. To create the conditions necessary to enable the individual's own mental and physical abilities to act, the targeted development of a basic ethical and moral attitude as well as ethical and value-related behavior and actions based on this attitude is essential. Therefore, it will first be reflected upon which targets and goal orientations determine our actions. Since these are complex and can be subject to uncertainties, the theoretical foundations of value formation will then be analyzed, and values and value management will be examined in more detail. In addition, the course discusses the theoretical foundations for the development of attitude and shows processes of the development of an ethical-moral based attitude. However, this course not only delivers a theoretical and basic understanding for ethical-moral questions and challenges for the value management, it also supports students and learners to translate their knowledge into ethical and value-related behavior. Therefore, the handling of power as well as ethical dilemmas and value conflicts will be discussed. This is particularly important as power plays an important role in social relationships. It is not only about self-assertion, but also, among other things, about influence, control, and assertiveness in the most varied forms depending on the persons and contexts involved. Accordingly, various bases of power and processes of power distribution will be identified so that scopes for action can be developed. Finally, the course will address the question of how ethical dilemmas and value conflicts can be dealt with.

### Course Outcomes

On successful completion, students will be able to

- name legal requirements and target orientations for ethical behavior.
- present theoretical foundations of value formation.
- discuss and evaluate essential aspects for the development of a basic ethical and moral attitude.
- explain and analyze the central prerequisites for ethical and value-based behavior.
- derive and initiate ways to deal with power and conflicts of power.
- analyze ethical dilemmas and value conflicts and define possible solutions.



**Contents**

1. Legal Requirements and Target Orientations
  - 1.1 Legal Basis
  - 1.2 Ethical Guidelines and Standards
  - 1.3 Ethics Committees: Addressing Misconduct
  - 1.4 Professional Ethics and Standards
2. Theoretical Foundations of Value Formation
  - 2.1 Conceptualizations: Culture, Values, Norms, Goals
  - 2.2 Social Rules and Conventions
  - 2.3 Values as motives for individual Behavior
3. Values And Value Management
  - 3.1 Society-Related Values
  - 3.2 Organizational Values
  - 3.3 Personal Life Values
  - 3.4 Ethical Value Management
4. Theoretical Foundations for The Development of Attitude
  - 4.1 Conceptualizations: Virtue, Morality, Ethos, Ethics
  - 4.2 Moral Action and Judgment
  - 4.3 Attitude as a Prerequisite for Action
5. Development of a Basic Ethical and Moral Attitude
  - 5.1 Development of Identity
  - 5.2 Personal Value Development
  - 5.3 Social Factors
  - 5.4 Willingness to Reflect and Value Stability
6. Ethical And Value-Based Behavior and Actions
  - 6.1 Professional Attitude
  - 6.2 Working Environments and Milieu Appropriateness
  - 6.3 Decision Making and Responsibility
  - 6.4 Developing and Maintaining Attitude
  - 6.5 Competence Development and Self-Reflection
7. Dealing With Power
  - 7.1 Definition and Functions of Power
  - 7.2 Managing Breaching of Limits

- 7.3 Handling Resistance
- 7.4 Managing Power Conflicts

8. Dealing With Ethical Dilemmas and Value Conflicts

- 8.1 Ethical Dilemmas and Value Conflicts
- 8.2 Tension Between Different Expectations
- 8.3 Change of Perspective and Cognitive Empathy
- 8.4 Role Distance and Ambiguity Tolerance

## Literature

### Compulsory Reading

### Further Reading

- Blum, L. A. (1994). *Moral Perception and Particularity*. Cambridge University Press.
- Byars, S.& Stanberry, K. (2018): *Business Ethics*. OpenStax, Houston.
- De Cremer, D.& Tenbrunsel, A. (eds.) (2012): *Behavioral Business Ethics: Shaping an Emerging Field*. Routledge.
- Schein, E. H. (2017). *Organizational culture and leadership* (5th edition). Jossey-Bass.
- Schwartz, S. H. (2011). Studying Values: Personal Adventure, Future Directions. *Journal of Cross-Cultural Psychology*, 42(2), 307-319.
- Marson, S., & McKinney, Jr., R. (Eds.). (2019). *The Routledge Handbook of Social Work Ethics and Values* (1st ed.). Routledge.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Theory Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> yes
<b>Type of Exam</b>	Written Assessment: Written Assignment

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

<b>Instructional Methods</b>		
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Learning Material</b> <input checked="" type="checkbox"/> Course Book <input checked="" type="checkbox"/> Video	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Online Tests <input checked="" type="checkbox"/> Guideline

## Internship: Industrial and Organizational Psychology

Module Code: DLMWPPWP\_E

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<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> Minimaldauer: 1 Semester	<b>Regularly offered in</b> WiSe/SoSe	<b>Language of Instruction and Examination</b> English
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### Module Coordinator

N.N. (Internship: Industrial and Organizational Psychology)

### Contributing Courses to Module

- Internship: Industrial and Organizational Psychology (DLMWPPWP01\_E)

### Module Exam Type

#### Module Exam

Study Format: Distance Learning  
Internship Reflection Paper (passed / not passed)

#### Split Exam

### Weight of Module

see curriculum

### Module Contents

Within the scope of this course, students document and reflect on their everyday practical experience, relating it to the subject-specific and related scientific knowledge bases they have previously learned and developed, as well as previously acquired skills and competencies for action. The students apply their theoretical knowledge in various practical fields and reflect upon it. The connection between theory and practice, the application of knowledge in the practical field, and the reflection of these experiences in relation to theory and personal development are the primary focus.

