
ISM-COURSE HANDBOOK

M.A. DIGITAL MARKETING MANAGEMENT

VALID FOR STUDENTS STARTING FROM 1st MARCH 2022
(VERSION OF MARCH 2023)

Subject to modifications

ISM-COURSE HANDBOOK**M.A. DIGITAL MARKETING MANAGEMENT**

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CURRICULUM

Full-time (4 semesters)

SEMESTER	1.	2.	3.	4.
BASIC SUBJECTS Self-regulated learning	Applied Statistics & Advanced Market Research M-MAR	Innovation & Strategic Management M-LSM	Ethics & Law M-ETH	
ECTS	10	10	10	
SPECIALIZATION Self-regulated learning	Digital Marketing Strategy & Planning M-DIM1	Digital Communication M-DIM3	Elective: Essentials of Global Sustainable Development M-DIM5 or Policies & Trends in Sustainability M-SUS2	
ECTS	10	10		
SPECIALIZATION Live seminar run by a faculty member	Digital Customer Experience M-DIM2	Digital Marketing Tools M-DIM4		
ECTS	5	5	5	
SKILLS Live seminar run by a faculty member	Leadership M-SK1		Negotiation & Consulting M-SK3	
ECTS	5		5	
Projects		Digital Bootcamp M-SK2	Research & Consulting Project M-RCP	Master Thesis MAT
ECTS		5	10	30
TOTAL	30	30	30	30

Part-time (6 semesters)

SEMESTER	1.	2.	3.	4.	5.	6.
BASIC SUBJECTS Self-regulated learning	Applied Statistics & Advanced Market Research M-MAR	Innovation & Strategic Management M-LSM		Ethics & Law M-ETH		
ECTS	10	10		10		
SPECIALIZATION Self-regulated learning		Digital Marketing Strategy & Planning M-DIM1	Digital Communication M-DIM3	Elective: Essentials of Global Sustainable Development M-DIM5 or Policies & Trends in Sustainability M-SUS2		
ECTS		10	10			
SPECIALIZATION Live seminar run by a faculty member	Digital Customer Experience M-DIM2		Digital Marketing Tools M-DIM4			
ECTS	5		5	5		
SKILLS Live seminar run by a faculty member	Leadership M-SK1			Negotiation & Consulting M-SK3		
ECTS	5			5		
Projects			Digital Bootcamp M-SK2		Research & Consulting Project M-RCP and Masterthesis MAT	Master Thesis MAT
ECTS			5		10+10	20
TOTAL	20	20	20	20	20	20

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Part-time (8 semesters)

SEMESTER	1.	2.	3.	4.	5.	6.	7.	8.
BASIC SUBJECTS Self-regulated learning	Applied Statistics & Advanced Market Research M-MAR		Innovation & Strategic Management M-LSM		Ethics & Law M-ETH			
ECTS	10		10		10			
SPECIALIZATION Self-regulated learning		Digital Marketing Strategy & Planning M-DIM1		Digital Communication M-DIM3		Elective: Essentials of Global Sustainable Development M-DIM5		
ECTS		10		10				
SPECIALIZATION Live seminar run by a faculty member			Digital Customer Experience M-DIM2		Digital Marketing Tools M-DIM4	or Policies & Trends in Sustainability M-SUS2		
ECTS			5		5	5		
SKILLS Live seminar run by a faculty member	Leadership M-SK1			Negotiation & Consulting M-SK3				
ECTS	5			5				
Projects		Digital Bootcamp M-SK2				Research & Consulting Project M-RCP	Master Thesis MAT	
ECTS		5				10	30	
TOTAL	15	15	15	15	15	15	15	15

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MODULES

Applied Statistics & Advanced Market Research

Module code M-MAR	Semester 1	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content This module familiarizes students with common empirical analysis methods. It covers both quantitative and qualitative methods. Theoretical fundamentals will be discussed for each method. The selection and application of methods will be practiced in a hands-on fashion using case studies and statistical analysis programs like SPSS, PSPP or R. Students learn the basics of market research, conducting descriptive statistics and testing hypotheses. They will learn how to conduct simple linear and multiple linear regression analysis, hierarchical cluster analysis and exploratory factor analysis. In addition, exercises across the range of multivariate analysis techniques are covered in this module. The goal is to equip students with the statistical knowledge to competently use quantitative data, e.g., about customers or website visitors, to gain insights, derive appropriate managerial implications, and make sound business decisions on this basis. Qualitative research methods are also part of this module. Characteristics and quality criteria of qualitative methodology will be covered, and a comparison of quantitative and qualitative research will be conducted. This also includes an attempt at reconciling these two research traditions (e.g., via triangulation or mixed method designs). Afterwards, the qualitative research process will be examined in detail. Just like with quantitative methods, case studies and qualitative data from past research projects will also be used here. In particular, qualitative data collection (e.g., interviews, group discussions, observation) and evaluation methods (e.g., grounded theory, qualitative content analysis) will be discussed and practiced, and tips and tricks for application will also be taught (e.g., interview techniques or transcription techniques). Another goal of the module is to teach subject-specific data literacy, i.e., the ability to use data in a planned manner as a basis for decisions, but also to question its significance. For this, it is necessary to be able to assess the quality of the data, as well as to consider its source and underlying motivations. Students learn not only to collect and manage data, but also to create appropriate visualizations, interpret them and put them into context. To apply the knowledge gained in this module, students will work with specific case studies relating to (digital) marketing problems. In addition, students will work with freely available datasets (Open Data), such as those provided by the U.S. government (data.gov), by the machine learning and data science community Kaggle (kaggle.com) or by the Pew Research Center (pewresearch.org) and use them as a basis for secondary analyses, or to create graphs or decision templates. In this context, it is also discussed how Big Data could be used for man-		

