
ISM-COURSE HANDBOOK

M.SC. MANAGEMENT

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

ISM-COURSE HANDBOOK

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CURRICULUM

120 ECTS full-time (4 semesters)

Semester	1	2	3	4
Online Lecture Self-Regulated Learning <i>Online-Vorlesung</i> Selbstgesteuertes Lernen	Applied Statistics & Data Literacy <i>Angewandte Statistik & Datenkompetenz</i> 10 ECTS	Innovation & Strategic Management <i>Innovation & Strategisches Management</i> 10 ECTS	Ethics & Law <i>Ehtik & Recht</i> 10 ECTS	Master Thesis <i>Masterthesis</i> 30 ECTS
	Organizational Development <i>Organisationsentwicklung</i> 5 ECTS	Controlling & Corporate Finance <i>Controlling & Unternehmensfinanzierung</i> 5 ECTS		
Electives <i>Wahlmodule</i> 30 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
Live-Seminars <i>Live-Seminare</i>	Leadership <i>Führungskompetenzen</i> 5 ECTS	Negotiation & Consulting <i>Verhandlungsmethoden & Unternehmensberatung</i> 5 ECTS	Research & Consulting Project <i>Forschungs- & Consultingprojekt</i> 10 ECTS	
ECTS	30	30	30	30

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120 ECTS part-time (6 semesters)

Semester	1	2	3	4	5	6
Online Lecture Self-Regulated Learning <i>Online-Vorlesung Selbstgesteuertes Lernen</i>	Applied Statistics & Data Literacy <i>Angewandte Statistik & Datenkompetenz</i> 10 ECTS	Organizational Development <i>Organisationsentwicklung</i> 5 ECTS	Innovation & Strategic Management <i>Innovation & Strategisches Management</i> 10 ECTS	Ethics & Law <i>Ehtik & Recht</i> 10 ECTS	Master Thesis <i>Masterthesis</i> 30 ECTS	
				Controlling & Corporate Finance <i>Controlling & Unternehmensfinanzierung</i> 5 ECTS		
Electives Wahlmodule 30 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS		
		Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS			
Live Seminars Live-Seminare	Leadership <i>Führungskompetenzen</i> 5 ECTS	Negotiation & Consulting <i>Verhandlungsmethoden & Unternehmensberatung</i> 5 ECTS			Research & Consulting Project <i>Forschungs- & Consultingprojekt</i> 10 ECTS	
ECTS	20	20	20	20	20	20

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120 ECTS part-time (8 semesters)

Semester	1	2	3	4	5	6	7+8
Online Lecture Self-Regulated Learning Online-Vorlesung Selbstgesteuertes Lernen	Applied Statistics & Data Literacy <i>An-gewandte Statistik & Datenkompetenz</i> 10 ECTS	Controlling & Corporate Finance <i>Controlling & Unternehmensfinanzierung</i> 5 ECTS	Innovation & Strategic Management <i>Innovation & Strategisches Management</i> 10 ECTS		Ethics & Law <i>Ehtik & Recht</i> 10 ECTS		Master Thesis <i>Masterthesis</i> 30 ECTS
	Organizational Development <i>Organisationsentwicklung</i> 5 ECTS						
Electives Wahlmodule 30 ECTS		Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
Live-Seminars Live Seminare		Leadership <i>Führungskompetenzen</i> 5 ECTS		Negotiation & Consulting <i>Verhandlungsmethoden & Unternehmensberatung</i> 5 ECTS		Research & Consulting Project <i>Forschungs- & Consultingprojekt</i> 10 ECTS	
ECTS	15	15	15	15	15	15	15+15

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120 ECTS overview electives and specializations

Electives/ <i>Wahlmodule</i> *	Digital Marketing / <i>Digitales Marketing</i>	Sustainability / <i>Nachhaltigkeit</i>	Human Resources / <i>Human Resources</i>	Logistics / <i>Logistik</i>	Digital Education / <i>Digitale Bildung</i>	Business Mediation & Coaching / <i>Wirtschaftsmediation & Coaching</i>
Applied Media Psychology/ <i>Angewandte Medienpsychologie</i>	x				x	
Essential of General Psychology/ <i>Einführung in die Allgemeinen Psychologie</i>			x		x	x
Essentials of Global Sustainable Development/ <i>Theorien & Methoden einer globalen nachhaltigen Entwicklung</i>		x				
Essentials of Leading Sustainable Organizations/ <i>Einführung in das Management nachhaltiger Organisationen</i>		x				
Essentials of Digital Marketing Strategy & Planning/ <i>Einführung in die Strategie & Planung digitalen Marketings</i>	x					
Essentials of Digital Communication/ <i>Theorien & Methoden der digitalen Kommunikation</i>	x	x				
<i>Business & Commercial Mediation/Wirtschaftsmediation</i>			x			x
Conflict Management in Organizations, at the Workplace & in Teams/ <i>Konfliktmanagement in Organisationen, am Arbeitsplatz & in Teams</i>			x			x
Theories & Methods of Systemic Business Coaching/ <i>Theorien & Methoden des systemischen Business-Coachings</i>			x			x
Methods of Solution-Focused Communication/ <i>Methoden der lösungsfokussierten Gesprächsführung</i>			x			x
Digital & Sustainable Supply Chains/ <i>Digital & Sustainable Supply Chains</i>		x		x		
Global Sourcing/ <i>Global Sourcing</i>				x		
Quality Management/ <i>Quality Management</i>				x		
E-Commerce/ <i>E-Commerce</i>	x			x		
Summer School/Winter School/ <i>Summer School/Winter School</i> *						
Digital Bootcamp/ <i>Digital Bootcamp</i>	x	x		x		
Instructional Design & Multimedia Learning/ <i>Instruktionsdesign & Lernen mit Multimedia</i>					x	
Trends in Educational Technology/ <i>Bildungstechnologische Trends</i>					x	
Computer Supported Collaborative Learning/ <i>Computerunterstütztes kooperatives Lernen</i>					x	
Lean Management / <i>Lean Management</i>			x	x		
Value-based Leadership / <i>Wertorientierte Führung</i>		x	x			x

*The Summer School/Winter School module cannot be chosen more than twice as an elective.

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90 ECTS full-time (3 semesters)

Semester	1	2	3
Online Lecture Self-Regulated Learning <i>Online-Vorlesung</i> <i>Selbstgesteuertes Lernen</i>	Applied Statistics <i>Angewandte Statistik</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Master Thesis <i>Masterthesis</i> 30 ECTS
	Strategic Management <i>Strategisches Management</i> 5 ECTS		
	Organizational Development <i>Organisationsentwicklung</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
Electives <i>Wahlmodule</i> 30 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
Live-Seminars <i>Live Seminare</i>	Leadership <i>Führungskompetenzen</i> 5 ECTS	Research & Consulting Project <i>Forschungs- & Consultingprojekt</i> 10 ECTS	
ECTS	30	30	30

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90 ECTS part-time (6 semesters)

Semester	1	2	3	4	5+6
Online Lecture Self-Regulated Learning <i>Online-Vorlesung Selbstge- steuertes Ler- nen</i>	Applied Statistics <i>Angewandte Statistik</i> 5 ECTS	Organizational Development <i>Organisations- entwicklung</i> 5 ECTS			Master Thesis <i>Masterthesis</i> 30 ECTS
	Strategic Ma- nagement <i>Strategisches Management</i> 5 ECTS				
Electives <i>Wahlmodule</i>	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	Elective <i>Wahlmodul</i> 5 ECTS	
		<i>Elective Wahlmodul</i> 5 ECTS	<i>Elective Wahlmodul</i> 5 ECTS		
Live-Seminars <i>Live Seminare</i>			Leadership <i>Führungskom- petenzen</i> 5 ECTS	Research & Consulting Pro- ject <i>Forschungs- & Consultingpro- jekt</i> 10 ECTS	
ECTS	15	15	15	15	15+15

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90 ECTS overview electives and specializations

