



Module Manual

# Management M.Sc.

Master of Science

(Version 03)

Faculty of Management, Economics and Society

valid from: winter semester 2025/26

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**Abbreviations:**

CP credit points

ECTS European Credit Transfer System



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## Introduction

The “Management” (M.Sc.) master’s degree program includes compulsory modules of 43 ECTS. These are four foundational modules at the beginning of the program and the master thesis towards the end of the program. 22 creFurther there is an extensive elective part consisting of 55 ECTS.

The course plan recommends completing the “Advanced Theories of Management” module at the beginning of the course. This module serves as a common scientific orientation. The “Leadership Transformation” module should also be completed at the beginning of the course. It serves to promote a special perspective that the master programs at the Faculty of Business, Economics and Society promotes. In the first year of study, two compulsory modules in advanced quantitative and qualitative methods should also be completed.

The middle of the program is characterized by modules in the elective and compulsory elective areas. The electives are organized into five distinct module groups: Strategic Management, Organizational Management, Leadership Transformation, Family Business, and Methods Electives.

By choosing the modules in the elective area, students not only set their own priorities on certain topics, but also find out whether they are more interested in the practice-oriented or the research-oriented track. In the practice track, they will do the Practice Project module and place less emphasis on research methods electives. In the research track they will complete the Research project module as well as some Methods Electives.

The Master’s thesis in the last part of the course and involves working on a scientific question, regardless of whether the focus is on practice or science. Students develop and work on their own topic, supported by their supervisor.

The Studium Fundamentale as an elective area with 12 ECTS is completed in parallel throughout the course.

February 2025

Univ.-Prof. Dr. Guido Möllering  
Study programme responsibility



## Model curricula

### Full-time course plan

Study semester	Module no.	Title of module/ <i>field</i>	ECTS
1 <sup>st</sup> semester	MM-PLT-2501	Perspectives on Leadership & Transformation	5
	MM-PTM-2501	Advanced Theories of Management	5
	MM-PMe-2501	Advanced Quantitative Methods	5
		<i>Elective modules or studium fundamentale</i>	15
	<b>subtotal</b>		<b>30</b>
2 <sup>nd</sup> semester	MM-PMe-2502	Advanced Qualitative Methods	5
		<i>Elective modules or studium fundamentale</i>	25
	<b>subtotal</b>		<b>30</b>
3 <sup>rd</sup> semester		<i>Project Module (compulsory elective)</i>	10
		<i>Elective modules or studium fundamentale</i>	20
	<b>subtotal</b>		<b>30</b>
4 <sup>th</sup> semester	MM-PMT-2501	Master's Thesis Management	23
		<i>Elective modules and studium fundamentale</i>	7
	<b>subtotal</b>		<b>30</b>
<b>total</b>			<b>120</b>



## Part-time course plan

Study semester	Module no.	Title of module/ <i>field</i>	ECTS
1 <sup>st</sup> semester	MM-PLT-2501	Perspectives on Leadership & Transformation	5
	MM-PTM-2501	Advanced Theories of Management	5
	MM-PMe-2501	Advanced Quantitative Methods	5
		<i>Elective modules or studium fundamentale</i>	5
	<b>subtotal</b>		<b>20</b>
2 <sup>nd</sup> semester	MM-PMe-2502	Advanced Qualitative Methods	5
		<i>Elective modules or studium fundamentale</i>	15
	<b>subtotal</b>		<b>20</b>
3 <sup>rd</sup> semester		<i>Elective modules or studium fundamentale</i>	17
	<b>subtotal</b>		<b>17</b>
4 <sup>th</sup> semester		<i>Elective modules or studium fundamentale</i>	20
	<b>subtotal</b>		<b>20</b>
5 <sup>th</sup> semester		<i>Project Module (compulsory elective)</i>	10
		<i>Elective modules or studium fundamentale</i>	10
	<b>subtotal</b>		<b>20</b>
6 <sup>th</sup> semester	MM-PMT-2501	Master's Thesis Management	23
	<b>subtotal</b>		<b>23</b>
<b>total</b>			<b>120</b>



# Compulsory Modules

# Theories of Management

<b>MM-PTM-2501</b>	<b>Advanced Theories of Management</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Hendrik Wilhelm	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

### Short description

Managers rely on implicit theories to guide their day-to-day decision-making, for example, on how to implement a sustainability program. Because these theories often result from personal experiences, they draw on limited and biased data. To provide you with a systematic foundation on how to address problems in management, this seminar introduces you to major classic and contemporary management theories covering a broad spectrum of organizational phenomena. To achieve this goal, the seminar blends conceptual input, student presentations on case studies showcasing the application of each theory, and cutting-edge research advancing theories of management.

