Module Manual
Communication, Multimedia and Market Management (MA)

Last updated: April 2025

This English translation is intended to allow international readers a better understanding.
It is solely for information purposes and subject to change without notice. In case of discrepancies, only the German version applies and prevails.

From winter semester 2024/25

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Notes on the module manual

Learning outcomes: The study programme aims to impart different skills to students in the areas of specialist and methodological skills, social skills, professionalism and personal development (as classified in the Qualifications Framework (HQR) and the German Qualifications Framework for Lifelong Learning (DQR)). For each module, the relevant skills (learning outcomes) are specified that students should have acquired after having successfully completed the module. The specialist and methodological skills are further divided into proficiency levels.

Table 1: Proficiency levels for specialist and methodological skills (according to Benjamin Bloom)

Taxonomy/proficiency level	Skill acquisition
Level 1: Remember	Access relevant knowledge stored in the long-term memory.
Level 2: Understand	Comprehend information provided in the module, regardless whether it is provided verbally, in writing or in a graphical format.
Level 3: Apply	Perform or use a sequence of actions (e.g. a formula or method) in a specific situation.
Level 4: Analyse	Break learning content down into its constructed elements and determine how these link together to form an overall structure or serve a broader purpose.
Level 5: Evaluate	Make judgements based on criteria and standards.
Level 6: Create	Assemble elements into a coherent or functional whole; combine elements into a new pattern or structure.

Workload: The amount of work students need to complete. In this study programme, one credit point (CP) corresponds to a workload of 25 clock hours.

SWS: The amount of credit hours per week (*Semesterwochenstunden*) that students are required to attend the module.

Module allocated to other study programmes or specialisations:
In this category it will be noted if this module is allocated to other study programmes or a different specialisation. 'No allocation' means that this module is only offered in this study programme.

Formal prerequisites (FP):
In this category it will be noted if there are formal prerequisites for taking the module, such as the successful completion of a different module in the previous semester or a certain amount of credit points earned.

Subject-related prerequisites (SRP):
In this category it will be noted if there are subject-related prerequisites for taking the module, such as knowledge on and competences and skills in specific topics.

Requirements for award of credits:
In this category it will be noted which prerequisites have to be met for the award of credit points for the module, such as the passing of the final module examination and the successful completion of the corresponding practical training including confirmation thereof.

<table>
<tr><td colspan="6">M1: Theory of Science and Research Methodology</td></tr>
<tr><td colspan="2">Module number
M1</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 1</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
1.1 Theories of Science and Theory Criticism
1.2 Methods of Empirical Social Research
1.3 Business Ethics and Media Ethics</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study 160 h</td><td>Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• understand and explain essential scientific-theoretical fundamentals of economic, media and social research and apply these to research questions in communication, multimedia and market management (specialist and methodological skills, ‘understand’ and ‘apply’ proficiency levels);
• select appropriate quantitative and qualitative social science research and evaluation methods and apply these to concrete research questions (specialist and methodological skills, ‘understand’ and ‘apply’ proficiency levels);
• critically evaluate the applicability and scope of communication, media and economic theories and approaches (specialist and methodological skills, ‘evaluate’ proficiency level);
• analyse the specific influence of theoretical concepts on empirical research designs and findings on theory development in economics, media and social sciences and productively integrate these insights into their own projects and research (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels);
• select appropriate tools for data acquisition, analysis and evaluation in qualitative and quantitative empirical social research (e.g. MAXQDA, SPSS) and apply these to independent research projects (specialist and methodological skills, ‘apply’ and ‘analyse’ proficiency levels);
• develop their own research ideas and opportunities (specialist and methodological skills, ‘create’ proficiency level);
• use practical examples to identify, analyse and critically reflect on the conflicting priorities of striving for economic profit and responsibility for the social, ecological and economic impact of business decisions (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);
• use practical examples (e.g. big data and privacy, cyberbullying, hate speech in social media etc.) to diagnose, analyse and reflect individually and in groups on the impact of their research, work, media use and decisions on society and individuals (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels; social skills and self-competence);
• develop consistent reasoning for moral behaviour based on academic publications on general and applied ethics (specialist and methodological skills, ‘create’ proficiency level);
• identify and reflect on ethical issues in intercultural conflict situations in communication, multimedia and market management (different ways of thinking, different values) in individual and group exercises and develop solutions based on their knowledge of the cultural rules and norms (specialist and methodological skills, ‘understand’, ‘evaluate’ and ‘create’ proficiency levels; social skills and self-competence).</td></tr>
</table>

3	Content • Fundamental concepts of academic thinking (definitions, thesis, hypothesis, context etc.) • Evolution of different branches in theory of science • Neutrality of sciences and the non-scientific nature of values • Theory of science, theory development and theory criticism in the context of economic and social-scientific issues and fields of application • Research designs and their underlying research logics • Methods of data acquisition in qualitative and quantitative research • Analysis methods in qualitative and quantitative research (incl. knowledge of tools) • Quality criteria in qualitative and quantitative research • Fundamentals and key concepts of ethics • Field of tension between ethics and economics; fields of application of ethics: economic ethics, business ethics, media ethics, research and scientific ethics
4	Forms of teaching: Participative, seminar-like teaching, plus discussions, individual exercises and work in groups on practical cases, guest lectures and group discussions moderated by participants. Practice- and application-oriented teaching to develop students' digital research and methodological skills (e.g. use of transcription software, online survey tools, interview tools etc.), depending on the situation also online in virtual presence. A **binding, transparent** schedule will be announced at the start of the semester.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Written examination (180 minutes)
7	Requirements for award of credits: Passed module examination (written examination)
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Andreas Diedrich (Person responsible for the module) Prof. Dr. Andreas Diedrich (examiner) Prof. Dr. Nicole Richter (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Atteslander, P.: Methoden der empirischen Sozialforschung, 13. Aufl., Berlin, 2010. • Bak, P. M.: Wirtschafts- und Unternehmensethik, Eine Einführung, Stuttgart, 2014. • Bandalos, D. L.: Measurement Theory and Applications for the Social Sciences, New York: Guilford Publications, 2018.

- Chalmers, A. F.: Wege der Wissenschaft. Einführung in die Wissenschaftstheorie, 6. Aufl., Heidelberg, 2007.
- Godfrey-Smith, P.: Theory and Reality: An Introduction to the Philosophy of Science, University of Chicago Press, 2nd Edition, 2021.
- Göbel, E.: Unternehmensethik, Grundlagen und praktische Umsetzung, 6. Aufl., Tübingen, 2020.
- Horner, D. S.: Understanding Media Ethics, Sage Publications London, 2014.
- Kuckartz, U.: Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung, 5. Aufl., Weinheim, Basel, 2022.
- Kuckartz, U./Rädiker, S.: Fokussierte Interviewanalyse mit MAXQDA, Wiesbaden, 2020.
- Lütke, C./Uhl, M.: Wirtschaftsethik, München, 2018.
- Luhmann, N.: Die Moral der Gesellschaft, Frankfurt, 2008.
- Schicha, C.: Medienethik, Grundlagen – Anwendungen – Ressourcen, München, 2019.
- Van Aaken, D./Schreck, P.: Theorien der Wirtschafts- und Unternehmensethik, Frankfurt, 2015.

Literature (recommended):

- Crane, A./Matten, D./Glozer, S./Spence, L. S.: Business Ethics, Managing Corporate Citizenship und Sustainability in the Age of Globalization, 5th edition, Oxford University Press, 2019.
- Eckstein, P. P.: Datenanalyse mit SPSS, 7. Aufl., Wiesbaden, 2021.
- Fenner, D.: Einführung in die Angewandte Ethik, Tübingen, 2. Aufl., 2022.
- Funiok, P.: Medienethik, Verantwortung in der Mediengesellschaft, 2. Aufl., Stuttgart, 2011.
- Schicha, C./Brosda, C. (Hrsg.): Handbuch Medienethik, VS Verlag für Sozialwissenschaften, Wiesbaden, 2010.