Electives/ <i>Wahlmodule</i> * (Subject to modifications)	Digital Marketing / <i>Digitales Marketing</i>	Sustainability / <i>Nachhaltigkeit</i>	Human Resources / <i>Human Resource</i>	Logistics / <i>Logistik</i>	Digital Education / <i>Digitale Bildung</i>	Business Media- tion & Coaching / <i>Wirtschaftsmedia- tion & Coaching</i>
Applied Media Psychology/ <i>Angewandte Medienpsychologie</i>	x				x	
Essential of General Psychology/ <i>Einführung in die Allgemeinen Psychologie</i>			x		x	x
Essentials of Global Sustainable Development/ <i>Theorien & Methoden einer globalen nachhaltigen Entwicklung</i>		x				
Essentials of Leading Sustainable Organizations/ <i>Einführung in das Management nachhaltiger Organisationen</i>		x				
Essentials of Digital Marketing Strategy & Planning/ <i>Einführung in die Strategie & Planung digitalen Marketings</i>	x					
Essentials of Digital Communication/ <i>Theorien & Methoden der digitalen Kommunikation</i>	x	x				
Business & Commercial Mediation/ <i>Wirtschaftsmediation</i>			x			x
Conflict Management in Organizations, at the Workplace & in Teams/ <i>Konfliktmanagement in Organisationen, am Arbeitsplatz & in Teams</i>			x			x
Theories & Methods of Systemic Business Coaching/ <i>Theorien & Methoden des systemischen Business-Coachings</i>			x			x
Methods of Solution-Focused Communication/ <i>Methoden der lösungsfokussierten Gesprächsführung</i>			x			x
Digital & Sustainable Supply Chains/ <i>Digital & Sustainable Supply Chains</i>		x		x		
Global Sourcing/ <i>Global Sourcing</i>				x		
Quality Management/ <i>Quality Management</i>				x		
E-Commerce/ <i>E-Commerce</i>	x			x		
Summer School/Winter School/ <i>Summer School/Winter School*</i>						
Digital Bootcamp/ <i>Digital Bootcamp</i>	x	x		x		
Instructional Design & Multimedia Learning/ <i>Instruktionsdesign & Lernen mit Multimedia</i>					x	
Trends in Educational Technology/ <i>Bildungstechnologische Trends</i>					x	
Computer Supported Collaborative Learning / <i>Computerunterstütz- tes kooperatives Lernen</i>					x	
Controlling & Corporate Finance/ <i>Controlling & Unternehmensfi- nanzierung</i>						
Negotiation & Consulting/ <i>Verhandlungsmethoden & Unterneh- mensberatung</i>						
Lean Management / <i>Lean Management</i>			x	x		
Value-based Leadership / <i>Wertorientierte Führung</i>		x	x			x

*The Summer School/Winter School module cannot be chosen more than twice as an elective.

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MODULES

Applied Media Psychology | *Angewandte Medienpsychologie*

Module code M-ELE1		Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective		Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Applied Media Psychology” addresses human experience and behavior in connection with the use of media. Both classic and new media are considered, with a particular focus on digital media. First, an introduction to the topic is given, in which basic definitions of central terms of media psychology are conveyed and an overview of the history of media psychology is given. Furthermore, media psychological research questions are classified according to the four forms of media use (media choice, media reception, media effects and media-mediated communication) and in relation to cognition, emotion and behavior. Subsequently, the module focuses on the topic of media choice. Selected theoretical approaches to need satisfaction (motivational aspects of media choice) and arousal control (emotional aspects of media choice) are presented. Additionally, social-psychological consistency theories are explored in depth and the role of personality factors is discussed. The topic of media reception deals with the role of cognition, emotion and motivation in relation to the reception experience during the use of media and while processing media content. Further contents in relation to media reception are information reception on the Internet, learning with multimedia as well as the design of learning media to promote learning. Furthermore, the topic of media effects, i.e. effects of media use after reception, is discussed in depth. In particular, theoretical approaches of cognitive media effects (e.g. agenda-setting, framing) will be explained and critically reflected, e.g. with regard to the effect of social media. The influence of media on attitude formation and attitude change is also addressed. The topic of media-mediated (or computer-mediated) communication deals with selected models that address particularities of computer-mediated individual communication in comparison to face-to-face communication. Finally, models of media literacy and related concepts as well as the knowledge gap hypothesis are explained and critically reflected upon.			
2	Learning outcomes After completing the module, students will be able to name and apply central theories and methods from the areas of media choice, media reception, media effects or media-mediated communication to cognitive, emotional and behavioral aspects of media use. They will be able to explain selected theories (on motivational and emotional aspects) of media choice as well as consistency theories and the role of personality factors. They can analyze their own media user behavior with regard to these aspects. The module also enables students to explain the role of cognition, emotion and motivation in processing media content and in relation to the reception experience during media use. Students understand the theoretical background and specifics of information reception on the Internet and of multimedia learning. They are able to make recommendations on what should be considered when designing			

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	learning media. They have an in-depth understanding of cognitive media effects and can critically reflect on such effects in terms of attitude formation and attitude change, e.g. in relation to effects of social media. Furthermore, students are able to explain and differentiate selected models of computer-mediated communication. Likewise, they know models of media competence and related concepts and can critically reflect on their own media competence.
3	Teaching and learning methods For the course 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 help students to monitor their learning progress. Additionally, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the learning 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: elective "Essentials of General Psychology"
5	Combination with other study areas Applicability within the study course: the elective „Digital Bootcamp“ provides further in-depth knowledge 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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Applied Statistics | Angewandte Statistik

Module code M-STAS	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory for 90 ECTS-version	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Essentials of Applied Statistics” provides a condensed summary of common quantitative methods and support students to tie up with their existing knowledge about methodological aspects of operationalization, data acquisition and processing, interpretation, and testing of theoretical assumptions. The relevant methods are reflected upon in a differentiated manner, and their application is discussed in relation to specific questions and hypotheses. The module introduces the concept of probability and discusses it in detail, especially with reference to relevant distributions. The theory of statistical tests is taught, and location and distribution tests are discussed, which form the basis of applied statistics. The selection and application of methods will be practiced in a hands-on fashion using case studies and programs like SPSS, PSPP or R. Students will learn how to conduct simple linear and multiple linear regression analyses. In addition, exercises cover the range of multivariate analysis techniques. The goal of the module is to teach data literacy, i.e., the ability to use data in a planned manner as a basis for economic decisions. Students learn how to collect and manage data, interpret them and put them into context. To apply this knowledge to concrete use cases from the field, students will work with freely available datasets (Open Data), such as those provided by the National Climatic Data Center (U.S. or global climate and weather datasets), Global Health Observatory-data by the WHO as well as repositories provided by academic institutions (e.g., UCLA) or statistical software packages (e.g., R) and use them, as a basis for secondary analyses, to create graphs or decision templates.		
2	Learning outcomes After working on this module, students know the basic methods of quantitative data analyses. Students have further enhanced their data analysis 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 SPSS or Excel, e.g., in the fields of controlling, market research or sales. 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 evaluate 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 ade-		

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	quate methods. They can structure complex issues and deal with them creatively and innovatively. Students are also able to 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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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 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)
7	Weight of the mark in the final grade 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Applied Statistics & Data Literacy | *Angewandte Statistik & Datenkompetenz*

Module code M-STA	Semester See curriculum	Duration 1 semester	ECTS credits 10
Course type Compulsory for 120 ECTS-version	Language English/German	Intake Ongoing	Workload 300 hours
1	Content This module familiarizes students with common quantitative and qualitative methods. The module covers methodological aspects of operationalization, data acquisition and processing, interpretation, and testing of theoretical assumptions. The relevant methods are reflected upon in a differentiated manner, and their application is discussed in relation to specific questions and hypotheses. The module introduces the concept of probability and discusses it in detail, especially with reference to relevant distributions. The theory of statistical tests is taught, and location and distribution tests are discussed, which form the basis of applied statistics. The selection and application of methods will be practiced in a hands-on fashion using case studies and programs like SPSS, PSPP or R. Students will learn how to conduct simple linear and multiple linear regression analyses, hierarchical cluster analyses and exploratory factor analyses. In addition, exercises cover the range of multivariate analysis techniques. A short overview of qualitative methods is also part of this module. Characteristics and quality criteria of qualitative methodology will be covered, and a comparison of quantitative and qualitative methods will be conducted. 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 their 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 support the application of what is learned, the module will work with specific case studies, e.g., on A/B testing, recommendations or churn analyses. In addition, students will work with freely available datasets (Open Data), such as those provided by the National Climatic Data Center (U.S. or global climate and weather datasets), Global Health Observatory-data by the WHO as well as repositories provided by academic institutions (e.g., UCLA) or statistical software packages (e.g., R) and use them, as a basis for secondary analyses, to create graphs or decision templates. In this context, students also discuss how big data could be used for decisions, e.g., in the area of personnel selection, and which ethical issues are current in this context (e.g., ethical blindness, informational self-determination, or transparency).		
2	Learning outcomes After working on this module, students know the basic methods of quantitative and qualitative data analyses. 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 SPSS or Excel, e.g., in the fields of controlling, market research or sales. Students are able to select suitable		

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	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 evaluate 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, concise, 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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: compulsory for the study program "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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Business & Commercial Mediation | *Wirtschaftsmediation*