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	agerial decisions, e.g., for the creation of effective and targeted (digital) marketing campaigns, and which ethical issues are relevant in this context (e.g., ethical blindness, informational self-determination, or transparency).
2	Learning outcomes After completing this module, students know the basic methods of quantitative and qualitative data analysis. Students have further enhanced their data analysis and presentation capabilities as well as strengthened their competency to use data to answer questions and prepare decisions. They are able to perform complex statistical analyses using advanced statistical analysis software such as SPSS, e.g., in the fields of marketing or in market research. Students are able to select suitable empirical analysis methods on the basis of the specific advantages and disadvantages in each case in order to answer a specific research question. They can familiarize themselves with complex research questions and create an adequate research design. Students can collect and evaluate data systematically and in a methodically sound manner as well as interpret and assess it with reference to scientific and application-oriented aspects. They know how to carry out largely self-directed research or application-oriented projects and independently develop the necessary knowledge and select adequate methods. They can structure complex issues and deal with them creatively and innovatively. Students are also able to present their complex problem sets in a structured, convincing, clear, and correct language, discuss their conclusions with experts, and make an active contribution to research and science.
3	Teaching and learning methods For the learning units, students receive a commented reading list with mandatory literature or media, they have to work on. In addition, learning videos are provided, which explain and deepen the content and illustrate it with examples. This material is supplemented by practical examples, short case studies, exercises, and review questions, which serve to check the students' learning success. In addition, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the material should be worked on. All contents are didactically prepared in such a way that the students can work on them independently.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: the module provides knowledge about qualitative and quantitative analysis methods. This establishes a thorough basis for the subsequent independent application of these analysis methods in the module "Research & Consulting Project". Further, the module trains students' data literacy which is a vital skill for the competent handling and interpretation of data and statistics in other modules of the program. Applicability for other study courses: none
6	Type and duration of exam Written exam (120 minutes)

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7	Weight of the mark in the final grade 10/120
8	Literature Students can find references to supplementary material on the learning platform.

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Digital Bootcamp

Module code M-SK2	Semester 2	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English	Intake Ongoing	Workload 150 hours
1	Content The module „Digital Bootcamp” provides an introduction and an overview of the current state of the art of digital technologies and their application in a business environment. The students get a better understanding of the possibilities, but also the limitations, of digital technologies through a hands-on approach combined with theoretical inputs. The module also discusses economic basics of digital technologies and how digitalization influences business models and value chains. Students get insights into the fundamentals of computational thinking and into understanding and designing algorithms. Students also learn how to implement agile project management. They understand the background and origins of software development, Scrum and Kanban as prominent methods, their application in non-software environments and software tools to support agile project management. During their work in virtual teams the students cover current aspects of digital technologies and their application for business, e.g., developing a smartphone app using a visual programming language such as Scratch or a programming environment such as MIT App Inventor, using process mining tools to analyze business process data in order to discover inefficient or non-compliant process variants, using robotic process automation to automate tasks that are repetitive, manual, time-intensive or error-prone when performed by humans.		
2	Learning outcomes Having completed the module, students will have an in-depth understanding of the possibilities associated with digital technologies as well as their limitations. They will be able to use computational thinking to frame questions, look at different ways to solve problems, evaluate these ways and select the most appropriate way to solve a problem. They will also have applied agile project management methods to the group project they’ve been working on, including collaboration tools to facilitate coordinating their geographically distributed teams. In particular, they will gain profound knowledge of the subject (e.g., process mining, robotic process automation) covered in the specific iteration of the bootcamp they were part of. Regarding this subject, they will gain hands-on experience with current IT tools and methods to solve real-world problems. Having presented their results and having discussed their solutions and the solutions of their peers, they will also be able to critically assess different approaches to solving a problem and to defend their own approach within multidisciplinary teams.		
3	Teaching and learning methods This module is a synchronous seminar-based course, which takes place as a virtual hackathon, where the students work together in virtual teams. The goal is to collaborate to solve a larger problem with limited time, using the well-known format of a hackathon. Only that in this case the hackathon is virtual, and thus, the teams do not meet in person. The problems		

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	or cases that are to be solved are submitted by the students themselves or in cooperation with partners from the field. In preparation for the hackathon, (digital) reading recommendations are provided with additional references to supporting material like videos, case studies, empirical papers or essays, which prepare them for the problem they have to solve during the hackathon.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: in the module, students use the subject-specific content already learned to solve specific problems from the field and to develop ideas for digital products and services.
5	Combination with other study areas Applicability within the study course: "Research & Consulting Project", "Master Thesis" Applicability for other study courses: compulsory for the study programs "Digital Marketing Management", "Sustainability Management", "Medien- & Kommunikationspsychologie", and "Applied Business Data Science".
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to supplementary material on the learning platform.

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Digital Communication

Module code M-DIM3	Semester 2	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content The module "Digital Communication" illuminates various communication approaches for reaching customer target groups via digital channels. To this end, current developments in social media and digital communication are examined and special communication knowledge on storytelling and content marketing is taught. One focus of the module is on social media management and community management. In addition, the topic of influencer marketing is addressed and the design and steps of influencer marketing from a company's perspective are discussed. Finally, the cross-media view is conveyed in the context of cross-media communication and storytelling. Specifically, the module addresses the following contents: Social Media & Community Management: The module covers the approach and content of building and retaining a fan base online (e.g., through vlogs, blogs, Snapchat, Instagram, Facebook, etc.). The different channels in social media as well as their fit for different objectives are highlighted. Furthermore, it is discussed that simply using the channels is not sufficient to achieve effective communication. In order to be successful, companies must build, manage and – eventually – leverage digital communities. Influencer Relations & Influencer Marketing: Successful influencer marketing must be strategically planned. Accordingly, the module addresses, on the one hand, the question of what theoretical explanations exist for influencer marketing and in which circumstances influencer marketing works. On the other hand, the module examines the different types of influencers and how companies can select suitable influencers. Aspects of budgeting, campaign design, and success control also play a role. Cross-Media Communications & Storytelling: On the one hand, the module takes an in-depth look at the basics, prerequisites, goals, and success factors of integrated communication in the context of digital and non-digital communication measures. On the other hand, students also learn how (online) communication campaigns are created and how a storyline can be established here.		
2	Learning outcomes After successful completion of the module, students have comprehensive knowledge in the field of digital communication. Students will be familiar with theories, rules, and principles in the area of digital communication management, particularly in social media. They acquire comprehensive knowledge of planning, designing, implementing, and monitoring the success of integrated communication campaigns. Students learn to explore strategic communication problems in an online context, to evaluate and assess them from a company and market perspective, and to arrive at an integrated coordination and control of digital communication instruments in the holistic communication mix on the basis of the findings. Students develop special problem-solving skills regarding the analysis and assessment of options for the design and implementation of digital marketing communication. By actively engaging		