All literature must be read in its latest edition.
See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M2: Communication Management</td></tr>
<tr><td colspan="2">Course number
M2</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 1</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
Further Theories in Communication Management
Special Instruments and Methods in Communication Management
Fields of Application of Communication Management</td><td>Contact hours
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
160 h</td><td>Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="5">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• understand the fundamentals of communication theory for marketing communication and media communication and their relevance in practice (specialist and methodological skills, ‘understand’ proficiency level);
• develop the practical working steps for the analysis of structure and effects analyses (specialist and methodological skills, ‘apply’ and ‘analyse’ proficiency levels);
• understand, apply and find solutions for each individual step in the planning process to develop a communications campaign (specialist and methodological skills, ‘apply’ and ‘analyse’ proficiency levels);
• apply and critically reflect on the necessary tools and methods to analyse and evaluate real-life campaigns and develop their own communications campaigns (specialist and methodological skills, ‘create’ proficiency level; social skills and self-competence);
• implement and interpret their own target group and media planning and critically compare these to alternative approaches (specialist and methodological skills, “‘create’ proficiency level; self-competence);
• describe and reflect on intercultural differences and specifics of communication with individuals and groups using concrete examples and apply their findings to their own communicative behaviour (intercultural awareness) (specialist and methodological skills, ‘apply’ proficiency level; social skills and self-competence);
• successfully brief agencies and assess their offers and work (specialist and methodological skills, ‘evaluate’ proficiency level; self-competence).</td></tr>
<tr><td>3</td><td colspan="5">Content
• Communication management and systems logic using the example of advertisement and PR system theory
• Theoretical approaches to social media communication and communication management working with social influencers
• Selected theories of research on the media’s influence and conclusions for communication management
• Selected theories of research on media reception and conclusions for communication management</td></tr>
</table>

	• Selected social-psychological approaches on the theory of cognitive dissonance and conclusions for communication management
	• Holistic communication concepts dependent on targets and strategy, incl. the following contents:
	  ○ choice, configuration and interconnection of communication tools
	  ○ budgeting
	  ○ cross-media planning
	  ○ timing
	  ○ performance review
	• Communication management in the services, consumer and investment goods sectors, in trade and commerce (B2B and B2C market communication)

4	Forms of teaching: Participative, seminar-like teaching, plus exercises and work in groups on practical cases. To allow students to choose their study location and facilitate group work and communication, the exercises and group work can, depending on the situation, alternatively take place online in virtual presence or in a hybrid format.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Portfolio assessment (generally 3 written assignments (8–10 pages) during and at the end of the semester; workload: 80 clock hours)
7	Requirements for award of credits: Submission of the assignments completed as part of the portfolio assessment by the due date; assignments passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Nikola Ziehe (person responsible for the module) Prof. Dr. Nikola Ziehe (examiner) Prof. Dr. Claudia Gerhards (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Bonfadelli H./ Friemel T.N.: Medienwirkungsforschung. 6. Aufl., München, 2017. • Bruhn, M.: Handbuch Kommunikation: Grundlagen – Innovative Ansätze - Praktische Umsetzungen, Wiesbaden, 2008. • Bruhn, M.: Kommunikationspolitik, 9. Aufl., München, 2018. • Enke, N. / Borchers, N.: Management strategischer Influencer-Kommunikation, Leipzig, 2018. • Geskey, R.D.: Media Planning & Buying in the 21st Century: Integrating Traditional & Digital Media, 4. Ed., 2016. • Kelley, L.D./Sheehan, K./Jugenheimer, D.W.: Advertising Media Planning: A Brand Management Approach, 4. Ed., New York, 2015.

- Lou, C.: Social Media and Influencers and Followers: Theorization of a Trans-Parasocial Relation and Explication of its Implications for Influencer Advertising. Journal of Advertising, Online first, (2021), 1-18. DOI: 10.1080/00913367.2021.1880345.
- Pepels, W.: Kommunikations-Management, 5. Aufl., Berlin, 2014.
- Pietzcker, D.: Kampagnen führen – Potenziale professioneller Kommunikation im digitalen Zeitalter, Wiesbaden, 2016.
- Siegert, G.: Werbung in der Medien- und Informationsgesellschaft: Eine kommunikationswissenschaftliche Einführung. 3. vollständ. überarb. Aufl., Wiesbaden, 2016.
- Unger, F. / Fuchs, W.: Mediaplanung: Methodische Grundlagen und praktische Anwendungen, Berlin, 2012.

Literature (recommended):

- Bruhn, M.: Integrierte Unternehmens- und Markenkommunikation, 6. Aufl., Stuttgart, 2014.
- Fraas, C. / Meier, S.: Online-Kommunikation: Grundlagen, Praxisfelder und Methoden, München, 2011.
- Fuchs, W./Unger, F.: Management der Marketing-Kommunikation, 5. Aufl., Wiesbaden u.a., 2014.
- Fuchs, W.: Management der Business-to-Business-Kommunikation, Wiesbaden, 2003.
- Halene, J./Scherer, H.: Marketing jenseits vom Mittelmaß – 100 Best-Practice- Beispiele; Offenbach, 2015.
- Herkner, W.: Sozialpsychologie, Bern, 2008.
- Kloss, I.: Werbecontrolling – Konzept, Instrumente, Fallbeispiele, Gernsbach, 2003.
- Kreutzer, R.T.: Online-Marketing, 3. Aufl., Wiesbaden u.a., 2021.
- Kroeber-Riel, W. / Weinberg, P.: Konsumentenverhalten, 11. Aufl., München, 2019.
- Mahrdt, N.: Crossmedia – Werbekampagnen erfolgreich planen und umsetzen, Berlin, 2009.
- Marx, A.: Media für Manager – Was Sie über Medien und Media-Agenturen wissen müssen; 2. Aufl., Berlin, 2012.
- Theobald, A.: Praxis Online-Marktforschung: Grundlagen – Anwendungsbereiche – Durchführung, Wiesbaden u.a., 2016.

Current subject-specific articles from relevant German and international specialist journals (e.g. *Absatzwirtschaft*, *Medien- und Kommunikationswissenschaft*, Journal of Communication, *Planung und Analyse*).

All literature must be read in its latest edition.
See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M3: Multimedia Management</td></tr>
<tr><td colspan="2">Module number
M3</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 1</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
3.1 Further Concepts in Multimedia Management
3.2 Specific Instruments and Methods in Multimedia Management
3.3 Fields of Application of Multimedia Management</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td colspan="2">Self-study 160 h</td><td>Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, the students are able to:
• discuss and critically reflect on basic concepts and trends in the management of analogue and digital media products in the light of convergence (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels; social skills);
• apply concepts and tools relevant to the different steps within the management process of analogue and digital media products and assess their use; considering the following research perspectives in the process:
o economic perspective (e.g. business model analysis, focusing on products and different media used),
o media informatics perspective (e.g. interaction and interface design),
o information systems perspective (e.g. analysis of business processes and workflows)
o communication theory perspective (e.g. discussion of changes in recipients’ behaviour) (specialist and methodological skills, ‘apply’ and ‘evaluate’ proficiency levels);
• give an overview of and assess the various tools and methods for managing media products and draw on their practical applications in class to familiarise themselves with and discuss them with their team (specialist and methodological skills, ‘create’ proficiency level; social skills and self-competence);
• debate the framework conditions and success factors in managing complex multimedia projects in emerging trend areas (individually or in teams) and develop, evaluate and apply relevant solutions (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels; social skills);
• discuss the impact of converging processes on the media product level on industries and society (specialist and methodological skills, ‘analyse’ proficiency level; social skills).</td></tr>
</table>

3	Contents Further Concepts in Multimedia Management • Introduction (term definition, multimedia and multimedia management, multimedial vs. multimodal, multimedia characteristics, media products) • Overview of the convergent development of the TIME industries (telecommunications, IT, media and entertainment) • Management of digital media products from a media informatics and economic informatics perspective • Business model analysis, analysis of business cases and other economic concepts in management of digital media products • User-oriented concepts in management of digital media from a communication theory perspective • Legal framework for media productions and data management Specific Instruments and Methods in Multimedia Management • To define targets, e.g. content analysis of existing competition • To support design processes, e.g. use-case diagrams, wireframes • To manage content, e.g. tools for content production and CMS systems, databases, business process model and notation (BPMN) • To evaluate the success of applications, e.g. data mining, eye tracking, A/B testing etc. Fields of Application of Multimedia Management • Structuring the fields of application in convergent markets and industries • Example fields of application, mainly to be worked on during the semester: o TV industry and smart TV: between TV, internet and interactive forms of advertisement o Radio broadcasting and smart radio: between internet radio, Spotify, connected car and new devices o Newspaper industry and news contents: between new sources of revenue using the example of native advertising and overcoming traditional business models o Online marketing: Changing forms of advertisement and programmatic auction processes in programmatic advertising o E-commerce: between business models, user requirements and aspects of safety o Advertising industry: current developments, new advertising formats, trends • Further current fields of application within the technical and economic development of relevant markets
4	Forms of teaching: Seminar-like teaching (suitable for both blended and hybrid formats), literature research in self-study and accompanying exercises and practical cases enable continuous assessment. Students' ability to transfer knowledge to practice is developed by working on concrete practical cases individually and/or in groups as well as receiving coaching from the lecturer (depending on the situation, online in virtual presence).
5	Prerequisites: Formal: none Subject-related: none