Module code M-ELE6	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course course Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content This module is about elaborating the theory and practice of business and commercial mediation. The module gives an overview of the application and research of business mediation. Business mediation is defined and classified as a discipline of the conflict resolution <i>mediation</i>. In particular, the distinction between the special features of business mediation within organizations and business mediation between organizations and third parties is made. In addition to basic theories, the development and emergence of commercial mediation will be discussed and the specifics of its application in different cultures and countries will be addressed. The latest global developments such as the UN "Singapore Mediation Convention" and the effects on international negotiations and contract design are also dealt with. One focus of the module is the development of the method of business mediation. The theoretical basis of rational negotiation is elaborated and a distinction from mediation is made. Mediation is defined as a modern method of conflict clarification and out-of-court conflict resolution (ADR), the principles of mediation are elaborated, and legal, communication science, psychological and ethical aspects are analyzed. The process and structure of mediation in a business context will be dealt with and special techniques from dialogue management will be introduced and explained. Models for different contexts of conflict resolution are presented and their efficiency analyzed. Another focus is on building bridges from business mediation to the self-exploration of conflicts in the business context. The previously developed methods from business mediation are adapted as a tool for clarifying one's own conflicts. The role of managers and negotiators plays a decisive role in this. Intercultural influences and peculiarities as well as conflict resolution in the digital working environment are dealt with. Theories from leadership research in relation to attitudes to and dealing with conflicts are presented. Central theories from behavioral psychology and communication science are presented and the participants' own areas of development in dealing with conflicts are analyzed and worked on through guided self-reflection.		
2	Learning outcomes After completing the module, students have a comprehensive understanding of basic theories from the field of business mediation. They can critically evaluate the models and theories and classify their relevance for conflict resolution in business, nationally and internationally. The module also enables students to apply what they have learned to a digital/ hybrid and intercultural working environment.		

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	Students will be able to assess in which fields of business the use of mediation is efficient and promising. They understand which aspects are relevant when planning and implementing interventions through mediation and learn practical methods for clarifying their own conflicts using techniques from mediation.
3	Teaching and learning methods Learning videos are provided on the learning platform for the course units, which explain and deepen content and illustrate it with examples. The slides on which these teaching videos are based are made available to the students. In addition, they receive further written and audio-visual study materials for each teaching unit. These materials are supplemented by practical examples, short case studies, exercises, tasks for self-reflection and review questions, which help students to monitor their own learning progress. It should be mentioned that some exercises focus on methodological content in order to prepare the students specifically for their examination performance in this module, in which they independently carry out a conflict analysis of a case study and process recommendations of an internal management system in this specific case. In addition, the students will find recommendations in the learning platform on the order in which the material should be worked on. All content is didactically prepared in such a way that the students can work on it independently in their own time and place.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: "Conflict Management in Organizations, at the Workplace & in Teams"
5	Combination with other study areas Applicability within the study course: modules "Leadership", "Organizational Development" and "Methods of Solution-Focused Communication" Applicability for other study courses: none
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to current literature on the learning platform.

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Computer-Supported Collaborative Learning | *Computerunterstütztes kooperatives Lernen*

Module code M-ELE17	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content In the module "Computer-Supported Collaborative Learning" students deal with theories and methods for learning in groups. One key question is how digital technologies support communication and collaborative processes in learning and working. The focus is on psychological, sociological and pedagogical theories in the area of cooperation, collaboration and co-creation, e.g. the concepts of Knowledge Construction (Piaget, Vygotsky), co-evolution (Cress), social learning (Bandura), situated cognition (Gibson), as well as the cultural-historical activity theory (Leontiev). A constructivist perspective is conveyed. It is discussed how the motivation to participate can be fostered. Theoretical foundations from research on the Social Dilemma and from game theory are conveyed and used to develop options for action and design. Concepts for quantifying and evaluating individual and collaborative performance are also presented. Additionally, theories and concepts for effective planning and management of collaborative teaching/learning settings are explained. In particular, collaboration scripts and classical implementation methods are presented, e.g. the jigsaw technique (Aronson), student teams-achievement divisions (Slavin), and the concept of learning through teaching (Martin). These theories will be related to newer methods of structured collaboration that integrate digital elements, e.g. Working out Loud, Collaboration Patterns, and Team or Working Canvas. Students learn about the theory of group awareness focusing on knowledge awareness. They discuss which technological and psychological aspects have to be considered in the design of collaborative learning environments. The students deal with current research topics from the field of computer-supported collaborative learning or learning sciences on the basis of articles from scientific journals, in particular the quarterly <i>International Journal of Computer-Supported Collaborative Learning</i>, which is available via an open access license. The module provides the practical foundations learners need to implement collaborative or co-creative elements when designing digital learning environments for adults, including the integration of digital and non-digital learning settings. Students will also learn about and try out digital technologies suitable for use in collaborative settings, e.g. virtual mind mapping tools, collaborative writing tools, virtual whiteboards, wiki software.		
2	Learning outcomes Students understand important psychological, sociological and pedagogical theories that can describe and explain human experience and behavior in cooperative settings. They are able to develop recommendations for the design of collaborative or co-creative settings. They		

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	understand the importance of controlling and structuring collaboration for individual and collaborative learning success and they can identify success factors. They are able to participate in scientific discourses in the field of computer-supported collaborative learning with in-depth knowledge and to independently answer practical questions on the basis of existing empirical results.
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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material on the learning platform as well as recommendations on the order in which it 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: this module builds upon the content of the module "Instructional Design & Multimedia Learning" and deepens the content of the module "Trends in Educational Technology" with a focus on collaborative settings.
5	Combination with other study areas Applicability within the study course: none Applicability for other study courses: none
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Conflict Management in Organizations, at the Workplace & in Teams | *Konfliktmanagement in Organisationen, am Arbeitsplatz & in Teams*

Module code M-ELE7	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content This module is about developing the foundation for constructive conflict management in the workplace. The module gives an overview of conflict definition and conflict analysis. This is the basis. In order to be able to resolve conflicts efficiently, it is important to recognize and classify them and to know the psychological dynamics involved. In addition to basic theories, concepts are discussed that address the specifics of conflicts in the workplace and in teams and that can be used to design conflict management interventions. Communication science, psychological, cultural, and legal aspects of conflict resolution in the workplace are addressed. The module focuses on analyzing the impact of conflict on team productivity, conflict cost and the impact of conflict on absenteeism and presenteeism in organizations. Internal organizational conflict management systems as conflict-preventive and conflict-clarifying instances are considered. Different models for different company contexts and sizes are presented and their internal (company culture) and external (values of an organization) effects are scientifically analyzed. Students deal with the theoretical foundations of models and theories as well as the empirical results. They also discuss their relevance and applicability for practice. Another focus is on theories from leadership research in relation to the attitude towards and handling of conflicts. Central theories from behavioral psychology and communication science are presented here, and the participants' own areas of development in dealing with conflicts are analyzed and worked on through guided self-reflection. In addition, first theories and approaches to conflict resolution in teams and at the workplace will be presented and worked on in case studies.		
2	Learning outcomes After completing the module, students will have a comprehensive understanding of basic theories in the areas of conflict definition and analysis, internal organizational conflict management systems, the cultural and managerial impact of conflict and measures for conflict prevention. They can critically evaluate the models and theories and classify their relevance for the design of internal conflict management systems. The module also enables students to apply what they have learned to a digital and hybrid work environment. Students can assess which methods and systems are suitable for preventing and dealing with conflicts in the workplace and in teams and can identify and implement optimization options. They understand which aspects are relevant when planning and		

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	implementing interventions for conflict management in the work environment and can name criteria for efficiency.
3	Teaching and learning methods Learning videos are provided on the learning platform for the course units, which explain and deepen content and illustrate it with examples. The slides on which these teaching videos are based are made available to the students. In addition, they receive further written and audio-visual study materials for each teaching unit. These materials are supplemented by practical examples, short case studies, exercises, tasks for self-reflection, and review questions, which help students to monitor their own learning progress. It should be mentioned that some exercises focus on methodological content in order to prepare the students intensively for their examination performance in this module, in which they independently carry out a conflict analysis of a case study and process recommendations of an internal management system in this specific case. In addition, students will find recommendations in the learning platform as to the order in which the material should be worked on. All content is didactically prepared in such a way that the students can work on it independently in their own time and place.
4	Prerequisites for participation Formal requirements: none Recommended previous knowledge: none
5	Combination with other study areas Applicability within the study course: "Leadership", "Organizational Development", "Business & Commercial Mediation" Applicability for other study courses: none
6	Type and duration of exam E-portfolio
7	Weighting of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to current literature on the learning platform.