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	with content on the learning platform, students are able to independently relate their knowledge to theoretical and practical problems in digital marketing and argue their case in discussions on topics related to the planning and execution of digital communication measures. For example, students independently work through empirical journal articles on the learning platform and work on assignments based on them: they are to explore and critically discuss practical implications of the findings, the applicability of the findings to related areas of digital marketing or the research limitations. Accordingly, after completing the module, students are able to both independently address a scientific question on digital communication using adequate scientific methods and critically discuss and evaluate practical communication measures.
3	Teaching and learning methods For the course units, students receive written study material that summarizes the essential content of the module. In addition, learning videos, which explain and deepen the content and illustrate it with examples, are provided on the learning platform. These materials are supplemented by practical examples, short case studies, exercises, and review questions, which help students to monitor their learning success. In addition, the learning platform provides students with further information on supplementary written and audiovisual learning material as well as recommendations on the order in which the material should be worked on. Discussions and feedback also take place via the learning platform. All contents are didactically prepared in such a way that the students can work on them independently according to their individual timelines.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: in general, the order of the modules can be chosen individually. For the module "Digital Communication", however, it is recommended to have previously dealt with the fields of action of strategic (digital) marketing in the module "Digital Marketing Strategy & Planning" as well as with the analysis and management of consumer behavior in the module "Digital Customer Experience".
5	Combination with other study areas Applicability within the study course: the module covers communication approaches to address customers via digital channels. The modules "Digital Customer Experience" and "Digital Marketing Tools" provide supplementary expertise. On the one hand, "Digital Customer Experience" addresses the digital information and purchasing behavior of customers, in which digital communication is embedded. On the other hand, the module "Digital Marketing Tools" provides knowledge about specific communication methods to reach customers (e.g., SEO). Applicability for other study courses: none
6	Type and duration of exam Term paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 10/120

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8	Literature Students can find references to current literature on the learning platform.
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Digital Customer Experience

Module code M-DIM2	Semester 1	Duration 1 semester	ECTS credits 5
Course type Elective	Language English	Intake Winter semester / summer semester	Workload 150 hours
1	Content Customer interactions with companies are often associated with a specific experience. Due to increasingly interchangeable products and services as well as a heightened experience orientation in society, it is becoming more and more important in business practice to design this experience in a favorable manner for the target group. In order to offer customers a positive shopping experience, companies are faced with the challenge of developing and implementing appropriate concepts. The module "Digital Customer Experience" provides comprehensive knowledge in the analysis and management of the customer experience in the interaction of online and offline channels. The module provides an overview of theories and models of consumer behavior and embeds herein approaches to customer experience management (e.g., customer journey). Particular emphasis is placed on how to plan, manage, and control online and offline channels comprehensively so that the customer experience can be optimized across touchpoints in different sales channels. Specifically, the module addresses the following contents: Consumer Behavior: In the module, students acquire knowledge of the specifics and relevance of consumer behavior in the digital context. They understand how consumers use digital tools to make purchase decisions and know the underlying psychological constructs that are triggered in the digital environment. As a consequence of this knowledge, students can design marketing mechanisms in a way that appeals to and activates consumers in the digital environment. Customer Journey/User Experience Management: In addition, the module provides in-depth knowledge of how managers can leverage behavioral trends and technologies to influence and optimize the customer experience (CX). The module introduces customer journey management approaches that aim to minimize customer effort and pain points across all channels, and optimize a customer's experience with their company at every touchpoint. Omnichannel Marketing: Building on the knowledge of customer experience, the module finally teaches how companies can successfully address their target groups with omnichannel marketing measures across the entire customer journey and offer customers a seamless user/customer experience in online and offline channels. The focus here is on creating and maintaining a consistent brand presence and a congruent brand message across all communication and sales channels.		
2	Learning outcomes After successful completion of the module, students have extensive knowledge in the analysis and management of customer experiences across online and offline channels. Students are familiar with scientific theories and models of consumer behavior and are able to understand customer journey management tools and apply them in terms of seamless omnichannel marketing.		

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3	Teaching and learning methods This module is a synchronous seminar-based course, which take place on fixed times (12 × 90 min) in a virtual classroom. The lecturers provide the content structure of the seminar, prepare short introductory lessons, invite guests, bring in practical questions, or set specific tasks. A digital semester apparatus with (digital) reading recommendations is provided for the courses with additional references to supporting materials like videos, case studies, empirical papers, or essays. The students work on the contents together, actively contribute, and discuss the main ideas. Students are expected to make independent contributions, e.g., by actively participating in a discussion, summarizing papers, writing short essays, or giving presentations. For example, students independently engage with theories and models of consumer behavior in the digital environment. In this context, students review the most recent volumes of relevant academic journals for new relevant findings, relate these to established theories and models, and present the result of their research in the seminar-style classes. In doing so, they are also encouraged to explore limitations of the relevant publications and to discuss and debate ways in which these limitations can be addressed. Through this, students learn to reflect on the content in a well-founded way. By dealing with empirical studies on (digital) customer experience including the elaboration and reflection on which methods and approaches were used to obtain the findings, as well as by discussing what influence current developments might have on the implications mentioned in the studies, students train their scientific skills.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: the module provides students with in-depth insights into consumer behavior along the customer journey. The modules "Digital Communication" and "Digital Marketing Tools" create complementary expertise. On the one hand, the module "Digital Communication" offers a comprehensive overview of digital communication approaches that are applied along the customer journey. On the other hand, the module "Digital Marketing Tools" provides knowledge about specific communication methods to reach customers (e.g., SEO) at different touchpoints of the customer journey. Applicability for other study courses: M.Sc. Medien- & Kommunikationspsychologie
6	Type and duration of exam Term paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to current literature on the learning platform.

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Digital Marketing Strategy & Planning

Module code M-DIM1	Semester 1	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content The module "Digital Marketing Strategy & Planning" conveys the comprehensive spectrum of fields of action of strategic marketing in the digital context. The module focuses specifically on entrepreneurial as well as brand- and market-related aspects that are to be included in the planning and evaluation of digital marketing measures in corporate practice at management level. The focal points of the module include: Digital Marketing Strategies & Brand Management: This part of the module deals with concepts and theories of strategic management in the field of digital marketing. Students acquire sound and comprehensive knowledge of brand models and management strategies which are applied in digital environments. Case studies serve to strengthen the acquired knowledge on the selection of suitable strategy options and to illustrate their successful use in different market conditions and in different product and service categories. Digital Business Models: This part of the module covers and analyzes the basic business and revenue models that are possible in the field of the online economy. These different business models and combinations of these models are analyzed in detail using examples. The aim of the analyses is to be able to differentiate these models, to assess them, and to place them in a business context. One focus of the module is to teach students how to develop their own concepts for digital business models and to adapt them to the market conditions. To this end, the module imparts knowledge and insights into the technical and economic laws and peculiarities of digital platforms and the business models handled on and via them. Disruptive innovations in digitalized markets and the possibilities of digitally transforming business models and organizations are also part of a comprehensive understanding of digital business models and the platform economy. This understanding is a prerequisite for being able to independently evaluate ideas and models for digital products, services, and business models with respect to their meaningfulness and to further develop and optimize them. Marketing Controlling: Students are taught the tasks and decision-making areas of marketing controlling. This part of the module gives insights into the market-oriented and target group-oriented planning of digital marketing actions based on controlling information. The module also covers the success-oriented control of these actions and provides insights into communication and advertising controlling, brand controlling, and sales controlling.		
2	Learning outcomes After successful completion of the module, students will have a sound, holistic, and application-oriented knowledge of brand management, digital branding strategies, and business models. Students know theories, rules, and principles for marketing strategy management in the digital context and have learned to explore, analyze, and evaluate corporate strategy problems taking into account complex and dynamic environmental conditions. They are able to describe, differentiate, and apply brand models and possess the know-how for a sound		