### Courses (module elements)

Seminar

### Methodic implementation

Seminar (readings, discussion); Team case study presentation

### Admission requirements

Successful participation in the modules:

- Independent Study in Management (MM-WF-2501)

### Learning objectives, competences

Upon completion of this module, students will be able to:

- describe the theoretical foundations of management, explain why there are several competing theories of management, distinguish between a range of approaches and their contributions to understanding management issues,
- evaluate which approaches are appropriate for making sense of different management issues, draw on appropriate analytical tools to describe, evaluate and address management challenges, anticipate and manage areas of potential conflict in organizations based on theoretical insights,
- show how organizations interact with society and how they link people within and between them, act competently as managers, take a critical stance towards simplistic management recipes and management fashions,
- discuss clearly and competently with experts in management theory, communicate management issues to colleagues and business partners, facilitate management processes related to organizational structure, culture, design and development, mobilize different perspectives on management issues.

### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Portfolio examination: Team case study presentation (30% final grade), 24h Term Paper (70% final grade)
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**Weight of grade for final grade:** According to general examination regulations, proportionate to ECTS

**Teaching language:**  German  English

**Use of the module in other programs & curricular integration:** No module applicability in other study programs

#### Learning material, literature

- Casciaro, T., Lobo, M. S., Wilhelm, H., Wittland, M. (2022). The Way We Make Each Other Feel: Relational Affect and Joint Task Performance. *Academy of Management Discoveries*, 8(1): 15-35.



# Leadership & Transformation

<b>MM-PLT-2501</b>	<b>Perspectives on Leadership &amp; Transformation</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Guido Möllering, Prof. Dr. Joachim Zweynert	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>The terms “Leadership” and “Transformation” are used in a variety of academic and practical contexts, with various specific meanings, from micro to macro levels of analysis, denoting complex processes and practices, and commonly characterized as crucial for addressing the grand challenges of our time.</p> <p>This interdisciplinary module gives an overview of various perspectives on “Leadership and Transformation”, introducing state-of-the-art research on each concept as well as on their interplay. The module is compulsory for Management and PPE students and co-taught by instructors from different departments, thus creating opportunities for the multi-perspective learning approach that the two master programs are designed to foster.</p> <p>Broadly, “Leadership” has been studied, for example, in the context of teams, organizations, parties, movements, governments and social networks. “Transformation” has been a notion applied to fundamental changes from individuals to whole societies and global systems as well as technological infrastructure. It is a core aim of this module to identify the shared meaning of various perspectives on leadership and transformation, whilst also developing a sensitivity for specific meanings. Another core aim of this module is to investigate how leadership and transformation are interrelated.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Seminar with three parts and input from (1) multidisciplinary instructors, (2) experienced practitioners and (3) students’ own research on a real-life case. Readings, in-class discussions, group work, short presentations, guest lectures, possible excursions.		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
Having completed this module, students will be able to articulate the shared meaning as well as context-specific meanings of the terms “Leadership” and “Transformation”. They appreciate and are able to explain how inter- and multidisciplinary research enhances the overall understanding of these terms and their interplay. They will have demonstrated an ability to develop their own questions and answers in relation to real-life examples. They have enhanced their skills in working in teams, contributing to a learning community where different perspectives are seen as valuable and where critical thinking enhances the applicability of new insights in practice.		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Term Paper (20 pages)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	



<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Compulsory module in Philosophy, Politics and Economics M.A. Passing is required for participation in the modules: Digital Transformation in Business; Institutions and Institutional Change; Leadership in Organizations; Leading Organizational Culture Change; The Political Economy of Global Transformations; Transformation in Practice: The Ruhr Area	

**Learning material, literature**

For example:

- Dugan, J.P. (2024) Leadership Theory: Cultivating Critical Perspectives, 2nd Edition, Jossey-Bass
- Letmathe, P. et al. (2024) Transformation Towards Sustainability: A Novel Interdisciplinary Framework from RWTH Aachen University, Springer



# Advanced Methods - Compulsory

<b>MM-PMe-2501</b> <i>Research track</i>	<b>Advanced Quantitative Methods</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Lukas Stötzer	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

#### Short description

The course teaches students statistics for practical data analysis. There is one lecture in statistics and one in data analysis, which are accompanied by exercises and tutorials. In the statistics lecture, students are given an overview of important introductory concepts and statistical procedures, from data collection, descriptive statistics, probability theory, inferential statistics, estimation, hypothesis testing, to bivariate and multivariate regression analysis. The data analysis lecture illustrates in a practical way how these methods can be implemented in R. – Students learn data management, descriptive statistics, probability theory, random variables and their distributions, estimation and test hypotheses, visualization – implementing simple and multiple regression methods in R – interpreting results and performing analysis.