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Controlling & Corporate Finance | *Controlling & Unternehmensfinanzierung*

Module code M-MGT2	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory for 120 ECTS-version, elective for 90 ECTS-version	Language English/German	Intake Ongoing	Workload 150 hours
1	Content This module conveys a deep understanding of all major facets of financial management within the corporate setting. Students will learn about cost accounting methods and instruments, will discuss venture capital for one type of corporate growth and focus on the specifics of financial risk management in contrast to the more comprehensive subject of corporate risk management. By means of mathematical exercises, case studies and real-life examples, students will become familiar with the tools and methods for adequate financial risk monitoring practices. In the first part of the module, students deepen their knowledge about corporate controlling. Students learn how corporate strategies are backed up by or based on quantitative information and cover life-cycle cost analysis and cost-volume-profit analysis. Market-oriented methods, such as benchmarking and target costing, are distinguished from activity-based costing. The module covers the concepts of value-oriented controlling and shareholder value approach, as well as discounted cash flows and enterprise valuation procedures. Students learn about performance measurement (e.g., Balanced Scorecard) and reporting systems, and the relevance of big data analysis, business intelligence, and modern executive information systems. The second part of the module covers relevant aspects of venture capital – involved parties, investment process, and different valuation methods. Students learn about the venture capital investment process, measuring venture capital returns, venture valuation, discounted cash flow analysis and comparable analyses of growth companies. In addition, students deepen their knowledge about national and international financial markets, the financial organizational structures at market and company level, the goals and instruments of refinancing and credit substitutes, as well as the most important derivative financial instruments, and their opportunity and risk profile. Current financing alternatives such as crowdfunding, loan funds, among others, are also addressed. The module also introduces purposes and tasks of risk management as well as an illustration of various application opportunities for financial risk management tools. Students learn how to identify, analyze, assess, and value risks; in addition, financial products, and market exposures, hedging strategies and risk reporting are discussed.		
2	Learning outcomes Students understand principles of cost accounting, fixed costs, variable costs, and cost center structures and can apply value-based management instruments. They have a clear understanding of target costing, business information systems, and data warehousing. Students know how to apply state-of-the-art controlling and finance concepts, methods, and instruments. They have profound knowledge of how to develop international strategies in the controlling and finance business areas. Students can differentiate between various performance		

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	measurement systems and business intelligence solutions, implement activity-based costing systems and value-based management systems. They can apply decision-based cost accounting, life cycle costing, benchmarking, as well as conduct cost (structure) analyses and cost deviation analyses. Students can identify and assess risk potential systematically and quantitatively and are able to approach it by means of specific strategies and methods. Students also 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 and will be able to play a leading 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 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: „Innovation & Strategic Management“
5	Combination with other study areas Applicability within the study course: none 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 or 5/90
8	Literature Students can find references to current literature on the learning platform.

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Digital Bootcamp | *Digital Bootcamp*

Module code M-SK2	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	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 have 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		

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	in this case the hackathon is virtual, and thus, the teams do not meet in person. The problems 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: none
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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Digital & Sustainable Supply Chains | *Nachhaltige & digitale Lieferketten*

Module code M-ELE10	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "Digital & Sustainable Supply Chains" opens up a holistic view of both the operational processes within organization as well as the interplay between a company and its external stakeholders, such as suppliers and customers. The module also focuses on and critically examines the two current megatrends of digitization and sustainability. On the one hand, the disruptive character of digital technologies in logistics and supply chain management is analyzed and evaluated. In this context, topics such as Industry 4.0, Smart Factory, artificial intelligence, robotics, virtual reality, automation and autonomous systems are discussed in detail. On the other hand, the interplay between digitization and sustainability will be examined. Aspects of sustainable supply chains will be discussed and solution approaches for digital and at the same time sustainable processes will be developed. The course covers the following topics: • Definition as well as tasks and objectives of supply chain management, • Analysis and visualization of material and information flows, • Role of transportation in a supply chain, • Value chain management, • Models of supply chain management, such as the SCOR model, • Strategies of supply chain management, such as customer relationship management, postponement, pearl chain concept and supplier management as well as instruments of supply chain management, such as consignment analysis, range monitoring, set-up time analysis and milk run, • Drivers and elements of digital transformation, • Cyber-physical systems (CPS) and the Industrial Internet of Things (IIoT), • Digital technologies, such as RFID, 3D printing, AGVs, virtual reality and blockchain, • Environmental, social and economic aspects of sustainability, • Sustainable supply chain management: transportation, warehousing, product design, production, reverse logistics, recycling, and • Connecting digitization and sustainability using the example of logistics and supply chain management.		
2	Learning outcomes The students know the central terms of supply chain management.		

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	Students will be able to describe selected strategies of supply chain management and will be able to apply instruments to selected strategies of supply chain management. The students know the current megatrends and their possible impact on the practice in logistics and supply chain management. Students understand the impact of digitization on logistics and on environmental, social and economic sustainability. They are able to analyze and evaluate the impact. Students are able to develop state-of-the-art digital and at the same time sustainable strategies and concepts. Students have acquired advanced knowledge that enables them to participate in business discussions on the topic of digitization and sustainability and to broaden their individual perspective. By dealing with real-life problems, students have further strengthened their applied analytical skills.
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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: no prior knowledge is required
5	Combination with other study areas Applicability within the study course: the module "Digital & Sustainable Supply Chains" is one of several electives with a focus on the field of logistics. 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 5/120 or 5/90
8	Literature Students can find references to other current literature on the learning platform.

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E-Commerce | *E-Commerce*

Module code M-ELE13	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "E-Commerce" teaches how to set up, implement and maintain a network management system. Both technical and business aspects are addressed. The focus is on answering the following key questions: Which 'mover & shaker' or network operator will have the biggest impact on global networks in 5 years? How complex are global e-commerce networks? Is brick-and-mortar retail doomed to lose to e-commerce? How do you manage a global network for e-commerce? In addition to understanding the rules and mechanisms of the internet economy, students analyze and evaluate internet-based business models. The module also explicitly aims at the independent elaboration of the possibilities and limitations of future e-business models. In detail, the module covers the following main topics: • State of the global e-commerce market and medium-term prospects, • E-commerce strategies and providers, • Network management: framework, basic elements and functionalities, • Factors of attractiveness and cross-border network models, • The last mile: today's urban consumers and their preferences, • Key elements and functionalities of networks and • Success criteria and factors for the management of networks.		
2	Learning outcomes Students have advanced knowledge of electronic commerce. Students have a profound knowledge of network entities such as destinations and nodes. The use of practice-oriented applications and scenarios ensures that students are prepared for their future business context and are able to analyze and structure business situations on their own. Students have acquired solid knowledge that enables them to participate in business discussions on the topic of e-commerce and to broaden their individual perspective.		
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 help students to		

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	monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: no prior knowledge is required.
5	Combination with other study areas Applicability within the study course: the module "E-Commerce" is one of several electives with a focus on the field of logistics. 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 or 5/90
8	Literature Students can find references to other current literature on the learning platform.

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Essentials of Digital Communication / *Theorien & Methoden der digitalen Kommunikation*

Module code M-DIM6	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Essentials of Digital Communication” provides a basic overview of the 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. 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. In addition, the topic of influencer marketing is addressed and the design and steps of influencer marketing from a company's perspective are discussed. 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. Finally, the module addresses the basics and success factors of integrated communication and the role of storytelling for successful (online) communication campaigns.		
2	Learning outcomes After successful completion of the module, students have basic 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 know how to plan, design, and implement 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. Students develop skills regarding the analysis and assessment of options for the design and implementation of digital marketing communication.		
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,		

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	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 and on the location of their choosing.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability in 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 digital communication. Applicability for other study courses: elective for the study programs “Applied Business Data Science” and “Sustainability Management”.
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 or 5/90
8	Literature Students can find references to current literature on the learning platform.

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Essentials of Digital Marketing Strategy & Planning | *Einführung in die Strategie & Planung digitalen Marketings*

Module code M-ELE5	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "Essentials of 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		

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	to describe, differentiate, and apply brand models and possess the know-how for a sound 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 covered in the elective “Essentials of Digital Communication”, for example. 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 or 5/90
8	Literature Students can find references to current literature on the learning platform.