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	planning of brand strategies. They know theories and models for defining strong brand identities, and know how brands are effectively positioned. In addition, students know relevant key metrics to determine the success of implemented marketing strategies and to draw conclusions for strategic decisions on this basis. Through active participation on the learning platform, students are able to independently relate their knowledge to theoretical and practical problems of digital marketing and to have argument-based discussions on current digital marketing issues. They are able to work independently on a scientific question with regard to digital strategic marketing with the help of suitable scientific methods. Students will be able to critically and systematically weigh up and discuss different marketing strategies.
3	Teaching and learning methods For the course units, students receive written study material that summarizes the essential content of the module. In addition, learning videos, which explain and deepen the content and illustrate it with examples, are provided on the learning platform. These materials are supplemented by practical examples, short case studies, exercises, and review questions, which help students to monitor their learning success. In addition, the learning platform provides students with further information on supplementary written and audiovisual learning material as well as recommendations on the order in which the material should be worked on. Discussions and feedback also take place via the learning platform. All contents are didactically prepared in such a way that the students can work on them independently according to their individual timelines.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: the module provides knowledge about digital marketing strategy alternatives, brand management, and digital business models. This establishes the basis for the operational design of strategically meaningful digital marketing measures, which are addressed in other modules of the program. Applicability for other study courses: none
6	Type and duration of exam Written exam (120 minutes)
7	Weight of the mark in the final grade 10/120
8	Literature Students can find references to current literature on the learning platform.

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Digital Marketing Tools

Module code M-DIM4	Semester 2	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English	Intake Winter semester / summer semester	Workload 150 hours
1	Content The module “Digital Marketing Tools” provides an overview of current instruments of digital marketing. One focus of the module is on SEO, SEM, and SEA. In addition, the module provides knowledge in the area of messenger marketing and thus reflects the modern possibilities of direct marketing. Finally, the subject area of audio marketing takes into account the significant growth of audio formats. Specifically, the module addresses the following contents: SEO, SEM & SEA: Students learn the specifics of search engine marketing, search engine optimization, search engine advertising, and measures to successfully position a web presence in search engines. Messenger Marketing: Messenger services such as Whatsapp and Facebook Messenger are now part of the everyday lives of most Internet users. As a communication tool, especially for communication between consumers and companies, the importance of messenger services is increasing continuously. The module will provide an overview of the most important messenger apps and explain how and for what purposes messenger marketing can be used in the various phases of the customer journey. Furthermore, the roles of chatbots and artificial intelligence in messenger marketing will be highlighted. Audio Marketing: The module also teaches students the basics of podcasting. The trend towards audio marketing is discussed, relevant podcast formats are highlighted, and the conception of a podcast is presented. Students will learn what to look out for when producing a podcast and what hosting options are available. Finally, the topics of monetizing podcasts, legal frameworks, and evaluating podcast success are discussed.		
2	Learning outcomes After successful completion of the module, students have comprehensive knowledge of modern tools in digital marketing. Students understand how SEO works and can recommend and apply optimization measures based on examples. In addition, students are able to reflect on the use of messenger marketing and audio marketing in companies and organizations and they are able to make assessments regarding the fit. Students are familiar with production and hosting specifics of podcasts and can develop podcast concepts. In addition, students have gained knowledge in the context of AI and chatbots. Overall, students have gained a higher degree of confidence and sovereignty as well as a broader spectrum of action through the application of the skills taught.		
3	Teaching and learning methods This module is a synchronous seminar-based course, which take place on fixed times (12 × 90 min) in a virtual classroom. The lecturers provide the content structure of the seminar, prepare short introductory lessons, invite guests, bring in practical questions, or set specific		

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	tasks. A digital semester apparatus with (digital) reading recommendations is provided for the courses with additional references to supporting material like videos, case studies, empirical papers, or essays. The students work on the contents together, actively contribute, and discuss the main ideas. Students are expected to make independent contributions, e.g., by actively participating in a discussion, summarizing papers, writing short essays, or giving presentations.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: in general, the order of the modules can be chosen individually. For the module "Digital Marketing Tools", however, it is recommended to have previously dealt with the fields of action of strategic (digital) marketing in the module "Digital Marketing Strategy & Planning" as well as with the analysis and management of consumer behavior in the module "Digital Customer Experience".
5	Combination with other study areas Applicability within the study course: the module familiarizes students with specific methods of communicating with customers via digital channels. The modules "Digital Communication" and "Digital Customer Experience" create complementary expertise. On the one hand, "Digital Customer Experience" focuses on the digital information and purchasing behavior of customers, into which digital communication tools must be embedded. On the other hand, the module "Digital Communication" provides a comprehensive overview of digital communication approaches that create the framework conditions for digital marketing tools. Applicability for other study courses: M.Sc. Medien- & Kommunikationspsychologie, M.A. Sustainability Management
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to current literature on the learning platform.