#### Courses (module elements)

Seminar (with an optional tutorial)

#### Methodic implementation

Seminar-based teaching with integrated exercise unit and R software exercises in the data analysis lecture.

#### Admission requirements

Successful participation in the modules:

- Independent Study in Management (MM-WF-2501)

#### Learning objectives, competences

The main objectives of this course are to develop sound critical judgment about quantitative studies in the social sciences, interpret quantitative analyses in published work, understand key methods of statistical analysis and apply them to answer social science research questions. To this end, students learn the necessary skills to carry out data analyses with R.

**Extending and Consolidating Knowledge:** Students are able to describe problems in the social and economic sciences, describe and model problems. They are familiar with the basic methods of descriptive statistics, probability theory, inferential statistics and regression analysis and are able to select appropriate methods. Students are able to apply central procedures of data analysis. They are able to understand analyses carried out by other researchers and interpret their results. At the same time, students learn an introduction to the programming language R.

**Instrumental Competences:** Students are able to formalize real-world problems into research questions and answer them using statistical methods.

**Systemic Competences:** Students can use descriptive, inferential and regression analysis to assess problems in the social and economic sciences.

**Communicative Competences:** Students are able to independently analyze collected data and process and communicate the results to a broad audience. In particular, they can check the validity of analyses that have already been carried out and the results presented and question them discursively.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Portfolio examination: Written exam (60 min) and four case studies to be submitted during the semester
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<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
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<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
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<b>Use of the module in other programs &amp; curricular integration:</b>	Compulsory module in Philosophy, Politics and Economics M.A.
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**Learning material, literature**

Statistics – Anderson D. R., Sweeney D. J., Williams T. A., Camm J. D., Cochran J. J., Fry M. J. and Ohlmann J. W., (2020), Statistics for Business and Economics, 14 th ed., Cengage Learning, Inc.

– Olt L. and Longnecker M., (2015), "An introduction to Statistical methods and Data Analysis", 5th ed. Duxbury Press, Pacific Grove.

– Newbold P., Carlson W. L, Thorne B., (2013), Statistics for Business and economics, 8th ed., Pearson Education Limited.

Fundamentals of probability theory and statistics:

– Bain, L.J., Engelhardt, M. (1992): Introduction to Probability and Statistics, Duxbury Press, Pacific Grove.

– Montgomery, D.C. and Runger, G.C. (2007): Applied Statistics and Probability for Engineers, 4th ed., Wiley, New York

Fundamentals of R:

– Dalgaard, P. (2008): Introductory Statistics with R, 2nd edition Springer, New York



<b>MM-PMe-2502</b> <i>Research track</i>	<b>Advanced Qualitative Methods</b>	
<b>Module supervisor/s:</b>	Vice Dean for Student Affairs	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/2 <sup>nd</sup> semester	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term
<b>Short description</b>		
<p>In this module, you will take on the role of an independent researcher, formulating and investigating your own research question using qualitative research methods. You will apply a variety of comprehensive qualitative techniques to conduct an in-depth analysis of your chosen topic. Your findings will be presented through both an oral presentation and a research paper. The seminars will provide step-by-step guidance through different qualitative methodologies and data collecting methods, ensuring that you are equipped to design, develop, and refine your own qualitative research study.</p>		
<b>Courses (module elements)</b>		
Seminar (with an optional tutorial)		
<b>Methodic implementation</b>		
Interactive seminars with discussions, lectures, and group work		
<b>Admission requirements</b>		
Successful participation in the modules:		
<ul style="list-style-type: none"> <li>- Independent Study in Management (MM-WF-2501)</li> </ul>		
<b>Learning objectives, competences</b>		
<p>By the end of the module, you will have conducted a comprehensive qualitative research study on a topic of your choice. Throughout the course, you will gain the following competences: Developing a Qualitative Study Design: You will learn to formulate a sound research question and develop a qualitative study design that supports the research question, while identifying the most appropriate qualitative research approach to address your research question.</p> <p>Collecting and Analyzing Qualitative Data: You will acquire skills in using qualitative research instruments and methods to gather data and will develop the ability to analyze your findings systematically, leading to well-founded conclusions.</p> <p>Presenting Research and Reporting Results: You will gain expertise in presenting your research design and effectively communicating the outcomes of your data analysis through comprehensive reporting.</p>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Portfolio examination: Term Paper (15 pages) and individual presentation (15 minutes)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English



**Use of the module in other programs & curricular integration:**

- Compulsory module in Philosophy, Politics and Economics M.A.
- Compulsory module in Management M.Sc

**Learning material, literature**

Savin-Baden, M., & Major, C. H. (2013). *Qualitative Research: The essential guide to theory and practice*. Routledge

In addition, a comprehensive e-reader is provided at the beginning of the course.