6	Types of examination: Portfolio (generally 3 written assignments (8–10 pages) over the course of the semester; workload: 80 clock hours)
7	Requirements for award of credits: Submission of the assignments completed as part of the portfolio assessment by the due date; assignments passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Olexiy Khabyuk (responsible for the module) Prof. Dr. Olexiy Khabyuk (examiner)
11	Further information: Language of instruction: German Literature: • Böhringer, Joachim: Kompendium der Mediengestaltung, X.media.press, 6. Auflage, Berlin [u.a.], 2014, Bände I bis IV. • Büsching, Thilo; Goderbauer-Marchner, Gabriele: E-Publishing-Management, Wiesbaden, 2014. • Chernev, Alexander: Strategic Marketing Management Theory and Practice, Chicago, 2019. • Feuss, Sebastian: Auf den ersten Blick. Wie Medieninhalte wahrgenommen und rezipiert werden, Wiesbaden, 2013. • Karmasin, Matthias; Diehl, Sandra; Koinig, Isabell: Media and Change Management: Creating a Path for New Content Formats, Business Models, Consumer Roles, and Business Responsibility, Cham: Springer International Publishing, 2022. • Levin, Aron: Influencer Marketing for Brands, New York, 2020. • Moser, Christian: User Experience Design. Mit Erlebniszentrierter Softwareentwicklung zu Produkten, die Begeistern, Berlin, 2012. • Siegert, Gabriele, Wirth, Werner, Weber, Patrick, Lischka, Juliane A. (Hrsg): Handbuch Werbeforschung, 1. Auflage, Wiesbaden, 2016. • Scheier, Christian; Held, Dirk: Wie Werbung wirkt. Erkenntnisse des Neuromarketing, Freiburg, 3. Aufl., 2018. • Thesmann, Stephan: Interface Design. Usability, User Experience und Accessibility im Web gestalten, 2. Auflage, Wiesbaden, 2016. • Turban, Efraim: Electronic commerce. A managerial and social networks perspective, Springer Texts in Business and Economics, 9. Auflage, Cham, 2018. • Video2Brain: relevante Tutorials aus o.g. Fachbereichen • Wirtz, Bernd W.: Electronic Business, 7. Auflage, Wiesbaden, 2020. • Sowie aktuelle Veröffentlichung in den Zeitschriften Medienwirtschaft, Website Boosting, W&V, Lead Magazin, Informatik Spektrum, Wirtschaftsinformatik u.a. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M4: Market Management</td></tr>
<tr><td colspan="2">Course number
M4</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 2</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
4.1 Strategic Management in Operations
4.2 Special Instruments and Methods in Market Management
4.3 Fields of Application of Market Management</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
160 h</td><td>Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• describe aspects relevant to processes in management operations and the different steps within processes, apply these in practice and give examples; assess the opportunities and risks, especially considering different cultural orientation and intercultural specifics (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• explain the fundamentals and processes of decision-making and determine how particularly digitalisation changes business models and corporate strategies (specialist and methodological skills, ‘analyse’ and ‘understand’ proficiency levels);
• analyse and compare strategic options in market management and determine how to select and decide on different strategic options (specialist and methodological skills, ‘analyse’ and ‘understand’ proficiency levels);
• describe and assess the planning and configuration of measures to operate in markets or market segments (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• explain and assess the use of marketing and market instruments, compare their use for practical questions and interpret the economic consequences (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• understand the specifics of market management in the context of industry-specific international and intercultural fields of application; assess the environment as well as positive and negative general conditions,
• investigate marketing issues in international contexts, identify the special information needs and find suitable methods to meet these needs (specialist and methodological skills, ‘understand’, ‘evaluate’ and
• structure the planning process in international market management, analyse and evaluate strategic and operative decision areas and alternatives, choose planning and analysis methods to support decision-making and solve problems independently (specialist and methodological skills, ‘understand’, ‘evaluate’ and ‘apply’ proficiency levels);
• competently analyse, discuss and develop alternative solutions to different practical cases and fields of application in market management using specialised terminology both in verbally and in writing (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Fundamentals of market management
• Processes for strategy development in market management</td></tr>
</table>

	• Organisational aspects in market management • Performance review in market management • Institutional specifics of strategic market management • Pricing policies and methods to optimise pricing policies and pricing processes • Product policies and methods to optimise product policies and innovations management processes • Distribution policies and methods to optimise distribution and sales processes • Specifics, objectives and basic orientation in international and intercultural market management • International environment analyses and specifics of international and intercultural market research • International marketing strategies (choice of market, market segmentation, market entry, operations) as well as international use of marketing instruments • Methods to support decision-making in international market management • Aspects of emotional competence and intercultural awareness in market management • Ethical aspects and current trends in market management
4	Forms of teaching: Seminar-like teaching plus exercises and practical cases for continuous assessment. Discussing current trends in markets and real-life companies trains students' ability to apply their knowledge to unfamiliar situations and evaluate these critically. Depending on the situation, individual classes can take place online in virtual presence or as part of a hybrid teaching concept. To support synchronous collaborative learning, the exercises and case studies integrated into the course can be conducted online in virtual presence.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Written examination (180 minutes)
7	Requirements for award of credits: Passed final module examination (written examination)
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Nikola Ziehe (responsible for the module) Prof. Dr. Nikola Ziehe (examiner) Prof. Dr. Anne Christin Kemper (examiner)
11	Further information Language of instruction: German Literature (compulsory): • Aaker, D.A./McLoughlin, D.: Strategic Market Management: Global Perspectives, West Sussex, 2010. • Becker, J.: Marketing-Konzeption. Grundlagen des ziel-strategischen und operativen Marketing-Managements, 11. Aufl., München, 2018. • Chernev, A./Kotler, P.: Strategic Marketing Management, 9. Ed., Cerebellum Pr., 2018.

- Homburg, Ch.: Marketingmanagement: Strategie – Instrumente - Umsetzung – Unternehmensführung, 7. Aufl., Wiesbaden u.a., 2020.
- Meffert, H./ Burmann, Ch.: Marketing: Grundlagen marktorientierter Unternehmensführung; Konzepte, Instrumente, Praxisbeispiele, 13. Aufl., Wiesbaden u.a., 2019.
- Zentes, J./Swoboda, B./Schramm-Klein, H.: Internationales Marketing, 4. Aufl., München, 2021.

Literature (recommended):

- Backhaus, K./Voeth, M.: Internationales Marketing, 6. Aufl., Stuttgart, 2010.
- Berndt, R./Fantapie-Altobelli, C./Sander, M.: Internationales Marketing-Management, 6. Aufl., Berlin - Heidelberg - New York, 2020.
- Bruhn, M.: Marketing, 15. Aufl., Wiesbaden u.a., 2022.
- Cateora, Ph. R./Money, R.B./Gilly, M.C./Graham, J.L.: International Marketing, 18. Aufl., Boston, 2019.
- Czinkota, M.R./Ronkainen, I.A./Cui, A.: International Marketing, 11. Aufl., Hampshire, 2021.
- Doole, I./Lowe, R./Kenyon, A.: International Marketing Strategy. Analysis, Development and Implementation, 9. Aufl., Hampshire, 2021.
- Hill, C.W.L.: International business: Competing in the global market place, 14. Aufl., New York, 2022.
- Kotler, Ph./Bliemel, F.: Marketing-Management, 14. Aufl., Stuttgart, 2015.
- Müller, S./Gelbrich, K.: Interkulturelles Konsumentenverhalten, München, 2021.

All literature must be read in its latest edition.
See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M5: Corporate Communication</td></tr>
<tr><td colspan="2">Course number
M5</td><td>Workload
225 h</td><td>Credits
9</td><td>Semester
Semester 3</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
5.1 Strategic Corporate Communication
5.2 Special Instruments and Methods in Corporate Communication
5.3 Fields of Application of Corporate Communication</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
135 h</td><td>Planned group size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• classify and discuss corporate communication as a value driver and success factor in business management (specialist and methodological skills, ‘understand’ proficiency level),
• clearly differentiate and apply selected theories in corporate communication (specialist and methodological skills, ‘understand’ and ‘apply’ proficiency levels);
• characterise and evaluate in detail the corporate identity concept as a regulatory framework as well as further economic, legal and ethical frameworks for corporate communication (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);
• develop communication strategies for key reference groups in corporate communication, give and evaluate concrete examples (specialist and methodological skills, ‘apply’, ‘evaluate’ and ‘create’ proficiency levels, social skills and self-competence);
• show and analyse the strategies and concepts for special communication scenarios in companies (specialist and methodological skills, ‘apply’ and ‘analyse’ proficiency levels);
• describe and apply the measurement of results and the key figures in corporate communication (specialist and methodological skills, ‘understand’ and ‘apply’ proficiency levels);
• describe, analyse and critically evaluate specific instruments and platforms for corporate communication (specialist and methodological skills, ‘understand’, ‘analyse’ and ‘evaluate’ proficiency levels);
• develop and apply analysis and assessment criteria to analyse and assess use cases (specialist and methodological skills, ‘create’ and ‘apply’ proficiency levels; social skills and self-competence);
• analyse concrete fields of application in corporate communication in practice and suggest optimisation and development potential (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels; social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="5">Contents
• Corporate communication as a value driver and success factor
• Selected theories in corporate communication
• Frameworks of corporate communication
o The corporate identity concept as regulatory framework
o Corporate social responsibility and corporate governance and their implications for corporate communication
o Issue management</td></tr>
</table>