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Essentials of Global Sustainable Development

Module code M-DIM5	Semester 3	Duration 1 semester	ECTS credits 5
Course type Elective	Language English	Intake Ongoing	Workload 150 hours
1	Content The module “Essentials of Global Sustainable Development” provides a basic overview of the origins of the concept of sustainability and its relevance for global economic and political contexts. Students will understand the development and evolution of sustainability from an ecological idea rooted in the long-term economic use of renewable resources to a normative global framework with the UN-SDGs (Sustainable Development Goals). Special emphasis is laid on the implications of sustainability for our present-day economic activities and the necessary changes to the global political economy. The module presents an overview of theories, models, and approaches to sustainability and sustainable development and the connection of (ecological) sustainability, (economic) development, and (human, social) well-being. From a decidedly ecological economics perspective (including ideas from Nicholas Georgescu-Roegen and Herman Daly), a sustainable political economy will be developed, focusing on circularity, renewable energy and resources, as well as social inclusion and global equity. Additionally, non-economic approaches to sustainability will be discussed as well, with a special focus on sociological theories (Ecological Communication, N. Luhmann; Risk Society, U. Beck; Eco-Socialism, M. Löwy) and indigenous/southern approaches to sustainability (Radical Ecological Democracy, B. Vivir). This will enable students to understand the basics of the concept of sustainability.		
2	Learning outcomes After completing the module, students will know the backgrounds, methods, and interconnections of sustainability and sustainable development from a macro-perspective. They will have acquired basic knowledge of the relevant facets of sustainability and its relevance for the economic process. They can evaluate different economic and non-economic approaches to sustainability and understand their impacts on the micro-level of business.		
3	Teaching and learning methods For the course units, students receive a commented reading list with mandatory literature or media they have to work on. In addition, learning videos are provided, which explain and deepen the content and illustrate it with examples. This material is supplemented by practical examples, short case studies, exercises and review questions, which serve to check the students' learning success. In addition, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the material should be worked on. All contents are didactically prepared in such a way that the students can work on them on their own.		
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none		

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5	Combination with other study areas Applicability within the study course: The module adds an interdisciplinary perspective to the study program and addresses the relationship between the subject-specific content and the topic of sustainability. Applicability for other study courses: none
6	Type and duration of exam Written exam (120 minutes)
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to supplementary material on the learning platform.

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Ethics & Law

Module code M-ETH	Semester 3	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content This module deals with the theory and practice of corporate governance and corporate social responsibility (CSR), with a special focus on standards and principles for ethics-based, sustainable business strategies. Conditions, theories, standards, and applications of ethical and sustainable business behavior are discussed. This module also provides basic knowledge and expertise on international business law. In the first part of the module, analysis and implementation of ethical business decisions as well as the benefits and challenges of moral action in the national and international context are main focuses. On a theoretical economic basis, a business ethics concept is developed, critically examined and the application spectrum illustrated. Students will learn to apply different ethical theories and concepts and to illustrate humanistic principles of good leadership. The main focus is on moral challenges and how to overcome them to be a corporate citizen in the national and global context. Governance problems will be analyzed based on various theoretical backgrounds, including the theory of incomplete contracts and business networks as well as the stakeholder approach. Possible information, monitoring, and decision rights for stakeholders will be considered to achieve sustainable value creation and fair value distribution. The second part of the module gives an overview of the legal issues arising in national and international legal transactions and focuses on adequate methodologies to approach them. The students learn the basics of commercial and corporate law, e.g., permissible forms of organization of companies, their formation, and termination, as well as their permissible internal structure, in particular the formation of wills and the relationship of the partners with each other. Students also get an overview of the legal systems of the world, in particular the European continental legal systems (Civil Law) and the Common Law systems with a focus on the United Kingdom and the USA. The international legal framework defined by International Public Law and various supra-national organizations, such as the UN, WTO and EU is also addressed in this module. In addition, the module will introduce basic knowledge about compliance strategies. The students will learn methods to build compliance programs as well as relevant aspects of such programs like compliance standards and procedures or a culture of compliance. The role of privacy requirements and the relevant regulations regarding data protection (e.g., General Data Protection Regulation) will also be addressed in this module.		
2	Learning outcomes After completing the module, students know basic ethical concepts as they apply to business and are aware of the expectations and perceptions of a company's stakeholders and social environment. They can make prudent business decisions in the face of uncertainty that consider ethical social, regulatory and legal requirements. They can reflect and compare different points of view in virtual groups and present their positions, discuss them critically and		

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	defend them. Students are capable of transferring complex theoretical input to practical examples and problem sets. Students are also aware of the legal rules influencing the activities of organizations. They are capable of defining legal approaches to solve national and international cases and corresponding (legal) conflicts. They have learned to analyze, discuss, and elaborate case studies autonomously or jointly in teams and are able to represent their ideas and opinions as well as their elaborated results in front of the class. Students are aware of the relevance of data privacy in numerous areas and are able to implement data protection requirements in practice.
3	Teaching and learning methods For the learning units, students receive a commented reading list with mandatory literature or media, they have to work on. In addition, learning videos are provided, which explain and deepen the content and illustrate it with examples. This material is supplemented by practical examples, short case studies, exercises and review questions, which serve to check the students' learning success. In addition, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the material should be worked on. All contents are didactically prepared in such a way that the students can work on them independently.
4	Prerequisites for participation Formal requirements: none. Recommended prior knowledge: student should have basic knowledge about management strategies and leadership within organizations.
5	Combination with other study areas Applicability within the study course: The content of the module strengthens students' awareness for ethical and legal issues that are relevant for managing companies and organizations and also relates to the module „Negotiation & Consulting“. Applicability for other study courses: compulsory for the study programs “Digital Marketing Management”, “Sustainability Management”, “Medien- & Kommunikationspsychologie” and “Applied Business Data Science”.
6	Type and duration of exam Written exam (120 minutes)
7	Weight of the mark in the final grade 10/120
8	Literature Students can find references to supplementary material on the learning platform.

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Innovation & Strategic Management

Module code M-ISM	Semester 2	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content Strategic management continuously analyses, develops and implements corporate goals considering diverse methods and processes. Its future-orientation forces strategic management to acknowledge the fundamental unknowability of the future. Strategy needs to be culturally and contextually bound, i.e., be aware of the social, cultural and political conditions. The course provides detailed coverage of the practical implications of strategy tools in the real world and a coherent overview of the established ‘classics’ of strategic management, while taking an innovative approach to contemporary issues such as power and politics, ethics, globalization, and sustainability. This module focuses on practicing and integrating cross-linked knowledge with profound methodical, conceptual, and social competencies. It enables students to analyze the efficiency and effectiveness of processes and functions along a corporate value chain as well as the overall corporate performance. The aim is to teach students how to develop concepts and strategies, to monitor and coordinate their implementation, and to optimize organization in a complex environment through well-founded decisions. The module provides culturalist and critical perspectives with the goal to reconstruct strategies as cultural offerings to society and understand how strategic management can challenge established ideas, business models, and power structures. This module also discusses concepts and methods that identify and explore business potential in order to further elaborate and sustain performance, and it provides a wide range of tools for planning and managing corporate growth processes systematically. In addition, this module addresses digitization and its impact on business models, as well as concepts and scenarios for work design, on an organizational and individual level. How and in which format can innovative, flexible, and convertible structures be designed? Which innovative organizational models are adequate and feasible? To sustain international competitiveness, the idea of motivating employees to think and act entrepreneurial and to move continuously towards an agile startup-structure is discussed. The role of corporate culture, leadership and its strategic relevance, especially in situations of transformation from classic, traditional work structures to new work concepts, will also be covered.		
2	Learning outcomes Students understand uncertainty and ambiguity as starting points for strategy formulation and know how to apply theories dealing with these phenomena for strategic management and leadership. The goal of this module is to enable students to analyze corporate challenges and reflect their own leadership and management decisions. Students can develop relevant business strategies for enterprises and know the challenges and pitfalls in strategy implementation within a global organization. They can identify key success factors of business development and sustainability – from the strategic as well as		