# Master's Thesis



**Weight of grade for final grade:** According to general examination regulations, proportionate to ECTS

**Teaching language:**  German  English

**Use of the module in other programs & curricular integration:** No module applicability in other study programs

**Learning material, literature**

Huff, A. S. (2008). Designing research for publication. Sage.



# **Compulsory Elective Modules**

# Project Module



**Learning material, literature**

Ungureanu, P., Bertolotti, F., From Gaps to Tangles: A Relational Framework for the Future of the Theory-Practice Debate. *Futures* 2020, doi: 10.1016/j.futures.2020.102532

**Other information**

If the module consists of an internship in the respective semester, 240 hours of internship must be completed in the respective company, NGO or similar. 16 hours of contact time are planned for the seminar. 44 hours of self-study are planned for the preparation of the internship report (20 pages).



<b>MM-WPP-2502</b> <i>Research track</i>	<b>Research Project Management</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Thomas Clauß	
<b>Credits:</b>	10	
<b>Workload:</b>	contact hours: 60 h	self study: 240 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i> (Full-time course plan) 5. Semester/ <i>5<sup>th</sup> semester</i> (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

### Short description

Geared toward those who consider pursue a PhD, this module enables students to develop the foundational competencies needed for conducting rigorous research projects across diverse topics. Students will work on a ongoing research project. It provides an immersive introduction to the full cycle of academic research, from conceptualizing a research question to interpreting findings and presenting conclusions. Emphasizing both methodological rigor and critical thinking, the course allows students to design and execute their own research projects within a structured framework that encourages exploration, creativity, and scholarly depth. Throughout the semester, students are challenged to refine their research questions, select appropriate methodologies, and engage critically with data, fostering a research approach that is both systematic and reflective. The module also emphasizes the importance of academic discourse, equipping students with the skills to effectively communicate their findings in written and oral formats. Designed for flexibility, the Research Project module accommodates diverse topics and research designs, empowering students to tailor their projects according to their specific academic interests or practical applications in relevant fields. This module comprises seminars and individual consultations. Throughout the semester, students engage in critical discussions, project planning sessions, and data analysis workshops, receiving guidance tailored to their research topics. Elements include:

- Research Problem identification and formulation
- Research design and method selection
- Qualitative and quantitative methods
- Literature stream identification and review

### Courses (module elements)

Seminar

### Methodic implementation

The module uses a combination of lectures, interactive group discussions, and independent research activities. Students will actively participate in formulating research questions, designing study methodologies, interpreting data and communicating their findings. Structured feedback sessions support the iterative improvement of each research phase, while periodic group presentations provide peer learning opportunities.

### Admission requirements

none



### Learning objectives, competences

After completing this course, students:

- formulate research questions and independently conduct the entire research process, from data collection to analysis and interpretation.
- select and apply suitable research methods to address complex research questions effectively.
- utilize analytical tools proficiently and critically evaluate empirical findings.
- structure and present research findings in well-organized, academically rigorous written formats

Work effectively both independently and collaboratively, demonstrating preparedness for the academic and collaborative demands of a PhD program.

### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Portfolio examination: Term paper (20 pages) and presentation
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

### Learning material, literature

Core readings will be provided, with additional literature recommended based on each student's research focus.



# Studium fundamentale

<b>MM-STU-2501</b>	<b>Studium fundamentale (Master)</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Claus Volkenandt	
<b>Credits:</b>	12	
<b>Workload:</b>	contact hours: 60 h	self study: 300 h
<b>In semester:</b>	each semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

### Short description

The Studium fundamentale programme is structurally multi-perspective and transdisciplinary. Each semester, you can choose from a portfolio of courses on various areas of expertise and topics. The courses usually take place on a Thursday and are attended by students from all programmes at Witten/Herdecke University. Each semester, you can choose from a portfolio of courses on the following topics: self and personal development, Reflection Space Science, Art as a Resource and Critical Contemporaneity. The Studium fundamentale offers you exemplary insights into various forms of theory, practices and possibilities of experience in varying degrees of proximity and distance to your own subject. Stimulating personal development (personality development) is a cross-cutting objective of the Studium fundamentale.