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Essentials of General Psychology | *Einführung in die Allgemeine Psychologie*

Module code M-ELE2	Semester See curriculum	Duration 1 Semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module „Introduction to General Psychology“ covers basic psychological processes and mechanisms common to all human beings, as well as important principles of empirical methods used in psychology. In addition, there is a brief introduction to the subject of psychology. First, this module offers an in-depth look at general psychological topics, introducing the distinction between general psychology and differential psychology. Then the concept of perception is addressed, which deals with processes that organize and interpret sensory information so that people can recognize the meaning of objects and situations. The module then focuses on the topic of learning, highlighting human adaptability to the environment, without which humans would not be able to cope with changes and developments. The topic of memory concerns the storage of information and its retrieval and is thus indispensable for learning, for example. Furthermore, the topic of cognition is dealt with, which mainly includes thinking, knowledge, memory and communication processes. Other important topics of general psychology are motivation and emotion. These influence each other mutually, because without motivation there is no emotion and vice versa. No motivation can develop without emotion. Motivation is about goal-directed behavior, such as motivation to achieve high performance or motivation to belong to a group. Emotions, on the other hand, are internal sensations that are perceived as pleasant or unpleasant and are experienced more or less consciously. In the second part of this module research methods in psychology are introduced. The basics of both quantitative and qualitative research and survey methods are addressed.		
2	Learning outcomes After completing the module, students will have a comprehensive understanding of what psychology means as a scientific discipline. They are also able to define important terms of general psychology and they understand the difference between general and differential psychology. They are furthermore able to explain human perceptual processes and learning processes and they can describe different memory processes. The module also enables students to differentiate between different cognitive processes. In addition, they are able to apply motivational theories to specific situations as well as to analyze emotional processes in different situations. After completing the module, students will be able to assess whether a quantitative or a qualitative research approach should be chosen to answer a specific research question. They will be able to select a correct data collection method in addition to choosing an appropriate research method.		
3	Teaching and learning methods		

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	For the course 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 help students to monitor their learning progress. Some exercises focus on empirical methods in order to provide a good preparation for the exam, in which they are asked to design an empirical study concerning General Psychology. Additionally, students will find further references to supplementary written and audiovisual learning, as well as recommendations on the order in which the learning 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
5	Combination with other study areas Applicability within the study course: the elective module “Applied Media Psychology” is based on the content of this module. Applicability for other study courses: none
6	Type and duration of exam Written paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Essentials of Global Sustainable Development | *Theorien & Methoden einer globalen nachhaltigen Entwicklung*

Module code M-ELE3	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Essentials of Global Sustainable Development” explores 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 theories, models, and approaches to sustainability and sustainable development, while also critically reflecting 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 (including technological applications and their positive and negative sustainability impacts), 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. Löw) and indigenous/southern approaches to sustainability (Radical Ecological Democracy, B. Vivir). This will enable students to appreciate the concept of sustainability holistically and connect it to a larger discussion over a new global ethics for a more sustainable economy.		
2	Learning outcomes After working through the module, students will know the backgrounds, methods, and interconnections of sustainability and sustainable development from a macro-perspective. They will have acquired in-depth knowledge about the many 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. Students will be able to participate in current economic and political debates about sustainability in a critical and reflective manner.		
3	Teaching and learning methods For the course units, video-lectures are provided on the learning platform; they explain and deepen the learning content. This material is supplemented by practical examples, short case studies, exercises and review questions, which help students to monitor their learning progress. In addition, students will find further references to supplementary written and audio-visual 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.		

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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 is an elective module for the specialization Sustainability. The module lays the groundwork for understanding sustainability-oriented topics. It is recommended that students take this module first as a basis for the module “Essentials of Leading Sustainable Organizations”. 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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Essentials of Leading Sustainable Organizations | *Einführung in das Management nachhaltiger Organisationen*

Module code M-ELE4	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Essentials of Leading Sustainable Organizations” explores possibilities for sustainable change on the level of organizations. Organizations will be understood as complex social systems that operate within the medium of meaning (“Sinn”) i.e., as sense-making, sense-giving and purpose-driven systems. Normative aspects of organizations and organizing will be contrasted with strategic aspects. Organizational value systems and organizational ethics, embedded within a broader economic and societal moral framework, are discussed. Strategies and the process of strategizing is introduced from a cultural and critical perspective, with special emphasis on sustainability strategies of efficiency, consistency, and sufficiency — as well as the necessity of sustainable innovations leading to new kinds of sustainable business models of less resource consumption, less energy consumption and a low-carbon lifestyle. Leading such a purpose-driven, sustainability-oriented organization also requires an understanding of cultural aspects of leadership. Classical leadership perspectives will be contrasted with ethical and sustainable leadership as well as with shared leadership. New forms of corporate governance are then discussed to provide structures for leading sustainable organizations. Especially the notion of stakeholder-centrism (as opposed to a purely shareholder-focused orientation) as well as including nature as a stakeholder will be at the foundation of these new governance structures. In the end, specific emphasis will be put on the notion of entrepreneurship and its interrelation with sustainable innovation. Different categories of entrepreneurship are discussed, from ecopreneurship to institutional and sustainable entrepreneurship. Innovation is introduced as an open socio-technical process organized around the concept of ecological and social value added.		
2	Learning outcomes After working through the module, students will know the backgrounds, methods, and interconnections between different theoretical approaches to leading sustainable organizations, their normative management and possible sustainability strategies and business models. They will have acquired in-depth knowledge about organizational and business aspects of sustainability and their relevance for the economic process. They can evaluate different approaches to sustainability in organizations and understand their impact on the micro-level of business as well as their interrelation with political processes on the macro-level. Students are able to participate in current economic and political debates about business sustainability in a critical and reflective manner.		
3	Teaching and learning methods For the course units, video-lectures are provided on the learning platform; they explain and deepen the learning content. This material is supplemented by practical examples, short case		

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	studies, exercises and review questions, which help students to monitor their learning progress. In addition, students will find further references to supplementary written and audio-visual 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: The students should have basic knowledge on sustainability as taught in the module “Essentials of Global Sustainable Development”.
5	Combination with other study areas Applicability within the study course: The module is an elective module for the specialization 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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Ethics & Law | *Ethik & Recht*

Module code M-ETH	Semester See curriculum	Duration 1 semester	ECTS credits 10
Course type Compulsory for 120 ECTS version	Language English/German	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: students 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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Global Sourcing | Globales Beschaffungsmanagement

Module code M-ELE11	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "Global Sourcing" addresses the new role of global sourcing and discusses its value contribution in an international corporate environment. This module focuses on the optimization of value creation activities via the selection of and co-operation with suppliers. After an overview of the essential concepts of global sourcing, the goals of procurement management as well as its increasing importance for enterprises as well as for the protection of their ability to compete on the global market are presented. Afterwards, the chances and risks of global procurement management are explained in detail and supplemented with case studies from well-known global enterprises. In addition to tasks of operational procurement, this module also focuses on aspects of strategic sourcing. Throughout the module, all theoretical knowledge is accompanied by case studies and exercises. The course covers the following key subjects: • Roles and responsibilities of the procurement department • Sourcing collaborations and networks • Quantitative methodological analyses • Supplier selection and portfolio management • Procurement savings and performance measurement • Future of procurement management		
2	Learning outcomes Students understand the components of operational and strategic procurement and are well equipped to apply the acquired knowledge directly in practice. The students have further deepened their strategic understanding and train the effective application of methods and tools by means of practice-oriented case studies. Students are able to perform data analyses, map processes, discuss strategies, perform risk assessments and develop solutions. The use of practice-oriented cases ensures that students are able to analyze and structure business situations independently. By dealing with real-life problems, students have further strengthened their applied analytical skills.		
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		

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	deepen the content and illustrate it with examples. This material is supplemented by practical examples, short case studies, exercises and review questions, which help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: no prior knowledge is required
5	Combination with other study areas Applicability within the study course: the module "Global Sourcing" is one of several electives with a focus on the field of logistics. Applicability for other study courses: none
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to other current literature on the learning platform.

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Innovation & Strategic Management | *Innovation & strategisches Management*

Module code M-ISM	Semester See curriculum	Duration 1 semester	ECTS credits 10
Course type Compulsory for 120 ECTS-version	Language English/German	Intake Ongoing	Workload 300 hours
1	Content Strategic management continuously analyzes, 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 covers the practical implications of strategy tools in the real world in detail and provides 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.		

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	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 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.
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 or 10/90
8	Literature Students can find references to supplementary material on the learning platform.