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	operational perspective. They are also capable of evaluating theoretical models and strategies in relation to their impact of and relevance for current decision situations. Students work on their problem-solving skills, learn how to manage complexity, and understand that corporate decision-making is affected by multiple variables. They will be familiar with solving problems from a holistic perspective, are able to synthesize conflicting theories, and apply them to real-world-issues. Students will be aware of their role and show entrepreneurial spirit when developing, implementing, and controlling business concepts in the company as well as in consulting services.
3	Teaching and learning methods For the learning units, students receive a commented reading list with mandatory literature or media, they have to work through. In addition, learning videos are provided, which explain and deepen the content and illustrate it with examples. This material is supplemented by practical examples, short case studies, exercises and review questions, which serve to check the students' learning success. In addition, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the material should be worked on. All contents are didactically prepared in such a way that the students can work on them independently.
4	Prerequisites for participation Formal requirements: none. Recommended prior knowledge: student should have basic knowledge about management strategies and leadership within organizations. They should also have visited the specialization modules from the first semester to apply the concepts and methods they learn in this module to cases from their field of study.
5	Combination with other study areas Applicability within the study course: module "Negotiation & Consulting" Applicability for other study courses: compulsory for the study programs "Digital Marketing Management", "Sustainability Management", "Medien- & Kommunikationspsychologie" and "Applied Business Data Science".
6	Type and duration of exam Term paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 10/120
8	Literature Students can find references to supplementary material on the learning platform.

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Leadership

Module code M-SK1	Semester 1	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English	Intake Winter semester / summer semester	Workload 150 hours
1	Content The module „Leadership“ addresses the full range of leadership styles and methods, from pre-modern power structures to modern leadership styles, to post-modern leadership methods in agile and self-organizing settings. The students will learn about and reflect on the development of power and leadership structures over the course of societal and economic development. They will deepen their prior understanding of how the coordination of human work has changed over the last centuries, starting with monarchic and feudal structures (e.g., “Machiavelli”), to the industrial revolution (e.g., “Taylorism”), to traditional 20th century management styles (e.g., “Management by Objectives”), ending with modern (e.g., “Servant Leadership”) and post-modern leadership styles (e.g., “Holocracy”). It will be discussed how the different styles are influenced and shaped by societal developments, as well as internal (e.g., ownership structure) and external forces (e.g., technological advancements) of an organization. Via experiential learning, reflection, and synthesizing, students will gain first-hand experience on leading and being led via different leadership styles. That way, additionally to expanding students’ knowledge base, throughout different assignments, the course will help students to evaluate what it “feels like” to be led by an emperor, to be assigned tasks by a superior, or to manage a project via self-organization without a formal hierarchy. Additionally, the course will help to assess the ethical foundations of different leadership styles and their respective use in organizations. As different leadership styles are shaped by different views on human nature and the nature of business, apart from broadening students’ scientific knowledge base, an important goal of the course is to help students develop their own perspective on leadership for the time when they will take on a management role in different organizations later in their lives.		
2	Learning outcomes Upon completion of this course, students will command excellent theoretical knowledge of the full gamut of leadership styles and settings, ranging from pre-modern power structures (e.g., Feudalism), traditional styles such as “Scientific Management” (Taylorism) and “Command & Control”, to modern styles such as “Management by Objectives” and “Transformational Leadership”, up to post-modern styles such as “OKR”, “Servant Leadership” and coordination via different agile methods and self-organization. Students will be able to contrast and appraise the nature, the premises, and the potential benefits of these different theories and frameworks. Students will know how to discern and interpret the historic and economic context, the pre-supposed mechanics, and the upsides and downsides of the different leadership styles. They will also be able to assess why different organizations adopt different styles over time – and explain why the different styles can be equally successful given different entrepreneurial strategies and market environments.		

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	Additionally, upon completion of readings, group exercises, and reflection of the latter, students will have gained first-hand experience of the different leadership styles' qualia – what it “feels like” to lead and be led via these different modes of leadership. This also includes an advanced comprehension, in theory and practice, of the ethical dimension of the relationship between leaders, followers, and the respective organizational setting. Ultimately, the goal is to assist students in designing and refining their own leadership stance and style.
3	Teaching and learning methods This module is a synchronous seminar-based course, which takes place on fixed times (12 × 90 min) in a virtual classroom. The lecturers provide the content structure of the seminar, prepare short introductory lessons, invite guests, bring in practical questions or set specific tasks. A digital semester apparatus with (digital) reading recommendations is provided for the courses with additional references to supporting material like videos, case studies, empirical papers or essays. The students work on the contents together, actively contribute and discuss the main ideas. Students are expected to make independent contributions, e.g., by actively participating in a discussion, summarizing papers, writing short essays, or giving presentations.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: ideally, participants will have some prior leadership experience, e.g., from managing projects in a business environment, or university projects etc.
5	Combination with other study areas Applicability within the study course: none Applicability for other study courses: compulsory for the study programs “Digital Marketing Management”, “Sustainability Management”, “Medien- & Kommunikationspsychologie”, and “Applied Business Data Science”.
6	Type and duration of exam E-Portfolio
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to supplementary material in the learning platform.