### Courses (module elements)

As part of the Studium fundamentale, seminars and other event formats from various subject areas are offered in different subject areas, for example for the acquisition of reflective, artistic, communicative and other competences. The range of events is organised each semester by the WittenLab. Zukunftslabor Studium fundamentale in collaboration with the faculties. The pool of lecturers includes all lecturers and all lecturers at the UW/H. The current courses can be found at <https://meine-uwh.de/seminare> and in the UWE campus management system.

### Methodic implementation

Depending on the content of the seminar, different methods are used (e.g. case study, group discussions, excursions, digital formats, blended learning, etc.)

### Admission requirements

none

### Learning objectives, competences

The interdisciplinary Studium fundamentale offers you, together with students from all disciplines represented at the university (approx. 50 courses per semester) to reflect on ways of thinking in your own subject and to familiarise yourself with ways of thinking in other academic disciplines as well as forms of artistic practice. In the Studium fundamentale, you can improve your ability to reflect, communicate and organise, develop artistic, political and social commitment, practise changing perspectives, make contacts and experience personal and professional stimuli to further develop your academic and personal profile across disciplinary boundaries.

### Precondition for award of credits

Active participation in the modules and passing the exam (however, the exam is not graded)

### Exam form:

All forms of examination provided for in the study and examination regulations: The number of examinations depends on the courses you have chosen. The courses are each credited with two, three or four CP (according to the corresponding workload). There is one examination per course. This means that you can take between three and six examinations.



**Weight of grade for final grade:** According to general examination regulations, proportionate to ECTS

**Teaching language:**  German  English

**Use of the module in other programs & curricular integration:** Students of all Master's degree programs at UW/H can participate in the Stufu seminars.

#### Learning material, literature

Depending on the event.

#### Other information

Students in a Master's degree program can only select modules that are explicitly marked as Master's seminars. This can be recognized by the fact that they are marked with the abbreviation "S-MA" in UWE. The filter "Stufu for Master S-MA" can be set at <https://meine-uwh.de/seminare>.



# Elective Modules

# Module group “Strategic Management”



Teaching language:  German  English

Use of the module in other programs & curricular integration: No module applicability in other study programs

#### Learning material, literature

Deresky, H. & Miller, St. (2023): International Management: Managing Across Borders and Cultures, Text and Cases, 10th Edition, Harlow: Pearson.



<b>MM-WSM-2502</b>	<b>Strategic Brand Management</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Michael Steiner	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/2 <sup>nd</sup> semester (Full-time course plan) 4. Semester/4 <sup>th</sup> semester (Part-time course plan)	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term
<b>Short description</b>		

In a world where consumers are flooded daily with countless product choices, brand messages, and media stimuli, standing out has never been more challenging—or more crucial. Brands are becoming the most valuable asset for many companies. They guide consumer choice and drive strategic growth. The modern marketplace's information overload complicates the journey of building and sustaining strong brands. Why is mastering brand management essential? Strong brands do more than just capture attention—they reduce perceived risks for customers, cultivate a sense of belonging within communities, and simplify decision-making in both B2C and B2B contexts. They are instrumental in lowering search costs for consumers and serve as a launchpad for companies to expand into new product categories and global markets successfully. Students will discuss the following topics:

- What constitutes a brand?
- Why are brands so important? How do brands influence consumers' decision making in B2B and B2C markets? What is their influence on the 4Ps of marketing?
- What is brand equity? What are common characteristics/dimensions to describe consumers perceptions of brands?
- How can companies manage brands? How can they assess the current state of the brand and derive branding strategies (e.g. reinforcement or repositioning strategies) from that data?
- How should companies position their brands?
- How can companies manage multiple brands? What brand architecture should they use in a specific competitive environment?
- How can corporate brands be managed? What is the difference when managing product brands and corporate brands?
- Managers can use multiple brands at different hierarchy levels when marketing their products (e.g. the corporate brand, the umbrella brand, the product brand, and a modifier). When should companies use which brand type?
- How should companies develop brand elements (e.g. brand names, logos etc.) to effectively differentiate from competition?
- What are the effects (chances and risks) of brand extensions?
- Most newly introduced products are brand extensions. How can managers support the success of brand extensions?
- Brand extensions may also influence the image of the parent brand. When should managers expect positive or negative feedback effects?
- When should managers engage in brand alliances? How should they select a partnering firm/brand?



- How can managers measure brand equity (short-term brand equity and long-term equity)? Are these measures actionable? When should companies use/not use these measures?

Join this lecture to uncover what makes brands powerful, enduring, and beloved in the eyes of consumers.

### Courses (module elements)

Seminar

### Methodic implementation

The lecture is based on books and scientific papers that shed light on the latest research findings in brand management. Case studies from diverse industries will provide practical insights, allowing students to apply theoretical concepts to real-world challenges.