**Learning Outcomes****Internship: Industrial and Organizational Psychology**

On successful completion, students will be able to

- to transfer theoretical knowledge to practical problems.
- depending on the tasks undertaken, to independently address and manage practical challenges; to reflect on their success.
- to better assess the scope, significance, and limitations of theoretical concepts in light of practical demands.

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

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

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

All Master Programs in the Business field

## Internship: Industrial and Organizational Psychology

Course Code: DLMWPPWP01\_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
MA	English		20	none

### Course Description

Within the scope of this course, students document and reflect on their everyday practical experience, relating it to the subject-specific and related scientific knowledge bases they have previously learned and developed, as well as previously acquired skills and competencies for action. The students apply their theoretical knowledge in various practical fields and reflect upon it. The connection between theory and practice, the application of knowledge in the practical field, and the reflection of these experiences in relation to theory and personal development are the primary focus.

### Course Outcomes

On successful completion, students will be able to

- to transfer theoretical knowledge to practical problems.
- depending on the tasks undertaken, to independently address and manage practical challenges; to reflect on their success.
- to better assess the scope, significance, and limitations of theoretical concepts in light of practical demands.

### Contents

- As part of the internship, students document and reflect on their everyday professional experiences in the field of industrial and organizational psychology. The individual problems and questions that arise are reflected upon from the perspective of professional practice. This module provides students with the opportunity to apply the content they have learned in previous modules through practical reflection and to directly implement practical knowledge where it has been acquired. Various concepts and methods are concretely tested in practice and reflected upon in their specific applications. The basis for this is the documentation, evaluation, and presentation of approaches and methods in the chosen context of action.

### Literature

#### Compulsory Reading

#### Further Reading

- Within the subject relation, the literature of each module in the program is relevant.

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Practical work
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Internship Reflection Paper (passed / not passed)

<b>Student Workload</b>					
<b>Self Study</b> 0 h	<b>Contact Hours</b> 0 h	<b>Tutorial/Tutorial Support</b> 0 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 600 h	<b>Hours Total</b> 600 h

<b>Instructional Methods</b>	
<b>Tutorial Support</b> <input checked="" type="checkbox"/> Course Feed <input checked="" type="checkbox"/> Intensive Live Sessions/Learning Sprint <input checked="" type="checkbox"/> Recorded Live Sessions	<b>Exam Preparation</b> <input checked="" type="checkbox"/> Guideline

## 4. Semester

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# Master Thesis

Module Code: MMTHE

<b>Module Type</b> see curriculum	<b>Admission Requirements</b> none	<b>Study Level</b> MA	<b>CP</b> 30	<b>Student Workload</b> 900 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) / Degree Program Advisor (SGL) (Colloquium)

## Contributing Courses to Module

- Master Thesis (MMTHE01)
- Colloquium (MMTHE02)

## Module Exam Type

### Module Exam

### Split Exam

#### Master Thesis

- Study Format "Distance Learning": Master Thesis (90)
- Study Format "myStudies": Master Thesis

#### Colloquium

- Study Format "Distance Learning": Colloquium (10)
- Study Format "myStudies": Colloquium (10)

## Weight of Module

see curriculum

<p><b>Module Contents</b></p> <p><b>Master Thesis</b></p> <ul style="list-style-type: none"> <li>▪ Master's thesis</li> </ul> <p><b>Colloquium</b></p> <ul style="list-style-type: none"> <li>▪ Colloquium on the Master's thesis</li> </ul>	
<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>▪ work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.</li> <li>▪ analyse selected tasks with scientific methods, critically evaluate them and develop appropriate solutions under the guidance of an academic supervisor.</li> <li>▪ record and analyse existing (research) literature appropriate to the topic of the Master's thesis.</li> <li>▪ prepare a detailed written elaboration in compliance with scientific methods.</li> </ul> <p><b>Colloquium</b></p> <p>On successful completion, students will be able to</p> <ul style="list-style-type: none"> <li>▪ present a problem from their field of study under consideration of academic presentation and communication techniques.</li> <li>▪ reflect on the scientific and methodological approach chosen in the Master's thesis.</li> <li>▪ actively answer subject-related questions from subject experts (experts of the Master's thesis).</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 field</p>

# Master Thesis

Course Code: MMTHE01

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

**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 Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Thesis Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Master Thesis

<b>Student Workload</b>					
<b>Self Study</b> 810 h	<b>Contact Hours</b> 0 h	<b>Tutorial/Tutorial Support</b> 0 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 810 h

<b>Instructional Methods</b>

**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Thesis Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Master Thesis

<b>Student Workload</b>					
<b>Self Study</b> 810 h	<b>Contact Hours</b> 0 h	<b>Tutorial/Tutorial Support</b> 0 h	<b>Self Test</b> 0 h	<b>Independent Study</b> 0 h	<b>Hours Total</b> 810 h

<b>Instructional Methods</b>

# Colloquium

Course Code: MMTHE02

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

## Course Description

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

## Course Outcomes

On successful completion, students will be able to

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

## Contents

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

## Literature

### Compulsory Reading

### Further Reading

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

**Study Format Distance Learning**

<b>Study Format</b> Distance Learning	<b>Course Type</b> Thesis Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Colloquium

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

<b>Instructional Methods</b>



**Study Format myStudies**

<b>Study Format</b> myStudies	<b>Course Type</b> Thesis Course
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<b>Information about the examination</b>	
<b>Examination Admission Requirements</b>	<b>Online Tests:</b> no
<b>Type of Exam</b>	Colloquium

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

<b>Instructional Methods</b>