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Master Thesis

Module code MAT	Semester 4	Duration 22 weeks / 33 weeks /44 weeks (depending on full-time or part-time)	ECTS credits 30
Course type Compulsory	Language English	Intake Ongoing	Workload 900 hours
1	Content The aim of the master thesis is to prove the ability to work autonomously on a scientific problem set from the field of Digital Marketing Management and to develop a scientifically and methodologically robust solution. The topic of this written thesis has to be related to one of the various areas that are part of the study course. It is intended to show that the student is capable of autonomously and consistently working on a quantitative/qualitative and practice-oriented problem set within a given timeframe. The focus should be set on discipline-specific details and the interdisciplinary context applying scientific theories and methodologies as well as practice-oriented tools and concepts. The subject and methodological competencies acquired in the study course should be applied in a targeted manner. The student has to collect, analyze, and interpret relevant data autonomously — using the acquired competencies to select suitable empirical methods and applying them professionally. The ideal procedure for the preparation of the master thesis is as follows: ▪ Topic identification and specification ▪ Definition of the research question, title, (rough) structure, scheduling and research design together with the first supervisor ▪ Identification and analysis of relevant theoretical contexts and independent literature research on state-of-the-art knowledge as well as related work ▪ Logical structuring of the thesis ▪ Methodological handling of the question (of quantitative and/or qualitative nature) ▪ Documentation of the study and its results according to the instructions (e.g., formal requirements of the ISM or APA guidelines)		
2	Learning outcomes The students deepen their professional competencies for the preparation of scientific papers and are able to familiarize themselves with complex research questions and create an adequate research design. They can conduct critical reviews, perform a comprehensive literature/evidence search, and select application-oriented theories and methods in a meaningful way to answer their research questions. Students can collect and evaluate data systematically and in a methodically sound manner as well as interpret and evaluate them with reference to scientific and application-oriented aspects. They can classify results in the context of the discussion on the current state of research, derive practical implications, develop implications, and assess limitations based on the chosen research approach. Students can carry out largely self-directed research or application-oriented projects and independently develop the necessary knowledge and select adequate methods. They prove their ability to find solutions to specific economic problems from science and practice. They can structure complex issues and deal with them creatively and innovatively. Students can		

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	also present their complex problem sets in a structured, argumentative, clear, and correct language, discuss their conclusions with experts, and make an active contribution to research and science.
3	Teaching and learning methods The master thesis is an independently written work that answers a relevant question from the field using scientific methods. Students receive written study material that summarizes methodological instructions for writing a master thesis and serves as a guideline for the preparation of the thesis. In addition, students should participate in an accompanying live seminar that supports them with further information about scientific writing and methodological issues and enables discussion, feedback, and reflection on their master thesis with their peers. Students have to attend at least two individual appointments with a supervising professor to discuss their topic and their methodical approach.
4	Prerequisites for participation Formal requirements: students can attend the module "Master Thesis" if at least 60 ECTS credits have been earned (see Examination Regulations § 20). Recommended prior knowledge: students have already completed the subjects specific to the study course and are familiar with the basic theories, models, and approaches of the field of study. In addition, they have completed the module "Applied Statistics & Advanced Market Research" and have knowledge in the field of statistics.
5	Combination with other study areas Applicability within the study course: students should attend the module at the end of a study course to integrate previously learned methods and theories. The students use the acquired knowledge to answer a practice-relevant question in a well-founded way. Applicability for other study courses: none.
6	Type and duration of exam To pass the module, students must have presented an exposé of their master thesis in one of the accompanying live seminar sessions. The module concludes with a written master's thesis, which is assessed and graded by two lecturers. Further details are regulated by the examination regulations.
7	Weight of the mark in the final grade 30/120
8	Literature Students can find references to supplementary material on the learning platform.

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Negotiation & Consulting

Module code M-SK3	Semester 3	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English	Intake Ongoing	Workload 150 hours
1	Content This module deals with both traditional and current methods of strategy, and organizational and process consulting. The bandwidth ranges from external and internal strategic analysis to strategy formulation and strategic options at the levels of the business area and the overall company. Furthermore, instruments for increasing effectiveness and efficiency in operational and organizational structures will be discussed. More recent methods such as innovation management will also be examined and applied as part of the module. Students learn the basic principles of the acquisition, coordination, and management processes of internal and external consulting projects. They learn to take on the different roles within a project team and have advance knowledge about project communication and project controlling. Team building, group dynamics, and client relationship management approaches are also important topics of this module. In addition, this module conveys the wide range of interpersonal communication skills within as well as outside the company. Concepts, models, and strategies for team, management, and crisis communication are presented, the relationship between goal-oriented, cross-cultural and ethical interaction premises and their integration techniques are discussed, techniques for consensual persuasion results are shown. Structure, techniques, and practice of presentations, including the different possibilities to use them in meetings and strategies to adapt them to an intercultural context by modifying the words, images and gestures are discussed. Students also learn about fundamentals of adequate story lining and presentation design. They also discuss and extend their knowledge on scientific methods for scientifically robust problem-solving, e.g., techniques for structuring empirical studies and their line of argument and scientific research approaches.		
2	Learning outcomes After attending the module, students are familiar with different methods of organizational and process consulting and they are able to apply them in various situations. They develop their own understanding of roles in the consulting process and apply it in an authentic fashion. They understand how scientific methods can be used to solve problems from the field and how a project should be set up to be successful. Students know how to prepare professional presentations and deliver them in front of customers, team members or management boards with the goal to present their positions, discuss them critically and defend them. Students understand how decision-making processes within teams work and know about the influence of group dynamics. Students can deal with conflicts, reflect and compare different points of view in groups and organizations. In addition, they can reflect on the progress of a project.		

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3	Teaching and learning methods This module is a synchronous seminar-based course, which takes place at fixed time slots (12 × 90 min) in a virtual classroom. The lecturers provide the content structure of the seminar, prepare short introductory lessons, invite guests, bring in practical questions or set specific tasks. A digital semester apparatus with (digital) reading recommendations is provided with additional references to supporting material like videos, case studies, empirical papers or essays. The students work on the contents together, actively contribute and discuss the main ideas. Students are expected to make independent contributions, e.g., by actively participating in a discussion, summarizing papers, writing short essays, or giving presentations.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: the student should have advanced knowledge about decision processes within teams and organizations and about methods and theories of strategic management (module “Innovation & Strategic Management”).
5	Combination with other study areas Applicability within the study course: the module imparts interdisciplinary skills, that will be applied repeatedly throughout the study course, e.g., within case studies, group discussions or other tasks that demand intercultural competencies, communication skills as well as a well-developed sense for ethically relevant issues. The methods and skills the students learn in this module will be strengthened in the module “Research & Consulting Project”. Applicability for other study courses: compulsory for the study programs “Digital Marketing Management”, “Sustainability Management”, “Medien- & Kommunikationspsychologie”, and “Applied Business Data Science”.
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to supplementary material on the learning platform.