	○ Current trends in economic journalism ○ Corporate information and publishing duties ○ Ethical aspects • Strategies and concepts for key reference groups ○ Investor relations ○ Communication with employees ○ Communication as a manager ○ Public affairs • Strategies and concepts for special communication scenarios ○ Change communication ○ Crisis communication ○ Communication during mergers and acquisitions • Specific instruments and platforms for corporate communication ○ PR and media relations ○ Live communication – events, trade fairs and worlds of experience ○ Sponsoring ○ Corporate publishing ○ Social media ○ Storytelling and content marketing ○ Audiovisual corporate communication ○ Blogger relations and influencer marketing • Measurement of results and key figures in corporate communication • Current trends and developments in corporate communication • Analysis and assessment criteria in the context of concrete use cases (guest lectures) • Concrete fields of application in corporate communication (guest lectures and field trips to companies)
4	Forms of teaching: A blended format is used, which alternates between in-person and virtual attendance. Two in-person submodules held at the university are combined with one submodule conducted entirely online to reflect the reality of today's hybrid working world, while also enhancing student interaction and collaborative learning in virtual breakout rooms. Additional digital and interactive e-learning media can be incorporated into the blended format, enabling interactive feedback, tests, quizzes etc. It also makes it easier to invite guest speakers from industry, who might not be able to attend in person. A binding, transparent schedule will be announced at the start of the semester. Regular exercises and short cases allow continuous assessment of the knowledge acquired.
5	Prerequisites: Formal: none Subject-related: none
6	Type of examination: oral examination (in groups; duration according to framework examination regulations)
7	Requirements for award of credits: Passed oral examination
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 9/120
10	Person(s) responsible for the module and examiner(s):

	Prof. Dr. Regine Kalka (responsible for the module) Prof. Dr. Regine Kalka (examiner) Stefan Epler (examiner) Katrin Osburg (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Bruhn, M.: Integrierte Unternehmens- und Markenkommunikation: Strategische Planung und operative Umsetzung, 6. Auflage, Vahlen, München, 2014. • Cornelissen, J. P.: Corporate Communication: A Guide to Theory and Practice, Sage Publications Ltd; Auflage: 6th Revised edition, 2020. • Doorley, J.: Reputation Management: The Key to Successful Public Relations and Corporate Communication, Taylor & Francis Ltd; Auflage: 4th Revised edition, 2020. • Goodman, M., Hirsch, P.: Corporate Communication: Transformation of Strategy and Practice Peter Lang Publishing Inc. New York; New edition, 2020. • Kirf, B., Eicke, K-N., Schömburg, S.: Unternehmenskommunikation im Zeitalter der digitalen Transformation, 2. Auflage, SpringerGabler, 2020. • Meckel, M/ Schmid, B.: Unternehmenskommunikation, 2. Auflage Gabler, Wiesbaden,2008. • Mast, C.: Unternehmenskommunikation: Ein Leitfaden, 8. Auflage, Stuttgart, 2020. • Zerfass, A.: Handbuch Unternehmenskommunikation, 3. Auflage, Gabler, Wiesbaden, 2022. Literature (recommended): • Schick, S.: Interne Unternehmenskommunikation: Strategien entwickeln, Strukturen schaffen, Prozesse steuern, 5. Auflage, Stuttgart, 2014. • Tomfeah, A./Haug H.: Glaubwürdige Unternehmenskommunikation: Impulse für eine verantwortungs- und wirkungsvolle Praxis, 1. Auflage, Springer, Wiesbaden, 2021. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M6: Brand Management and Brand Communication</td></tr>
<tr><td colspan="2">Module number
M6</td><td>Workload
225 h</td><td>Credits
9</td><td>Semester
Semester 3</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
6.1 Strategic Branding
6.2 Brand Design and Brand Communication
6.3 Fields of Application of Brand Management and Brand Communication</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
135 h</td><td>Planned group size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• explain and evaluate in detail the different approaches of branding (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• study the concept of service-dominant logic and discuss the relevant implications of postmodern branding (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);
• explain the different strategic options and success factors in strategic branding and evaluate these in detail using concrete cases (specialist and methodological skills, ‘understand’, ‘apply’ and ‘evaluate’ proficiency levels);
• analyse the specifics of trading and services brands (specialist and methodological skills, ‘analyse’ proficiency level);
• compare the different approaches of market value measurement (specialist and methodological skills, ‘analyse’ proficiency level);
• describe the functions, components and processes in branding and apply the different steps of the planning process for branding (specialist and methodological skills, ‘understand’ and ‘apply’ proficiency levels);
• analyse in detail the methods and tools for developing the branding elements and apply these in the branding process (specialist and methodological skills, ‘apply’ and ‘analyse’ proficiency levels);
• develop a concept to communicate the brand positioning so that it is visible, distinctive and integrated (specialist and methodological skills, ‘create’ proficiency level, social skills and self-competence);
• analyse digital and physical brand touchpoints during the customer journey and derive influencing factors (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels);
• determine the specifics of international branding and brand communication and develop international branding and communication concepts (specialist and methodological skills, ‘create’ proficiency level);
• develop and apply analysis and evaluation criteria to analyse and evaluate use cases (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels; social skills and self-competence);
• analyse concrete fields of application in brand management and brand communication in practice and suggest optimisation and development potential (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels; social skills and self-competence).</td></tr>
</table>

3	Contents
	• Approaches and concepts of branding
	• The service-dominant logic and implications for postmodern branding
	• Strategic branding options
	• Specifics of trading and services brands
	• Measuring brand value
	• The branding process and designing the different branding elements
	  • Developing a brand name and trademark
	  • Designing logos
	  • Corporate design and aspects of product packaging
	• Brand communication based on brand positioning
	• Customer journey and brand touchpoints
	• Specifics of international branding and brand communication
	• Analysis and assessment criteria in the context of concrete use cases
	• Concrete fields of application of brand management and brand communication
	• Current developments and trends in brand management and brand communication

4	Forms of teaching: A blended format is used, which alternates between in-person and virtual attendance. Two in-person submodules held at the university are combined with one submodule conducted entirely online to reflect the reality of today's hybrid working world, while also enhancing student interaction and collaborative learning in virtual breakout rooms. Additional digital and interactive e-learning media can be incorporated into the blended format, enabling interactive feedback, tests, quizzes etc. It also makes it easier to invite guest speakers from industry, who might not be able to attend in person. A binding, transparent schedule will be announced at the start of the semester. Regular exercises and short cases allow continuous assessment of the knowledge acquired.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: oral examination (in groups; duration according to framework examination regulations)
7	Requirements for award of credits Passed oral examination
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 9/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Regine Kalka (responsible for the module) Prof. Dr. Regine Kalka (examiner) Frank Vogel (examiner)
11	Further information: Language of instruction: German Literature (compulsory):