### Admission requirements

none

### Learning objectives, competences

By the end of this lecture, students will have developed a deep understanding of brand management's multi-faceted nature. They'll be equipped to critically analyze and evaluate branding strategies, able to propose own strategies to build strong brands. After participating successfully in this lecture, students should be able to:

- know relevant tools that can be used to manage brands and measure brand equity
- be able to describe real world brand strategies and be able to justify reasons for this choice
- understand and give examples for different branding strategies and brand architectures
- Evaluate different branding strategies based on the competitive environment,
- Recommend and justify a branding strategy that is likely to increase brand value and firm's long-term revenue,
- Recommend actions to increase the success of brand elements and brand extensions,
- Evaluate the applicability of different approaches to measure current and predict future brand equity

### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Written Exam (120 min.)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

### Learning material, literature

Keller, K.; Swaminathan, V. (2019) Strategic Brand Management: Building, Measuring, and Managing Brand Equity, global Edition, Pearson, Harlow. Additional journal papers presented during the lecture.



<b>MM-WSM-2503</b>	<b>Strategic Corporate Social Responsibility</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Guido Möllering	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i>	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>Corporate Social Responsibility (CSR) has become a broad subject encompassing a range of topics from ownership, profit, stakeholder relationships and accountability, to sustainability and the general role of business in society. The seminar reviews the origins of the CSR debate, its theoretical underpinnings, driving forces, implicit tensions, various practical manifestations and, in particular, its strategic implications. Special attention is given to the question of how CSR becomes 'strategic' in the first place and how businesses collaborate with stakeholders in various forms of partnerships and initiatives. Students work on case studies that illustrate and expand their understanding of CSR-shaped strategies as a matter of sustainable value creation within organizations and organizational networks and fields.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Contact hours 30h in seminar and preparatory meetings, in-class discussions, guest lectures, group work; Self-study 45h for preparation of readings and exercises; Guided individual term paper project 75h.		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
Having completed this module		
<ul style="list-style-type: none"> <li>- students will be able to describe key concepts, drivers and implications of CSR, explain the link between CSR and sustainable strategic management, and distinguish among a range of forms and modes of implementing CSR.</li> <li>- students will be able to assess which CSR approaches are suited for different conditions, draw on appropriate analytical tools for handling CSR, and anticipate areas of potential collaboration as well as conflict around CSR and sustainability.</li> <li>- students will be able to assess the societal embeddedness of strategic management, act upon their own social responsibility as managers, and take a critical stance on firms' current CSR policies.</li> <li>- students will be able to discuss clearly and competently with CSR experts, communicate CSR issues to colleagues and business partners, and demonstrate CSR awareness in interaction with others.</li> </ul>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Term Paper (20 pages)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English



Use of the module in other programs & curricular integration: Elective module in Philosophy, Politics and Economics M.A.

#### Learning material, literature

- Chandler, D. (2022) Strategic Corporate Social Responsibility: Sustainable Value Creation, 6th Edition. London: Sage.
- Rasche, A. Morsing, M., & Moon, J. (Eds.) (2017) Corporate Social Responsibility: Strategy, Communication, Governance. Cambridge: Cambridge University Press.



# Module group “Organizational Management”



<b>MM-WIM-2502</b>	<b>Business Model Innovation: Theory and Practical Application</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Thomas Clauß	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester (Full-time course plan) 3. Semester/3 <sup>rd</sup> semester (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

### Short description

In today's rapidly changing business landscape, established companies must continually adapt their business models to remain competitive. Critical changes in incumbent firms with high value and interest, such as digital transformation and sustainability, involve business model innovation. This course offers a comprehensive exploration of business model innovation tailored specifically to incumbent firms seeking those transformations. This course adopts a holistic perspective that leverages management theory and hands-on group work to provide students with knowledge about the concept and its sub-dimensions. It further bridges the connections between business models and strategy, equipping students with the critical tools and frameworks to analyze, refine, and innovate business models. Through real cases in collaborative group work, students will develop actionable insights into addressing organizational challenges, managing change, and driving innovation in business models.

### Courses (module elements)

Seminar

### Methodic implementation

Team case study presentations

The course is divided into a theoretical part through seminars and a practical part involving student participation based on the business model canvas and analogies. It offers hands-on experience in identifying, evaluating, and proposing solutions to business model innovation and selling ideas through final presentations in a pitch format.

### Admission requirements

none

### Learning objectives, competences

**Extending and Consolidating Knowledge:** The students will be able to understand and reflect on the business model concept, distinguish it from strategy, and evaluate and manage the sub-dimensions of business models.