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Instructional Design & Multimedia Learning | *Instruktionsdesign & Lernen mit Multimedia*

Module code M-ELE15	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 Stunden
1	Content The module focuses on the use of digital media for individual learning. In particular, the requirements for a learner-friendly design of digital learning environments and knowledge media are addressed. One focus is on learning with multimedia and hypermedia. The module first gives an overview of psychological and pedagogical basics of adult learning. In each case, a reference to learning with digital media is made. In addition to basic theories, concepts are discussed that address the special features of learning with digital media and that can be used for the conception of digital learning. Special features of media-based knowledge acquisition compared to classical learning and training methods are addressed, which result from the characteristics of digital media, such as the possibility to communicate independent of time and place, the adaptive and interactive design of media content or the automated evaluation of behavioral data and learning results (learning analytics). One focus of the module is on models and theories from the field of instructional design that make results of empirical teaching/learning research accessible for practice. For example, Jeroen van Merriënboer's 4C/ID model and Charles Reigeluth's elaboration theory are presented here. Students deal with theoretical foundations of the models and theories as well as the empirical results. They also discuss the relevance and applicability for practice. Another focus is on theories from the field of media and cognitive psychology. Here, the Cognitive Theory of Multimedia Learning by Richard E. Mayer is presented as a central theory, which makes specific recommendations for the design of multimedia learning environments on the basis of cognitive psychological assumptions (e.g. on cognitive load). In addition, theories on hypertext and hypermedia are presented and discussed with regard to their relevance for the design of digital learning settings, including learning effectiveness and the increased demands on learning control ("Lost in Hyperspace").		
2	Learning outcomes After completing the module, students have a comprehensive understanding of basic theories from the areas of instructional design and learning with multimedia. They will be able to critically evaluate the models and theories – especially with regard to current empirical results – and name their relevance for the design of digital teaching/learning settings. On this basis, they are able to acquire new knowledge independently with the help of theoretical and empirical articles. The module also enables students to apply what they have learned to future types of media and their manifestations. Students will be able to assess which learning media and content are suitable for achieving a specific learning objective and will be able to identify and implement optimization options. They understand which aspects are relevant when planning digital learning settings for adults and can name criteria for the		

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	design of digital media conducive to learning and evaluate and optimize learning media and content with regard to their didactic quality.
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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material as well as recommendations on the order in which the material should be worked on on the learning platform. 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: the module revisits issues covered in the module „Applied Media Psychology“.
5	Combination with other study areas Applicability within the study course: the module provides the basis for the module “Trends in Educational Technology”. 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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Leadership | Führungskompetenzen

Module code M-SK1	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English/German	Intake Ongoing	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		

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	explain why the different styles can be equally successful given different entrepreneurial strategies and market environments. 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 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Lean Management | *Lean Management*

Module code M-ELE18	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English / German	Intake Ongoing	Workload 150 hours
1	Content This module is about working out the theory and practice of Lean Management with the different methods. The module first gives an overview of Lean Management with the basic philosophy and the essential methods. The aim is to optimize the value creation process and to avoid waste. The pull principle (alignment with demand/production and delivery only on request) as well as Kaizen (continuous improvement) are the basic principles. The methods are divided into the levels of (1) point kaizen, (2) flow kaizen (3) system kaizen. In the first step, the module focuses on the application of methods in production/logistics/maintenance. Here, methods of point kaizen, i.e. methods and techniques for improving one's own workplace such as reduction of waste, 5S, standardization and SMED (rapid set-up) are dealt with first. Using concrete simulations and case studies, the methods are explained and presented to participants in such a way that they can be applied in their own workplace afterwards. With the knowledge of improvements in their own work environment, further steps can be taken across departments and divisions using the methods of flow Kaizen. With the help of process mapping and value stream design, overlapping processes become transparent and develop into flowing and self-regulating processes. Furthermore, pull methods like Kanban or the development of efficient manufacturing cells are worked on. The optimization of processes results in a variety of requirements for the entire organization. The synchronization of production and maintenance ensures higher process stability and quality. High-frequency logistics enables "just in time" delivery. The implementation of lean management in administration, management, research & development and other indirect areas can be transferred from production. Here, the methods of point and flow Kaizen are to be applied to work flows that are often already digitalized. In particular, the efficient and robust design of handover points (interfaces) ensures lasting acceptance of employees and managers. Lean leadership forms the bracket around the methods. It aims to create a culture of continuous improvement and problem solving.		
2	Learning outcomes After completing the module, students have a comprehensive understanding of basic lean management theories and their application in the various areas (production, logistics, maintenance, administration). They will be able to evaluate the methods and classify their relevance for the improvement of internal company processes.		

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	The module also enables students to apply what they have learned to a digital and hybrid work environment. Students will be able to assess which methods are most suitable for a given task. They understand which aspects are relevant when planning and implementing improvement projects and can name criteria for efficiency.
3	Teaching and learning methods For the course 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. Some exercises focus on applying methods in order to provide a profound preparation for the exam. Additionally, students will find further references to supplementary written and audiovisual learning, as well as recommendations on how to ideally go through the learning material. All contents are didactically prepared in such a way that the students can work through them on their own.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Module „Innovation & Strategic Management“ or “Strategic Management”
5	Combination with other study areas Applicability within the study course: The content deepens the competencies acquired in the module " Innovation & Strategic Management ". Applicability for other study courses: none
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 | *Masterthesis*

Module code MAT	Semester See curriculum	Duration 22 weeks / 33 weeks / 44 weeks (depending on full-time or part-time)	ECTS credits 30
Course type Compulsory	Language English/German	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 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 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 modules 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 & Data Literacy" 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 or 30/90
8	Literature Students can find references to supplementary material on the learning platform.

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Methods of Solution-Focused Communication | *Methoden der lösungsfokussierten Gesprächsführung*

Module code M-ELE9	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "Methods of Solution-Focused Communication" offers an in-depth overview of conversation techniques and supports students in using these in communication with customers, colleagues and employees in a goal-oriented way. First of all, processes and mechanisms of social interaction in organizations are presented and personnel and organizational psychological theories on leadership and communication styles, on team and organizational culture and on group work are taught and corresponding empirical results are discussed on an advanced level. On this basis, the students should reflect on and analyze their own professional and practical experiences and derive development potentials from them with regard to their own communication competencies. The aim is then to train methods and tools of solution-focused communication. A particular focus here is on the question of which aspects need to be taken into account in computer-mediated communication and how people's communication behavior changes through the use of digital media. Solution Focused Brief Therapy, as advocated by Steve de Shaver and Insoo Kim Berg, is taught as an important theoretical basis. The students also deal with other concepts in the field of conversation, e.g. the concepts of Carl Rogers, non-violent communication according to Marshall B. Rosenberg, transactional analysis by Eric Berne and the basics of positive psychology (including Martin Seligman). In particular, the applicability of the concepts and methods to economic contexts and the discrepancy between a partial lack of empirical foundation on the one hand and the practical importance and application relevance on the other hand will be discussed. In addition, the students will develop an awareness of mental disorders in the workplace and discuss what responsibilities, but also what limits arise for managers when talking to employees with mental illnesses. The students receive an overview of mental disorders that can occur in the workplace, especially affective disorders, anxiety disorders, eating disorders, substance-related addictions (medication, alcohol, nicotine, cannabis, hard drugs, etc.) as well as behavioral addictions (e.g. internet addiction, gambling addiction, sex addiction, shopping addiction, work addiction).		
2	Learning outcomes After completing the module, students have a comprehensive understanding of solution-focused interview techniques and are able to apply them. They are able to critically reflect on theories and methods, discuss their empirical foundation and name the relevance of their application, but also their limitations. Students are able to analyze, evaluate and classify the experience and behavior of customers, colleagues and employees in communication situations. They are able to cope with difficult communication situations and to react confidently		

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	in conflict situations. They can recognize mental illness in the workplace and identify possible solutions.
3	Teaching and learning methods Learning videos are provided on the learning platform for the course units, which explain and deepen the content and illustrate it with examples. In addition, students receive further written and audiovisual study materials for each teaching unit. These materials are supplemented by practical examples, short case studies, exercises and review questions, which help students to monitor their learning progress. Exercises are also provided so that students can apply the methods taught in their own professional environment and reflect on them with their fellow within the framework of supplementary peer group meetings, as well as via the module forums. In addition, students will find recommendations on the learning platform on the order in which the material should be worked on. All contents are didactically prepared in such a way that students can work on them independently in their own time and place.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: the module revisits aspects of the modules “Theories & Methods of Systemic Business Coaching”, “Business & Commercial Mediation” and “Conflict Management in Organizations, at the Workplace & in Teams” 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 5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Negotiation & Consulting | *Verhandlungsmethoden & Unternehmensberatung*

Module code M-SK3	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory for 120 ECTS-version, elective for 90 ECTS-version	Language English/German	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” or “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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Organizational Development | Organisationsentwicklung