	• Bruhn, M.: Integrierte Unternehmens- und Markenkommunikation: Strategische Planung und operative Umsetzung, 6. Auflage, Vahlen, München, 2014. • Burmann, Ch., Riley, N.-M., Halaszovich, T., Schade, M.: Identity-Based Brand Management. Fundamentals—Strategy—Implementation—Controlling, Wiesbaden, 2017. • Esch, F.: Strategie und Technik der Markenführung, 9. Auflage, Vahlen, München, 2018. • Esch, F.: Handbuch Markenführung, Springer Gabler, Wiesbaden, 2019. • Fill, C.: Marketing Communications: Interactivity, Communities and Content, Financial Times Prent.; Auflage: 7th edition, 2016. • Keller, K.: Strategic Brand Management: building, measuring, and managing brand equity, Pearson, Harlow, England, 2020. • Keller, K. L.: Strategic Brand Management, Prentice Hall; 4th revised edition, 2012. • Meffert, H./Burmann, C./Koers, M.: Markenmanagement, 2. Auflage, Gabler, Wiesbaden, 2012. • Further reading handed out with the course documents. Literature (recommended): • Halbauer, I.: Digitales Markenmanagement, Springer, Wiesbaden, 2020. • Baumgarth, C.: Markenpolitik: Markentheorien, Markenwirkungen, Markenführung, Markencontrolling, Markenkontexte, 4. Auflage, Gaber, Wiesbaden, 2014. • Esch, F.: Marke 4.0, Vahlen, München, 2020. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M7: Omnichannel Management</td></tr>
<tr><td colspan="2">Module number
M7</td><td>Workload
225 h</td><td>Credits
9</td><td>Semester
Semester 4</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
7.1 Omnichannel Management – Concepts and Strategies
7.2 Omnichannel Management – Processes and Tools
7.3 Development of Omnichannel Companies</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study 135 h</td><td colspan="2">Planned group size
20 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• understand the conditions of the environment and the competition in international trade and commerce and identify their impact on key strategic decisions for trade and commerce (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• evaluate various omnichannel concepts in trade and commerce (specialist and methodological skills, ‘evaluate’ proficiency level);
• identify, evaluate and outline current growth channels (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• evaluate current developments in omnichannel field (specialist and methodological skills, ‘evaluate’ proficiency level);
• differentiate between the omnichannel challenges for pure players and offline retailers (specialist and methodological skills, ‘analyse’ proficiency level);
• determine success factors for omnichannel management and develop specific concepts accordingly (specialist and methodological skills, ‘create’ proficiency level);
• evaluate organisational and process-related challenges and applicability and develop suitable solutions (specialist and methodological skills, ‘evaluate’ and ‘create’ proficiency levels);
• analyse companies’ omnichannel competences and determine recommendations for action (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels);
• document the acquired specialist skills in written assignments and presentations and discuss the contents critically with other students (specialist and methodological skills, ‘create’ proficiency level).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Omnichannel management – concepts and strategies
  • Fundamentals of offline and online business processes
  • Development of multi-, cross- and omnichannel retailing
  • Strategic challenges in omnichannel management
  • Challenges in back end and front end
  • Gathering and processing information
  • Channel use/integration: offline retail, e-shops, e-marketplaces
  • E-fulfilment, e-distribution
  • Integration of B2C and B2C channels
  • Client-oriented channel configuration</td></tr>
</table>

	• Cross-media instruments, methods and concepts of customer acquisition, communication and loyalty • Methods of customer assessment and customer value analysis • Branding and corporate design • Omnichannel controlling • Analysis of omnichannel business models • Development/use of evaluation methods • Analysis of the omnichannel business models of real-life companies from a consumer perspective based on various factors (e.g. product range, price, fulfilment) • Presentation and evaluation of the omnichannel business model • Omnichannel approaches as an organisational challenge • Development of an omnichannel company • Presentation of possible organisational processes
4	Forms of teaching: Seminar-like teaching with strong emphasis on self-study (preparation and follow-up). Integrated exercises using typical business cases from professional practice for continuous assessment.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Portfolio assessment (generally 3 written assignments (8–10 pages), with one written assignment per submodule as a final assignment for each respective course); workload: 80 clock hours)
7	Requirements for award of credits: Submission of the assignments completed as part of the portfolio assessment by the due date; assignments passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 9/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Peter Scheideler (responsible for the module) Prof. Dr. Peter Scheideler (examiner)
11	Further information: Language of instruction: German/English Literature (compulsory): Heinemann, G.: Intelligent Retail: Die Zukunft des stationären Einzelhandels, 3. Auflage, Wiesbaden: Springer Fachmedien Wiesbaden., 2021. • Heinemann, G.: De Der neue Online-Handel: Geschäftsmodelle, Geschäftssysteme und Benchmarks im E-Commerce, 13. Aufl. Wiesbaden: Springer Fachmedien Wiesbaden, 2022. • Gallino, S.; Moreno, A.: Operations in an Omnichannel World, Wiesbaden, Springer Fachmedien, 2020. • Kakui, R.: Omni-Channel Strategies in U.S. and Japan, 1. Aufl., Chiyodaku (Tokio): Nikkei Publishing Inc., 2015. • Lewis, R./Dart, M.: The New Rules of Retail: Competing in the World's Toughest Marketplace, 2. Aufl., New York: St Martin's Press Inc., 2014.

	• Poloian, Lynda Gamans, Multichannel-Retailing, New York (Fairchild Books), 2009. • Winters, A.: Omni-Channel Retailing: An Analysis of Channel Interdependencies, Integration Services and Specific Marketing Instruments; Wiesbaden, Springer Fachmedien, 2021. • Wirtz, B. W.: Electronic Business, 7. Aufl., Wiesbaden: Springer Fachmedien Wiesbaden GmbH, 2020. Literature (recommended): • Rittinger, S.: Multi-Channel-Retailing: Prinzip, Konzepte und Erfolgsfaktoren, 1. Aufl., Wiesbaden: Springer Fachmedien Wiesbaden GmbH, 2014. • Jäger, R.: Multi-Channel im stationären Einzelhandel: Ein Überblick, 1. Aufl., Wiesbaden: Springer Fachmedien Wiesbaden GmbH, 2016. • Kollmann, T.: E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft, 7. Aufl., Wiesbaden: Springer Fachmedien Wiesbaden GmbH, 2019. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M8: Media Production</td></tr>
<tr><td colspan="2">Module number
M8</td><td>Workload
225 h</td><td>Credits
9</td><td>Semester
Semester 4</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
8.1 Conception in Media Production
8.2 Media Production and Design
8.3 Practical project</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
135 h</td><td colspan="2">Planned group size
20 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• understand and apply the relevant fundamentals and methods to conceptualise, design and realise media productions (specialist and methodological skills, ‘apply’ proficiency level);
• design and complete moving image productions taking economic, creative and content-related aspects into account (specialist and methodological skills, ‘create’ proficiency level; social skills and self-competence);
• analyse both the content and the creative and technical aspects of media and evaluate them in terms of the offers or reception (specialist and methodological skills, ‘evaluate’ proficiency level);
• apply project management methods to a media production project and determine and recognise and evaluate the group interaction processes in different positions (social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Conception in Media Production:
  • Fundamentals of content-related conception of media productions (process design for idea development, fundamentals of storytelling etc.)
  • Calculation of media productions
  • Planning process for designing an owned media offer (e.g. company YouTube channel)
  • Media specifics and implications for conception (e.g. short video formats for social media, long video formats for web series)
  • Media product research (e.g. content analysis methods) and implications for the conception of media content
• Media Production and Design:
  • Interdisciplinary approaches to the development of media innovations (media economics, media theory, media psychology etc.)
  • Work phases in media production
  • Project management skills
  • Photo production
  • Video production
  • Audio production
  • Current media trends and challenges for conception and production
• Practical Project:
  • Research project on current issues in media production or a practical project</td></tr>
<tr><td>4</td><td colspan="6">Forms of teaching:</td></tr>
</table>

	Seminar-like teaching, project-oriented work in small groups with coaching and moderation by the lecturer; depending on the situation, also online in virtual presence.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Project documentation (20–25 pages; workload: 80 clock hours)
7	Requirements for award of credits: Passed module examination (project documentation)
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 9/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Claudia Gerhards (person responsible for the module) Prof. Dr. Claudia Gerhards (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Abidin, C.: Internet Celebrity. Understanding Fame Online. Bingley, UK 2018. • Enli, G.: Mediated Authenticity. How the Media Constructs Reality. New York et al., 2015. • Gerhards, C. (2019) Product Placement on YouTube. An explorative study on YouTube creators' experiences with advertisers. In: Convergence. The International Journal of Research into New Media Technologies, 25(3), S. 516-533. • Gerhards, C. Nonfiction-Formate für TV, Online und Transmedia. Entwickeln, präsentieren, verkaufen. Konstanz, München, 2013. • Kamp, W.: AV-Mediengestaltung. Grundwissen. 8. Aufl., Haan-Gruiten 2022 • Kiefer, M. L: Medienökonomie und Medientechnik. In: Altmeppen, K.-D./Karmasin, M. (Hrsg.): Medien und Ökonomie. Bd. 1, Wiesbaden 2003 S. 181–208. • Klimsa, P.: Digitale Medienprodukte. Grundlagen der Medienproduktforschung. Norderstedt, 2017. Literature (recommended): • Regier, S./ Schunk, H./ Könecke, T. (Hrsg.): Marken und Medien. Führung von Medienmarken und Markenführung mit neuen und klassischen Medien. Wiesbaden, 2016. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M9: Digital Leadership</td></tr>
<tr><td colspan="2">Module number
M9</td><td>Workload
225 h</td><td>Credits
9</td><td>Semester
Semester 4</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
9.1 Digitalisation – Companies, Markets and Society
9.2 Digital Leadership and Management
9.3 Methods and Instruments of Digital Leadership</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td>Self-study
135 h</td><td colspan="2">Planned group size
20 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• explain and evaluate the interdependencies of socioeconomic change processes and the digitalisation phenomenon using concrete examples (specialist and methodological skills, ‘understand’ and ‘evaluate’ proficiency levels);
• analyse and critically reflect on the significance and impact of digitalisation in the context of socioeconomic transformation (specialist and methodological skills, ‘analyse’ and ‘evaluate proficiency levels);
• analyse and reflect in teams on ethical and intercultural aspects of digitalisation of the economy in the context of responsible business management (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels; social skills);
• describe and classify changing work and leadership requirements (future leadership skills) and evolving employer-employee relationships in the digital workplace and identify the resulting additional demands on leaders and one’s own future role as a leader (specialist and methodological skills, analyse’ and create’ proficiency levels);
• describe, analyse and critically examine the role of leaders in the digital transformation in specific management and leadership situations and apply these insights to one’s own leadership behaviour in student work groups (specialist and methodological skills, ‘apply’, ‘analyse’, ‘evaluate’ and ‘create’ proficiency levels; social skills and self-competence);
• analyse different methods and tools of digital transformation (e.g. design thinking, lean startup, scrum) using case studies in a group, evaluate their limitations and independently apply them in specific work and leadership situations (specialist and methodological skills, ‘analyse’, ‘evaluate’ and ‘create’ proficiency levels; social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Fundamentals and concepts of reflexivity in society and economy in a digital world
• Social and economic transformation processes
• Characteristics and phases of digital transformation
• Use of media and the influence of digital media on microeconomic business models
• The impact of digitalisation on the customer experience and the internal operations model
• Role and challenges of business and personnel management in a digital world (new leadership and full range of leadership)
• Differentiation between digital leadership and management in a digital world
• Elaborating on and practising critical reflection on the effects of digitalisation on socioeconomic sub-areas (e.g. work, family, mobility, education, sustainability, interculturality etc.)
• Ethical and legal questions in digitalisation</td></tr>
</table>