**Instrumental Competences:** The students will be able to deploy adequate management approaches and tools to evaluate companies' business models and to propose solutions by developing business model innovations.

**Systemic Competences:** The students will be able to assess organizational changes' impacts, challenges, and benefits through a strategic lens and recognize the meaning of cultures and dominant paradigms within organizations.

**Communicative Competences:** The students will be able to discuss and represent the business model, present and defend changes in the business models, and how to sell their ideas.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Term Paper (20 pages)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

**Learning material, literature**

– Ganz, S. C. (2024). Conflict, Chaos, and the Art of Institutional Design. *Organization Science*, 35(1): 138–158.



<b>MM-WIM-2503</b>	<b>Ethical Issues in Organizations</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Guido Möllering	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/ <i>2<sup>nd</sup> semester</i> (Full-time course plan) 4. Semester/ <i>4<sup>th</sup> semester</i> (Part-time course plan)	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

#### Short description

Complementing the study of business ethics and corporate responsibility at large, this module focuses on ethical issues occurring within organizations and emphasizes the students' own ethical awareness and personal development. Ethical issues are conceptualized at different interconnected levels: individual, interpersonal, group, organization and society. We cover ethical aspects of decision making, communication, leadership, organizational culture and stakeholder relationships. Students learn how to identify and deal with ethical challenges in organizations. They work on a term paper project tracing a real-life ethical issue in an organization and develop their moral standpoint as well as ethical management skills.

#### Courses (module elements)

Seminar

#### Methodic implementation

Contact hours 30h in seminar and preparatory meetings, in-class discussions, guest lectures, group work; Self-study 45h for preparation of readings and exercises; Guided term paper project 75h with individual and group work.

#### Admission requirements

none

#### Learning objectives, competences

Having completed this module

- students will be able to describe the foundations of key ethical issues in organizations, explain why ethics is about dealing with dilemmas, and distinguish among a range of forms and modes of evaluating ethics in organizational contexts
- students will be able to assess which approaches are suited for addressing different ethical issues in organizations, draw on appropriate analytical tools for describing and evaluating ethical issues in organizations, anticipate and handle areas of potential conflict in organization which stem from ethical dilemmas
- students will be able to assess ethics within organizations in the light of larger societal ethics as well as personal development of the individual, act upon their own responsibility as promoters of ethical behavior in organizations, take a critical stance on firms' current practices relating to organizational ethics
- students will be able to discuss clearly and competently with experts on organizational ethics, communicate issues around organizational ethics to colleagues and business partners, facilitate processes of dealing with ethical issues occurring in organizations, express their own moral standpoint.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Term Paper (20 pages)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.

**Learning material, literature**

Johnson, C.E. (2025): Organizational Ethics: A Practical Approach (6th ed.) London: Sage.



<b>MM-WIM-2504</b>	<b>Crisis management, restructuring and reorganisation</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Tom A. Rösen	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>(Diese Lehrveranstaltung wird auf Deutsch angeboten/ This course is offered in German).The course will present the key steps for restructuring and reorganizing family businesses. After a brief introduction to crisis management, the focus will be on the following topics, among others:</p> <ul style="list-style-type: none"> <li>- Theoretical approaches to explaining crises and conflicts in family businesses,</li> <li>- Knowledge of the main causes of insolvency and approaches to avoiding them,</li> <li>- Financial and operational reengineering measures,</li> <li>- Design of internal information systems and Creation and implementation of restructuring concepts.</li> </ul> <p>Students should learn to understand the special features of family businesses and to assess the associated risks. On the basis of this knowledge, students should acquire methodological competence in crisis management and be enabled to develop their own restructuring and reorganization concepts.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Seminar, case study exercise		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
Upon successful completion of this course, students will		
<ul style="list-style-type: none"> <li>- gain fundamental knowledge of restructuring and reorganization processes in family businesses</li> <li>- develop and apply restructuring concepts in crisis scenarios through case studies and group work</li> <li>- enhance teamwork and communication skills while learning from industry experts in consulting, and family business</li> </ul>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Oral examination (approx. 20 min)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input checked="" type="checkbox"/> German	<input type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs	