Module code M-MGT1	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module "Organizational Development" focuses on providing methods and techniques of organizational development. The international corporate environment is becoming increasingly dynamic, making an understanding of corporate change and how to manage it appropriately a key requirement for future managers. Students as future managers in organizational contexts need to understand how an organization as a whole or parts of it are affected by transformation processes and how to deal with the resulting challenges and consequences in a sustainable way. The module covers theories, concepts, and models from various topics, starting with initiating and planning organizational development. This involves identifying areas for improvement and creating a roadmap for change. Principles of organizational design are also discussed to ensure that an organization's structure, roles, and responsibilities align with its goals and objectives. Change management models provide a framework for managing change effectively, which is particularly relevant given the rapid pace of digital transformation and the new work trends impacting organizations today. Corporate culture and diversity are also examined as critical factors in fostering an inclusive work environment and promoting innovation. Effective leadership is essential for successful change, and the module covers leadership strategies for driving change and motivating others to embrace it. Communication is another critical aspect of change management, and the module provides insights into how to communicate change effectively to different stakeholders. To implement organizational development initiatives successfully, the module explores various instruments and interventions that can be used to bring about change in processes and behaviors. Finally, evaluating change processes is crucial in determining the effectiveness of organizational development initiatives, and the module covers methods for measuring and assessing the impact of change. Overall, the module aims to provide students with a comprehensive understanding of organizational development and how to manage change effectively in today's dynamic corporate environment.		
2	Learning outcomes Students can differentiate organizational development and change management. Students are able to analyze and assess the impact of the digital age and new work for organizations. They are aware of the opportunities and challenges of change, and know how to manage transformation processes. They are able to analyze organizational challenges with the help of current literature and scientific findings. Students can independently develop adequate interventions. They can apply different change management instruments and plan, implement, manage, sustain and evaluate them on different levels.		

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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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: no prior knowledge is required.
5	Combination with other study areas Applicability within the study course: this is a compulsory module for the degree program in Management. It lays the foundation for further in-depth study in the area of leadership, personnel and organizational development in the compulsory module "Leadership" and in the elective module "Business & Commercial Mediation". 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 5/120 or 5/90
8	Literature Students can find references to other current literature on the learning platform.

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Quality Management | *Qualitätsmanagement*

Module code M-ELE12	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content The module “Quality Management” deepens management knowledge by focusing on the details of quality management. Quality management is an important cross-functional corporate process. Students gain insights into processes, their management and optimization and understand the relevance and implementation of quality management. This module covers the main aspects of and interplay between supply chain processes and quality management. Relevant concepts of quality management will be taught, discussed and applied. In addition, the link between quality and logistics management is explained – with a focus on understanding the logistics process as a performance process. The module "Quality Management" covers the following main topics: • Definition and meaning of quality, • Quality management models ISO 9001 and EFQM, • Quality assurance and audit, • Compliance and regulation, • Failure analysis and prevention, • Hazard analysis and critical control point identification, • Statistical process control, • Quality cost evaluation and • Methods to improve process quality such as Kaizen, 5S, DMAIC, PDCA Cycle, Six Sigma, lean management, the introduction of quality functions, Zero Defect program, quality circles, total quality management, and business process reengineering.		
2	Learning outcomes Students know the relationship between logistics or supply chain management and quality management. Students are able to apply quality management to logistical processes. They are aware of the effects of adequate quality management on the success of a company and can apply various models and methods of quality management. The use of real-world cases in class ensures that students are prepared for their future professional context and are able to analyze and evaluate business situations on their own. By dealing with real-life problems, students have further strengthened their applied analytical skills.		

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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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material, as well as recommendations on the order in which it 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: no prior knowledge is required.
5	Combination with other study areas Applicability within the study course: the module "Quality Management" is one of several electives with a focus on the field of logistics. 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 or 5/90
8	Literature Students can find references to other current literature on the learning platform.

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Research & Consulting Project | *Forschungs- & Consultingprojekt*

Module code M-RCP	Semester See curriculum	Duration 1 semester	ECTS credits 10
Course type Compulsory	Language English/German	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 take 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		

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	progress and introduce corrective action if required. Students can prepare and deliver professional 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 help students 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 they 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: "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 Term paper (3,500 to 5,000 words)
7	Weight of the mark in the final grade 10/120 or 10/90
8	Literature Students can find references to supplementary material on the learning platform.

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Strategic Management | *Strategisches Management*

Module code M-SMG	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Compulsory for 90 ECTS version	Language English/German	Intake Ongoing	Workload 150 hours
1	Content Strategic management continuously analyzes, 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. Strategic Management also has to address impact of current challenges like digitization and sustainability on business models. The course covers the practical implications of strategy tools in the real world in detail and provides 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 and business models. 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.		
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 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 able to synthesize conflicting theories, and apply them to real-world-issues.		

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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 innovation, management strategies and leadership within organizations.
5	Combination with other study areas Applicability within the study course: module "Negotiation & Consulting" 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 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Summer School / Winter School | *Summer School / Winter School*

Module code M-ELE14	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Winter term/ summer term	Workload 150 hours
1	Content The module “Summer School” (or “Winter School”) offers students the opportunity to deepen current topics and trends discussed in the fields of management and corporate governance in a scientifically sound manner, to critically reflect on them, and to identify their practical relevance. The aim is to enable students to look beyond the confines of business administration and to enable them to find innovative solutions to the digital and sustainability challenges of the “fourth industrial revolution”. Based on their knowledge of economics and the specific knowledge acquired in elective modules, students should participate in current, cross-disciplinary discourses and develop solutions. A call for papers is issued for each summer school, outlining the topic and presenting opportunities for participation. The participants apply with a short presentation of their input, e.g. in the context of a keynote speech, a case from their own practice or the moderation of a group discussion. The aim is for all participants to play an active role in shaping the program of the summer school. For each summer school, an ISM professor assumes the function of a host, who takes responsibility for the content, develops the agenda and, if necessary, evaluates the submissions. External guests or lecturers working in the field can also be invited to the summer school. Supplementary excursions are possible as well. On the one hand, the chosen topic should have a clear reference to current research topics in order to enable an in-depth and scientifically sound discussion. On the other hand, the topic should be broad enough to address current questions from practice and to provide links to various disciplines, such as those represented in the electives of the master's program in Management. Examples for summer school/winter school topics are: • “Health-related communication in times of a pandemic” • “Talking to COVID-19 deniers – how conspiracy theories are created and how to counter them” • “Surviving a shitstorm: communication in times of crisis” • “Which chances offers big data for empirical social research?” • “AI in education – chances and risks” • “Dialog of the generations – how companies must respond to the mega-trend of demographic change” • “A new type of leader for the work environment 4.0”		

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	The aim of the summer school is to provide students with learning and thinking spaces for their own ideas and interests, where relevant social, economic, or political topics can be discussed, while at the same time referring to scientific discourses and, thus, practicing the application of specific theories, models and methods. Students develop sessions or hands-on projects, based on their own ideas and interests, around an overarching theme where they can try new things and reflect on the economic, social, and sociopolitical implications of the topic in a new way. During this process they will be supported by the lecturers.
2	Learning outcomes Students are able to analyze the ethical, social and societal implications of and extend the economic knowledge they have acquired up to this point. The students are able to apply their specific knowledge to socio-politically relevant topics and represent a well-founded opinion on the basis of scientific results. This trains the ability to anticipate the overall impact of global challenges on the new working worlds and stakeholders from different angles and to develop innovative approaches to solutions. Likewise, future skill requirements are applied and practiced, e.g., social cooperation skills, presenting and facilitating, and working with others. Students learn to apply their knowledge to new problems, to deal in depth with complex, contradictory and ambiguous areas of knowledge and to develop solutions independently.
3	Teaching and learning methods The module consists of two parts. The first part of the module is dedicated to the preparation of the summer school. For this purpose, at least three meetings take place in a virtual classroom (90 minutes each) together with the host. During these meetings the question, objectives and participation possibilities are presented and discussed. Subsequently, the students work independently in virtual small groups. The actual summer school takes place on-site at an ISM campus and comprises a total of 30 teaching units of 45 minutes each, usually from Thursday to Saturday. After completing the summer school, at least one joint final meeting takes place in a virtual classroom to reflect on and evaluate the summer school.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: basic economic knowledge as well as specific knowledge from elective modules are beneficial.
5	Combination with other study areas Applicability within the study course: a maximum of two electives in total can be substituted by attending one Summer/Winter School. Applicability for other study courses: none
6	Type and duration of exam E-portfolio (presentation and active involvement at the summer school)
7	Weight of the mark in the final grade

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	5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Theories & Methods of Systemic Business Coaching | *Theorien & Methoden des systemischen Business-Coachings*