	• (Digital) collaborative working, communication and leadership methods • Individual skills in media and media usage in social networks, remote leadership
4	Forms of teaching: Participative, seminar-like teaching, complemented with field trips to companies and guest lectures from industry professionals. Depending on the situation, course contents may also be taught online in a virtual or hybrid format. This allows students to choose their own physical study location and to learn and apply especially the multimedial holistic communication and collaboration possibilities. Students can moreover gain experience of remote leadership and group management processes using media and critically examine their observations in the group. A binding, transparent schedule will be announced at the start of the semester. Exercises, case studies, role-plays and LEGO Serious Play are integrated into the course to enable continuous assessment.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Portfolio assessment (generally 2 written assignments and 1 presentation – submodule 9.1: position paper (3–5 pages), submodule 9.2: sprint documentation (approx. 3-page reflection/retrospective plus 3–5 pages documentation), submodule 9.3: presentation (approx. 20 minutes)
7	Requirements for award of credits: Submission of the assignments completed as part of the portfolio assessment by the due date; assignments passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 9/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Nicole Richter (responsible for the module) Prof. Dr. Andreas Diedrich (examiner) Prof. Dr. Nicole Richter (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Bongiomo, Giorgio/ Rizzo, Daniele/ Vaia, Giovanni (Ed.): CIOs and the Digital Transformation: A New Leadership Role, Springer Int., 2018. • Brandes, Ulf et al.: Management Y: Agile, Scrum, Design Thinking & Co.: So gelingt der Wandel zur attraktiven und zukunftsfähigen Organisation, Frankfurt, New York, 2014. • Brown, Tim: Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, HarperBusiness, 2009. • Creusen, Utho/Gall, Birte/Hackl, Oliver: Digital Leadership, Führung in Zeiten des digitalen Wandels, Wiesbaden, 2017. • Dahm, Markus H./Thode, Stefan (Hrsg.): Digitale Transformation in der Unternehmenspraxis, Mindset – Leadership – Akteure – Technologien, Wiesbaden, 2020. • Kollmann, Tobias: Digital Leadership, Grundlagen der Unternehmensführung in der Digitalen Wirtschaft, Wiesbaden, 2020.

	• Kreutzer, Ralf T./Neugebauer, Tim/Pattloch, Annette: Digital Business Leadership: Digitale Transformation - Geschäftsmodell-Innovation - agile Organisation - Change-Management, Wiesbaden, 2017. • Kupiek, Martin: Agile Change and the Emotional Organization, Emotion as a Success Factor for Digital Transformation Projects, Wiesbaden, 2021. • Lorenz, Michael: Digitale Führungskompetenz, Was Führungskräfte von morgen heute wissen sollten, Wiesbaden, 2018. • Petry, Thorsten (Hrsg.): Digital Leadership: Erfolgreiches Führen in Zeiten der Digital Economy, 2. Aufl., Freiburg, 2019. • Schallmo, Daniel et al. (Hrsg.): Digitale Transformation von Geschäftsmodellen: Grundlagen, Instrumente und Best Practices, 2. Aufl., Wiesbaden, 2021 • Weinreich, Uwe: Lean Digitization: Digitale Transformation durch agiles Management, Berlin, Heidelberg, 2016. Further digital material (videos, tutorials, self-assessment tests) will be provided in class. All literature must be read in its latest edition. See updated lists of recommended literature in the course documents.

<table>
<tr><td colspan="6">M10: Data-Driven Marketing</td></tr>
<tr><td colspan="2">Module number
M10</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 2</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
10.1 Big Data in Marketing
10.2 Marketing Analytics: Tools and Methods
10.3 Fields of Application of Data-Driven Marketing</td><td>Attendance
2 SWS / 30 h
2 SWS / 30 h
2 SWS / 30 h</td><td colspan="2">Self-study 160 h</td><td>Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• characterise the growing importance of data management and analysis for solving business management tasks in marketing in the course of digitalisation and use case studies to illustrate this (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);
• comparatively evaluate the possibilities and limitations of established and new approaches in marketing controlling (specialist and methodological skills, ‘evaluate’ proficiency level);
• analyse the applications, opportunities and risks of big data in marketing both in general and in specific use cases and case studies (specialist and methodological skills, ‘analyse’ proficiency level);
• clean, evaluate, visualise and interpret raw marketing data as part of a data preparation process (specialist and methodological skills, ‘analyse’ and ‘create’ proficiency levels);
• evaluate the strengths and weaknesses of the various tools available for data management (specialist and methodological skills, ‘evaluate’ proficiency level);
• formulate relevant key performance indicators (KPIs) as part of data-driven marketing and use the available data sets to interpret their achievement (specialist and methodological skills, ‘evaluate’ proficiency level);
• use advanced data analysis tools (e.g. R, SPSS) to determine data-based findings for marketing campaigns and manage campaign objectives (specialist and methodological skills, ‘create’ proficiency level);
• formulate requirements for data science specialists based on the existing competences and interpret results (social skills).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Theoretical Fundamentals: Data Analytics in Marketing
• fundamentals of data-driven marketing/marketing analytics (terms, concepts and delimitations)
• selected use cases and analysis scenarios in concrete marketing-related problems, such as market positioning
• Methods, Metrics and Tools
• fundamentals of data analytics (methods, concepts, tools)
• exercises using common data analysis tools, e.g. MS Excel, R, SPSS, Python
• Fields of Application of Data-Driven Marketing
▪ customer analytics (profiling, segmentation, targeting and scoring)
▪ prognosis models</td></tr>
</table>