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Policies & Trends in Sustainability

Module code M-SUS2	Semester 3	Duration 1 semester	ECTS credits 5
Course type Elective	Language English	Intake Winter semester / summer semester	Workload 150 hours
1	Content The module “Policies & Trends in Sustainability” focuses on central global challenges and mega-trends of sustainability. Specific policy fields include climate change, energy transition, biodiversity loss, global equity, and challenges to democratic governance. Climate change is understood as the central social, political, ecological and economic challenge for decision makers in politics and business. Connected to climate change are questions of energy supply, agriculture, mobility, consumption, migration and global security. Regarding energy transition, this module highlights the global shift towards a renewable energy system and its benefits, especially for emerging and developing countries but also for collaboration between high- and low-income countries. Biodiversity will be understood in connection to industrialized agriculture and food systems but also in relation to an increased ecological footprint of human consumptive activities in general. The emergence of global pandemics can also be connected to a loss in biodiversity. Sustainability, however, is not only an ecological issue but also a global social issue when it comes to energy security, climate justice, and income distribution. All these political challenges will be understood by exploring global mega-trends like urbanization, neo-ecology, mobility, connectivity and digitization, as well as the demographic changes visible across the globe.		
2	Learning outcomes After attending the module, students will understand the major policy challenges in the field of sustainability. They are able to give practical examples of solutions to these challenges from a macro-perspective. They will have acquired in-depth knowledge about the various mega-trends shaping the notion of sustainability today as well as their relevance for the economic process. They can evaluate different global and national sustainable policies and understand their impacts on the micro-level of business. Students are then able to contribute to current economic and political debates about sustainability in a constructive and innovative manner.		
3	Teaching and learning methods This module is a synchronous seminar-based course, which takes place on fixed times (12 × 90 min) in a virtual classroom. The lecturers provide the content structure of the seminar, prepare short introductory lessons, invite guests, bring in practical questions or set specific tasks. A digital semester apparatus with (digital) reading recommendations is provided for the courses with additional references to supporting material like videos, case studies, empirical papers or essays. The students work on the contents together, actively contribute and discuss the main ideas. Students are expected to make independent contributions, e.g., by actively participating in a discussion, summarizing papers, writing short essays, or giving presentations.		

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4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: The module expands knowledge about policies, trends and current issues concerning sustainability. It forms a practical and policy-oriented companion to the more theoretical and conceptual module “Global Sustainable Development”. Applicability for other study courses: M.Sc. Applied Business Data Science, M.A. Digital Marketing Management
6	Type and duration of exam E-Portfolio
7	Weight of the mark in the final grade 5/120
8	Literature Students can find references to current literature on the learning platform.

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Research & Consulting Project

Module code M-RCP	Semester 3	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English	Intake Ongoing	Workload 300 hours
1	Content In this module, students gather (first hand) professional/management experience by working on real-world business problems and challenges that are common for business consultants. In the theoretical part, they are equipped with all relevant analytical methods and tools. In the project part, students work in teams on a real problem set from a corporate business partner — using different analytical and empirical methodologies for quantitative and qualitative data collection and evaluation – and receive direct feedback from the lecturer as well as the client in the course of several presentation rounds. The theoretical part of the module has the goal to equip students with the relevant tools and methods as well as an understanding of the overall scientific, empirical and structured approach towards problem sets — in theory and practice. Therefore, this course has two focal points: In the first part of the course, students gain an in-depth understanding of the acquisition, coordination, and management processes of consulting projects. They can transfer the methods of project management to the consulting business and balance the trilemma between quality, cost, and time constraints — always having customers' requirements in mind. In the project part the task of the students is to apply the methods they studied in the theoretical part during their work on a real consulting project and to develop a customer-oriented solution. The students will meet the business partner and receive the business challenge to be solved during a kick-off meeting at the beginning of the semester. Alternatively, they receive a comprehensive business case that they have to solve. They need to employ different forms of field research (qualitative and quantitative) and use methods and tools in a real-world business context. They learn how to approach, structure, and solve new and unknown challenges. During the consulting project, students apply the methodological knowledge they have gained from various lectures and practical experience. They strengthen their social and personal skills and develop an understanding for the consultant role. They know how to talk responsibility in teams, set targets, structure and carry out a consulting project. In addition, they train their problem-solving competency by applying analytical methods and theories in real life.		
2	Learning outcomes After attending the module, the students have gained a solid understanding of scientific methods and problem-solving and have deepened their knowledge on hypotheses building, target setting, strategy development, implementation, controlling, and presentation of consulting projects. They can analyze complex business problem sets and develop customer-oriented solutions. In addition, students get realistic insights into the business life of a consultant. Students can apply scientific and theoretical concepts, methods, and tools in a realistic consulting setting and are capable of assessing, monitoring, and reporting the project progress and introduce corrective action if required. Students can prepare and deliver pro-		

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	fessional presentations using video-conferencing tools. They actively contribute to the decision-making processes within the consulting team and learn how to handle group dynamics in a virtual setting. Students can reflect their individual as well as their group performance critically. Students learn how to interact with customers.
3	Teaching and learning methods This module is a synchronous seminar-based course that takes place on fixed times (12 × 90 min) in a virtual classroom (theoretical part). A digital semester apparatus with (digital) reading recommendations is provided for the course with additional references to supporting material like videos, case studies, empirical papers or essays that support them to solve the case. For the project part, the lecturers provide (if necessary, in cooperation with a partner from the field) a business case that relates to the learning content of the chosen course of study and can be dealt with using the methods learned during the course. The students work on this problem independently in virtual teams and prepare a presentation with the methods the used, results or data that support their recommendation and further information about the solution. Via the learning platform, students are given the opportunity to collaborate and exchange ideas. They use a virtual classroom for regular exchanges with the lecturer and the other members of the team. Here, the progress of the project is reflected upon. The lecturer gives feedback and supports the team by answering questions.
4	Prerequisites for participation Formal requirements: none. Recommended prior knowledge: students have already acquired in-depth knowledge of the theories, methods, and concepts relevant to their chosen course of study and can apply these to a new problem.
5	Combination with other study areas Applicability within the study course: Masterthesis Applicability for other study courses: compulsory for the study programs “Digital Marketing Management”, “Sustainability Management”, “Medien- & Kommunikationspsychologie”, and “Applied Business Data Science”.
6	Type and duration of exam Term paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 10/120
8	Literature Students can find references to supplementary material on the learning platform.