Module code M-ELE8	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content In the module "Theories & Methods of Systemic Business Coaching", students learn to plan, implement, and evaluate coaching consulting and change processes in business contexts. To this end, various models and approaches in change management, organizational consulting and coaching are first introduced and differentiated from one another (including systemic consulting/systemic coaching, organizational development, expert consulting, training, personnel development). Students will receive an in-depth overview of the theoretical foundations, idea of man, attitudes and methods of different coaching traditions and schools. Psychodynamic approaches, cognitive-behavioral coaching, solution-focused coaching, and the person-centered coaching approach are presented, and systemic coaching approaches are introduced as an integration of different traditions and schools. The effectiveness of coaching (including possible side effects) will be discussed based on current practical publications, as well as original empirical studies, and the corresponding impact factors will be analyzed. Based on these fundamentals, change management and coaching instruments are presented and applied. Coaching is understood here as help for self-help, promotion of self-reflection and self-awareness as well as the goal-oriented development of behavioral and evaluation alternatives. Emphasis is also placed on coaching methods and tools from systemically oriented as well as cognitive psychology-based coaching, which has established itself as a method for the personnel development of specialists and managers. The students learn to control and design coaching processes, from the clarification of the assignment and goals to the conclusion and evaluation of the success. The aim is to give students an insight into different coaching tools and methods, and to enable them to try out individual tools in greater depth. The attitude and competencies of coaches and possible problems in the coaching process are also examined, as are different intervention methods. The module also shows the influence of the use of digital media on concerns and processes in coaching. In particular, tools for computer mediated coaching will be presented (e.g. virtual coaching, visualization methods, coaching apps). It will be discussed how digital media change the communication and cooperation behavior of people and what opportunities and risks arise from this.		
2	Learning Outcomes After completing the module, students have a comprehensive understanding of theories and methods of business coaching. They will be able to distinguish between different theoretical approaches and traditions and discuss their relevance for business contexts. The students		

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	are able to name effective factors and are especially able to evaluate and reflect on the theoretical and empirical foundation of coaching methods and the practical relevance of individual approaches, methods and tools from a scientific perspective. Students can explain, control and evaluate human development, change and learning processes. They can evaluate their own competence to act, name their own development potentials and are aware of the limits and risk of interventions.
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 help the students to monitor their learning progress. 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 through, on the learning platform. All contents are didactically prepared in such a way that the students can work on them on their own. In addition, practice assignments will be provided to allow students to apply the methods taught in their own professional settings and to reflect on them with their fellow students during supplemental peer group meetings, as well as via the module forums.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
5	Combination with other study areas Applicability within the study course: modules “Methods of Solution-Focused Communication”, “Conflict Management in Organizations, at the Workplace & in Teams”, “Business & Commercial Mediation” 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 5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Trends in Educational Technology | *Bildungstechnologische Trends*

Module code M-ELE16	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content In the module "Trends in Educational Technology", students deal with digital technologies that influence and change training, qualification and educational processes, especially in the field of academic and vocational education and training (EdTech). In addition to basic concepts and models of technology-supported learning, current scientific and political discourses on the prerequisites for more sustainable and efficient learning and the impact and success factors of digital technologies for educational practice will be addressed. Tools and technologies used in companies and organizations in the field of training and further education, knowledge management and organizational learning, as well as in formal (e.g. university) and informal (e.g. museums, at the workplace) educational settings are presented. Students discuss the evaluation of digital technologies in terms of their impact on learning success and motivation. Based on current practical examples, students learn about the practical implementation of digital learning in companies and educational institutions and gain an overview of the current market. The module focuses on the possibilities and limits of applying artificial intelligence on learning and teaching. Furthermore, future trends in digital learning, e.g., the use of personal voice assistants, communication with chatbots and autonomous agents, blockchain technologies for education or consequences of the Internet of Things are discussed. Based on current articles from scientific journals, the students also deal with further theoretical basics, e.g., on the promotion of self-control in e-learning, on the use of gamification or on motivational factors that foster learning with digital media. The aim is to deepen the students' knowledge of the possibilities and limits of digital media. The module also provides the practical basics learners need to plan, implement and evaluate digital learning environments for adults, and to evaluate and optimize learning media and content with regard to their didactic quality. Students will be enabled to design, develop and implement hybrid learning formats for adults that integrate digital and non-digital methods and tools and fit given learning and development goals.		
2	Learning outcomes Students understand the significance of technological innovations for learning and education in a networked and digitized society. They are able to explain how learning and teaching will fundamentally change through the use of digital technologies and are able to participate in current discourses and take a critical stance. The module enables students to evaluate the suitability of digital innovations for practice and to decide on the use of adequate software and hardware. They can evaluate technological trends considering pedagogical and psychological theories and discuss the possible applications for practice.		
3	Teaching and learning methods		

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	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 help students to monitor their learning progress. In addition, students will find further references to supplementary written and audiovisual learning material on the learning platform as well as recommendations on the order in which it 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: the content of the module is based on the content of the module „Instructional Design & Multimedia Learning“.
5	Combination with other study areas Applicability within the study course: module “Computer-Supported Collaborative Learning” Applicability for other study courses: none
6	Type and duration of exam E-portfolio
7	Weight of the mark in the final grade 5/120 or 5/90
8	Literature Students can find references to supplementary material on the learning platform.

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Value-based Leadership | Wertorientierte Führung

Module code M-ELE19	Semester See curriculum	Duration 1 semester	ECTS credits 5
Course type Elective	Language English/German	Intake Ongoing	Workload 150 hours
1	Content Leadership in times of New Work and VUCA - this is the challenge young managers have to face. This module focuses on the sense, necessity, advantages and possible approaches of value-based leadership. The module is dedicated to concrete leadership practice. Based on the principle that one's own behavior is one of the most efficient leadership tools, this is to be reflected and developed - as one of the greatest potentials of every manager. The module shows what effects value-based leadership can have for the own team, the entire company and, beyond that, for customers and the economic order. In the first step, aspects of one's own attitude are addressed. How can fairness be established, what role does employee orientation play, and what significance do consistency and transparency have in day-to-day business? Based on these questions as well as empirical findings and corresponding scenarios, the module explores the creative scope of a junior manager. The satisfaction, loyalty and commitment of all employees are decisively influenced by leadership behavior and the quality of cooperation. The extensive findings of positive psychology provide a sound basis for this. In the module, we will work out how these "soft" factors can be used and implemented in a way that is relevant to results. Placing people at the center of value-based leadership requires a high degree of consistency. With the help of scenarios and case studies, it becomes obvious how clearly defined responsibilities and roles can be used as factors for higher productivity. Especially in a volatile world with its higher degree of complexity and uncertainty, the own and stable value foundation offers the prerequisite to escape e.g. the agility trap. The module supports students to gain orientation for their own economic actions and to pass it on to others. Sense is currently the highest currency in the realm of motivation. In particular, current professional discourses are addressed that define purpose goals (creating social and ecological added value) as an important part of a company's purpose in addition to profit goals (creating economic added value). The students get to know the sense or value orientation (corporate purpose) of a company as a component of the corporate identity. They discuss what consequences this has for leadership and management, and how the integration of diverse and plural value attitudes can create corporate added value and innovation. Under the heading CSR (Corporate Social Responsibility), the role of a company in society is presented, as well as the consequences that arise from this responsibility for managers and the entire organization.		

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	The module value-based leadership contributes to answering the question of how globalization, digitalization and economic upheavals can be responsibly shaped for each participant. It shows that value-based leadership is not only particularly relevant in the areas of personnel recruitment and development, but that the entrepreneurial approach of responsible use of resources is also a contribution to the common good.
2	Learning outcomes Building on existing economic knowledge, students learn about models and theories of business ethics, positive psychology and business psychology. Due to the practical orientation of the module, they engage intensively with the methods and their application. Students understand that their own ability to self-reflect is essential and further develop this. Through the methods learned, they are able to critically reflect on their own behavior and thereby develop personally. Students are aware of how this in turn affects their work behavior and thus the organization as a whole. After completing the module, students understand that value-based leadership also influences a company's approach to social responsibility.
3	Teaching and learning methods For the course 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. Some exercises and case studies focus on self-reflection of the students. Additionally, students will find further references to supplementary written and audiovisual learning, as well as recommendations on how to ideally go through the learning material. All contents are didactically prepared in such a way that the students can work through them on their own.
4	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Modules „Conflict Management in Organizations, at the Workplace & in Teams“ as well as „Leadership“.
5	Combination with other study areas Applicability within the study course: The content deepens the competencies acquired in the compulsory module "Leadership". Applicability for other study courses: none
6	Type and duration of exam E-Portfolio
7	Weight of the mark in the final grade 5/120 or 5/120

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8	Literature Students can find references to supplementary material in the learning platform.
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