	▪ referral systems ▪ digital marketing (e.g. web analytics, A/B testing, social media analytics, pricing)
4	Forms of teaching: Participative, seminar-like teaching with integrated use cases and case studies, individual and group research, exercises and presentations.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Written examination (180 minutes)
7	Requirements for award of credits: Passed module examination (written examination)
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Bastian Martschink (responsible for the module) Prof. Dr. Bastian Martschink (examiner)
11	Further information: Language of instruction: German The compulsory and recommended reading will be announced at the start of the semester. • Boßow-Thies et. al. (2020). Data-driven Marketing – Insights aus Wissenschaft und Praxis. Springer, Wiesbaden. • Halfmann, Marion; Schüller, Katharina (2022). Marketing Analytics – Perspektiven, Technologien, Anwendungsfelder. Springer. • Statistics Essential Training: 1, 2, Excel 2016: Managing and Analyzing Data, Data Validation in Depth, Learning Excel Data-Analysis, R for Excel Users, Excel VBA: • Provost, Foster/ Fawcett, Tom: Data science for business. What you need to know about data mining and data-analytic thinking, Sebastopol, CA 2013 • Wickham, Hadley/ Grolemund, Garrett: R für Data Science. Daten importieren, bereinigen, umformen, modellieren und visualisieren, Heidelberg 2018 All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M11: Trend-Based Business Planning</td></tr>
<tr><td colspan="2">Module number
M11</td><td>Workload
250 h</td><td>Credits
10</td><td>Semester
Semester 2</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
Trend-Based Business Planning</td><td>Attendance
4 SWS / 60 h</td><td>Self-study
190 h</td><td colspan="2">Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• name and differentiate between reasons, objectives and target groups for business plans in various contexts (specialist and methodological skills, ‘analyse’ proficiency level);
• research and assess relevant information and integrate it into business-related contexts (business model, profitability and liquidity effects) (specialist and methodological skills, ‘apply’, ‘evaluate’ and ‘create’ proficiency levels);
• explain the structure of a business plan and the interrelations and interdependencies of the different components and prioritise these depending on the context (specialist and methodological skills, ‘apply’ and ‘evaluate’ proficiency levels);
• develop and refine their own business idea using the business model canvas and critically evaluate and reflect on its market viability and feasibility of implementation in the face of current (mega-)trends (specialist and methodological skills, ‘apply’, ‘evaluate’ and ‘create’ proficiency levels);
• develop a business plan (low complexity) independently and design and document it in a target-group oriented manner (specialist and methodological skills, ‘evaluate’ proficiency level);
• evaluate the quality of a business plan and provide peer feedback (specialist and methodological skills, ‘evaluate’ proficiency level; social skills and self-competence);
• present a business plan in various contexts (e.g. to potential investors, suppliers or cooperation partners) (social skills and self-competence);
• identify conflicts within the team of co-founders or people developing the business plan as well as with external stakeholders, develop strategies to solve these during peer consulting and apply them to their own group process (specialist and methodological skills, ‘evaluate’ proficiency level; social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Business planning and business plans in different contexts (e.g. start-ups, business area development etc.), analysis and planning from business idea to business plan (business model canvas method) in the face of current (mega-)trends
• Components of a business plan (e.g. problem, business idea, relevant market, competition, business model, team etc.)
• Step-by-step development and concretisation of the different components of a business plan
• Contexts and target groups of a business plan
• Conflicts and strategies to solve conflicts during a business planning process
• Business plan pitch</td></tr>
<tr><td>4</td><td colspan="6">Forms of teaching:
Seminar-like teaching, with discussions, group exercises, guest lectures from leadership practice, reflection on personal experiences and peer feedback. Generally in-person teaching, with a focus on practical, application-oriented teaching. Supervision of preparation of the project documentation</td></tr>
</table>

	through coaching sessions with the examiner individually or in small groups. Depending on the situation, also online in virtual presence. A binding, transparent schedule will be announced at the start of the semester.
5	Prerequisites: Formal: none Subject-related: none
6	Types of examination: Project documentation 60% (20–25 pages) and presentation 40% (approx. 20 minutes, as a group); workload: 80 clock hours
7	Requirements for award of credits: Passed module examination (project documentation and presentation)
8	Module allocated to other study programmes: no
9	Weighting for overall grade: According to the credits 10/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Dominik Austermann (responsible for the module) Prof. Dr. Dominik Austermann (examiner)
11	Further information: Language of instruction: German Literature (compulsory): • Finch, Brian: How to write a Business Plan: Win Backing and Support for your Ideas and Ventures, 7. Aufl., kogan Page, London, 2022. • Genadinik, Alex: Business plan template and example: how to write a business plan: Business planning made simple, Alex Genadinik, 2017. Harris, Tom: Start-Up: A Practical Guide to Starting and Starting and Running a New Business, 2. Aufl., Springer, 2019. • Osterwalder, Alexander; Pigneur, Yves: Business Model Generation, Ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Frankfurt, New York, 2011. • Vogelsang, Eva; Fink, Christian; Baumann, Matthias: Existenzgründung und Businessplan: Ein Leitfaden für erfolgreiche Start-ups, 5. Aufl., Berlin, 2018. Literature (recommended): • Bundesministerium für Wirtschaft und Klimaschutz (Hrsg.): GründerZeiten 1 ff. (Download www.bmwk.de) • Nagel, Anna: Der Businessplan: Geschäftspläne professionell erstellen Mit Checklisten und Fallbeispielen, 10. Aufl., Wiesbaden, 2020. All literature must be read in its latest edition. See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M12: Management and Leadership Skills</td></tr>
<tr><td colspan="2">Module number
M12</td><td>Workload
150 h</td><td>Credits
6</td><td>Semester
Semester 3</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
Management and Leadership Skills</td><td>Attendance
4 SWS / 60 h</td><td>Self-study 90 h</td><td colspan="2">Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• demonstrate a fundamental understanding of leadership (specialist and methodological skills, ‘understand’ proficiency level);
• evaluate and critically question the key leadership approaches and apply them to concrete real-life cases (specialist and methodological skills, ‘apply’ and ‘evaluate’ proficiency levels);
• apply methods, tools and techniques of leadership and communication and reflect on and evaluate their use in practical leadership work (specialist and methodological skills, ‘apply’, ‘evaluate’ and ‘create’ proficiency levels);
• identify, analyse and further develop their own leadership skills and areas for development through self-reflection and exchanges with peers and teaching staff (specialist and methodological skills, ‘apply’, ‘analyse’, ‘evaluate’ and ‘create’ proficiency levels; social skills and self-competence);
• develop, reflect on and implement specific approaches for leadership situations within the group (specialist and methodological skills, ‘evaluate’ and ‘create’ proficiency levels; social skills and self-competence);
• recognise the specifics of leadership and collaboration in teams in international, intercultural and digital environments and critically reflect on different values, thinking and action patterns (specialist and methodological skills, ‘analyse’ and ‘evaluate’ proficiency levels);
• approach the design of their own leadership and collaboration behaviour (team and group work) in an unbiased, culturally sensitive and ethically reflective manner (specialist and methodological skills, ‘create’ proficiency level; social skills and self-competence);
• independently apply the academic methodology, including reviewing current and relevant literature while addressing a practice-oriented question relating to leadership (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels; self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• Concept and understanding of leadership
• Overview of leadership theories:
– personalist leadership approaches
– behaviour-oriented leadership approaches
– contingency leadership approaches
• Leadership ethics and culture
• Employee recruitment and selection as a management task
• Motivation and involvement of employees as a management task
• Leadership and collaboration in the employee experience lifecycle
• Communication as a management task
• Specifics of leadership and collaboration in groups and teams
• Leadership in the face of organisational change
• Leadership success and controlling</td></tr>
</table>

	• Future leadership skills – future leaders: requirements, skills, tasks • Mastering everyday management tasks through time management and self-management
4	Forms of teaching: Seminar-like teaching with discussions, individual and group exercises, guest lectures from leadership practice, case studies, role-plays, LEGO Serious Play, reflection on personal experiences and peer feedback. Focus on practical, application-oriented teaching to develop digital leadership and collaboration skills; depending on the situation, also online in virtual presence. Supervision of preparation of the written assignment through coaching sessions with the examiner individually or in small groups. Depending on the situation, also online in virtual presence. A **binding, transparent** schedule will be announced at the start of the semester.
5	Prerequisites: None
6	Types of examination: Written assignment (15 pages; workload: 80 clock hours)
7	Requirements for award of credits: Submission of the written assignment by due date; written assignment passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 6/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Nicole Richter (person responsible for the module) Prof. Dr. Nicole Richter (examiner)
11	Further information: Language of instruction: German/English Literature (compulsory): • Blessin, B./Wick, A.: Führen und Führen lassen, 9. Aufl., Konstanz und München, 2021. • Rosenstiel, L. v./Regnet, E./Domsch, M. E. (Hrsg.): Führung von Mitarbeitern. Handbuch für ein erfolgreiches Personalmanagement, 8. Aufl., Stuttgart, 2020. • Weibler, J.: Personalführung, 3. Aufl., München, 2016. • Wunderer, R.: Führung und Zusammenarbeit. Eine unternehmerische Führungslehre, 9. Aufl., Köln, 2011. • Yukl, G. A.: Leadership in Organizations, 9, Aufl., Harlow, England, 2020. Literature (recommended): • Bass, B. M.: The Bass Handbook of Leadership, 4. Aufl., Free Press, New York, 2008. • Berthel, J./Becker, F. G.: Personal-Management, Grundzüge für Konzeptionen betrieblicher Personalarbeit, 12. Aufl., Stuttgart, 2022. • Blessin, B./Wick, A. (Hrsg.): Führen und Führen lassen in der Praxis, Fallbeispiele, Konstanz und München, 2016. • Bröckermann, R.: Personalführung, Arbeitsbuch für Studium und Praxis, Köln, 2000. • Comelli, G./Rosenstiel, L. v./Nerdinger, F. W.: Führung durch Motivation. Mitarbeiter für die Ziele des Unternehmens gewinnen, 5. Aufl., München, 2014.

- Crane, A./Matten, D./Glozer, S./Spence, L. S.: Business Ethics, Managing Corporate Citizenship und Sustainability in the Age of Globalization, 5th edition, Oxford University Press, 2019.
- Domsch, M. E./Regnet, E./Rosenstiel, L. v. (Hrsg.): Führung von Mitarbeitern. Fallstudien zum Personalmanagement, 4. Aufl., Stuttgart, 2018.
- Lieber, B.: Personalführung…leicht verständlich! 3. Aufl., Konstanz und München, 2017.
- Macharzina, K./Wolf, J: Unternehmensführung, Das internationale Managementwissen, Konzepte – Methoden – Praxis, 11. Aufl., Springer Gabler, Wiesbaden, 2022.
- Northouse, P. G.: Leadership. Theory and Practice, 9. Aufl., Sage, Thousand Oaks, 2021.
- Stippler, M./Moore, S./Rosenthal, S./Dörffer, T.: Führung – Überblick über Ansätze, Entwicklungen, Trends, 5. Aufl., Verlag BertelsmannStiftung, Gütersloh, 2017.

Dictionaries:

- Gaugler, E. (Hrsg.): Handwörterbuch des Personalwesens, 3. Aufl., Stuttgart, 2004.
- Köhler, R./Küpper, H.-U./Pfingsten, A. (Hrsg.): Handwörterbuch der Betriebswirtschaft (HWB), Reihe: Enzyklopädie der Betriebswirtschaftslehre, Band 1, 6. Aufl., Stuttgart, 2007
- Kieser, A. (Hrsg.): Handwörterbuch der Führung, 2. Aufl., Stuttgart, 1995.

Specialist journals:

- Human Resources Manager
- Human Resource Management Journal
- Human Resource Management Review
- International Journal of Applied HRM
- PersonalQuarterly
- Personalmagazin
- Personalwirtschaft
- Personalführung
- The International Journal of Human Resource Management
- Zeitschrift für Führung und Organisation
- Zeitschrift für Personalforschung

All literature must be read in its latest edition.
See the course materials for an up-to-date list.

<table>
<tr><td colspan="6">M13: Project Module</td></tr>
<tr><td colspan="2">Module number
M13</td><td>Workload
375 h</td><td>Credits
15</td><td>Semester
Semester 3</td><td>Number of offers
Once per academic year</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
Project Work</td><td>Attendance
4 SWS / 60 h</td><td>Self-study 315 h</td><td colspan="2">Planned group size
35 students</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
Having successfully completed the module, students are able to:
• independently apply the methodological and subject-specific knowledge acquired in the Theory of Science and Research Methodology module as well as the core and specialisation modules to complex application scenarios (projects) (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels);
• learn through holistic, complex and interdisciplinary challenges to organise themselves within projects, develop targeted solutions, document the results effectively and present these convincingly to support decision-making (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels);
• structure their tasks and schedule:
  • perform research tasks and analyses relevant to the assignment;
  • properly prepare analysis results for presentation;
  • develop solutions to problem cases, assess and justify them;
  • compile results, prepare presentations and convincingly present them;
  • identify conflicts within the project team as well as with external stakeholders, develop strategies to solve these during peer consulting and apply them to their own group process (specialist and methodological skills, ‘apply’ and ‘create’ proficiency levels).</td></tr>
<tr><td>3</td><td colspan="6">Contents
• At the beginning of the semester, the teacher and/or guest contributor (practical projects) present(s) the projects.
• The students work on the projects in small groups.
• The teacher supervises the project work and intervenes where necessary. Thus, the teacher assures that the progress in the projects becomes transparent in the individual groups and in the entire class.
• In regular attendance sessions, the students discuss and reflect on processes concerning the group dynamics and possible conflicts.
• The students present the results of the project work at the end of the module. The entire group and, if applicable, the guest contributor from industry assess and reflect on the results presented.</td></tr>
<tr><td>4</td><td colspan="6">Forms of teaching:
Practice-oriented application of methods and development of measures in small project groups, supervised and moderated by teaching staff, based on practical cases, including contributors from industry, if possible. Teaching staff may use online platforms or attendance on campus to supervise the students and facilitate their work in groups. The project briefing should take place at a company, if possible. At the end of the project, the students present their results to the partner company and receive comprehensive feedback from the teacher and the company.</td></tr>
<tr><td>5</td><td colspan="6">Prerequisites:
Formal: none</td></tr>
</table>

	Subject-related: Contents of the core modules recommended
6	Types of examination: Project documentation (approx. 30 pages, plus an evaluation section; workload: 120 clock hours)
7	Requirements for award of credits: Submission of the project documentation by due date; project documentation passed
8	Module allocated to other study programmes: no
9	Weighting for overall grade: according to the credits 15/120
10	Person(s) responsible for the module and examiner(s): Prof. Dr. Nikola Ziehe (responsible for the module) Prof. Dr. Nikola Ziehe (examiner)
11	Further information: Language of instruction: German/English Literature depends on the project topics and will be provided each semester.

<table>
<tr><td colspan="6">M14: Master's Thesis</td></tr>
<tr><td colspan="2">Module number
M14</td><td>Workload
450 h</td><td>Credits
18</td><td>Semester
Semester 4</td><td>Number of offers
---</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
---</td><td>Attendance
---</td><td colspan="2">Self-study 450 h</td><td>Planned group size
---</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
By successfully completing their master's thesis, students demonstrate that they are able to:
• manage their time and projects as well as themselves in independent academic work (social skills and self-competence);
• engage with the current state of research on their chosen topic and address the research question both theoretically and, where applicable, empirically (specialist and methodological skills, 'analyse' proficiency level);
• work independently on a self-selected task from their field of study within a given time frame, using scientific methods and appropriate technical language to present their findings in writing (specialist and methodological skills, 'create' proficiency level; social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
Written academic thesis on a self-selected task from their field of study.</td></tr>
<tr><td>4</td><td colspan="6">Forms of teaching:
Supervised written assignment, supervision and feedback discussions, self-study</td></tr>
<tr><td>5</td><td colspan="6">Prerequisites:
Formal: 75 credits
Subject-related: none</td></tr>
<tr><td>6</td><td colspan="6">Types of examination: Independent written master's thesis (approx. 60 pages, plus list of contents, indexes, appendices)</td></tr>
<tr><td>7</td><td colspan="6">Requirements for award of credits
Passed module examination (master's thesis)</td></tr>
<tr><td>8</td><td colspan="6">Module allocated to other study programmes: no</td></tr>
<tr><td>9</td><td colspan="6">Weighting for overall grade: according to the credits 18/120</td></tr>
<tr><td>10</td><td colspan="6">Person(s) responsible for the module and examiner(s):
All examiners</td></tr>
<tr><td>11</td><td colspan="6">Further information:
In accordance with section 15 subsection 2 of the framework examination regulations for the master's degree programmes of the Faculty of Business Studies at HSD, the master's thesis must generally be written in German. Upon application by the candidate and subject to the agreement of the examiners, the master's thesis can instead be written in English. The chairperson of the Examination Board decides on the student's application.
Literature depends on the topic.</td></tr>
</table>

<table>
<tr><td colspan="7">M15: Colloquium</td></tr>
<tr><td colspan="2">Module number
M15</td><td>Workload 75 h</td><td>Credits
3</td><td>Semester
Semester 4</td><td>Number of offers
---</td><td>Duration
1 semester</td></tr>
<tr><td>1</td><td colspan="2">Courses
---</td><td>Attendance
---</td><td colspan="2">Self-study 75 h</td><td>Planned group size
---</td></tr>
<tr><td>2</td><td colspan="6">Learning outcomes/competences:
By successfully completing the colloquium, students demonstrate that they are able to:
• present the findings from their master’s thesis, along with their technical principles, interdisciplinary connections and practical implications in an oral examination, to independently justify these and assess their relevance in practice (specialist and methodological skills, ‘evaluate’ proficiency level);
• present the methodology and findings from their thesis verbally using appropriate technical language (specialist and methodological skills, ‘apply’ proficiency level; social skills and self-competence);
• respond appropriately to critical questions and provide sound arguments to explain findings (social skills and self-competence).</td></tr>
<tr><td>3</td><td colspan="6">Contents
Discussions and reflections on the contents of the master’s thesis, interdisciplinary aspects as well as wider references</td></tr>
<tr><td>4</td><td colspan="6">Forms of teaching:
Master’s thesis presentation, followed by an academic discourse</td></tr>
<tr><td>5</td><td colspan="6">Prerequisites:
Formal: passed master’s thesis
Subject-related: none</td></tr>
<tr><td>6</td><td colspan="6">Types of examination: Master’s thesis presentation, followed by an academic discourse</td></tr>
<tr><td>7</td><td colspan="6">Requirements for award of credits
Passed module examination (oral examination)</td></tr>
<tr><td>8</td><td colspan="6">Module allocated to other study programmes: no</td></tr>
<tr><td>9</td><td colspan="6">Weighting for overall grade: according to the credits 3/120</td></tr>
<tr><td>10</td><td colspan="6">Person(s) responsible for the module and examiner(s):
All examiners</td></tr>
<tr><td>11</td><td colspan="6">Further information:
Language of instruction: see module 14
Literature depends on the topic.</td></tr>
</table>