**Learning material, literature**

- Kraus, K.-J., Knecht, T. C. (2011): Vorgehen und Methodik bei Restrukturierungs- und Sanierungssituationen.
- In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 167 – 206.
- Berlin: Erich Schmid Verlag Reeh, D. (2011): Forderungen und Anforderungen an die Fremdkapitalgeber bei einer Sanierung; In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 210 – 225.
- Berlin: Erich Schmid Verlag Rüsen, T. A. (2011): Familienunternehmen in überlebenskritischen Situationen. In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 63
- 101. Berlin: Erich Schmid Verlag Rüsen, T. A. (2011): Einblicke in die Betriebswirtschaftliche Krisenforschung. – In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 103 – 122.
- Berlin: Erich Schmid Verlag Rüsen, T. A. (2011): Paralleles Krisenmanagement in Unternehmen und Familie.
- In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 209 – 226.
- Berlin: Erich Schmid Verlag Schlippe, A. v. (2011): Besonderheiten von Familienunternehmen und Unternehmerfamilien.
- In: Rüsen, T. A.: (Hrsg.) Familienunternehmen erfolgreich sanieren, S. 19
- 42. Berlin: Erich Schmid Verlag

**Other information**

This course is offered in German.



# Module group “Leadership & Transformation”

<b>MM-WLT-2501</b>	<b>Leading Organizational Culture Change</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Hendrik Wilhelm	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/2 <sup>nd</sup> semester (Full-time course plan) 4. Semester/4 <sup>th</sup> semester (Part-time course plan)	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

#### Short description

Leaders of organizations seeking operative or strategic transformation such as the introduction of artificial intelligence or the implementation of DEI initiatives will face challenges related to organizational culture and change management. In this seminar we will uncover what makes these two phenomena so important, interconnected and troublesome for managers. We will critically evaluate the notion of organizational culture and its implications for management. To do so, we uncover mechanisms of culture emergence and transmission and explore how researchers capture organizational culture. Building on these insights, we connect culture to organizational change. We will discuss different approaches in change management, and critically discuss managers push towards cultural change.

#### Courses (module elements)

Seminar

#### Methodic implementation

This is a seminar combines seminar sessions (30 hrs), independent reading (90 hrs), and the team-based preparation and presentation of a business case study (30 hrs).

#### Admission requirements

Successful participation in the modules:

- Perspectives on Leadership & Transformation (MM-PLT-2501)

#### Learning objectives, competences

Upon completion of this course, students will be able to:

- describe key concepts of organizational culture and change management,
- explain how organizational culture emerges, and how it shapes behavior,
- explain leaders' impact on organizational culture,
- distinguish among a range of forms and modes of implementing organizational change,
- evaluate current AI-based technology to capture organizational culture,
- critically assess business cases related to organizational culture and change,
- present, moderate, and defend a business case analysis using theory,
- anticipate common problems in organizational change when culture is affected,
- Communicate competently with culture and change experts



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

**Exam form:** Portfolio examination: Group presentation (60 minutes) and term paper.

**Weight of grade for final grade:** According to general examination regulations, proportionate to ECTS

**Teaching language:**  German  English

**Use of the module in other programs & curricular integration:** Elective module in Philosophy, Politics and Economics M.A.

**Learning material, literature**

- Schein, E. & Schein, P. (2017): Organizational Culture and Leadership, 5th edition, Hoboken: Wiley.
- Burnes, B. (2017): Managing Change, 7th edition, Harlow: Pearson.



<b>MM-WLT-2502</b>	<b>Digital Transformation in Business</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Thomas Clauß	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i>	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

#### Short description

Digital transformation is an important task for many incumbent firms nowadays. New technologies such as blockchain, AI, additive manufacturing etc. provide new opportunities but also challenge traditional business concepts. Digitalization efforts align technological and managerial perspectives in order to be successfully implemented. Therefore, using a mix of managerial theory and case analysis, this course will study how the deployment of information technology and digitalization tools change interactions and processes within organizations, across organizations and within industries.

#### Courses (module elements)

Seminar

#### Methodic implementation

Group discussion, Case presentation, Professional guest lectures

This course is designed to be interactive. Therefore, students are required to participate actively through discussions and presentations. There will also be guest lectures given by highly experienced industry leaders at the frontiers of disruptive technologies in Germany and Europe.

#### Admission requirements

Successful participation in the modules:

- Perspectives on Leadership & Transformation (MM-PLT-2501)

#### Learning objectives, competences

After taking this course students should be able to do the following:

- define the basic elements and parameters of digitalization and digital transformation,
- understand the main characteristics of digital products, technologies, and innovation
- evaluate the likely impact of future digital innovations on firms and industries
- identify the different types of digital technologies and digital innovations and assess their impact on businesses
- realize how digitalization may affect the competitive environment, the business model disruption, and the business ecosystem
- evaluate the business value of digital platforms
- formulate and execute digital strategies
- identify capabilities and resources needed for digital strategy making and implementation
- the case analyses will equip students with competences to engage in both technological and managerial problem solving. The technological perspective of the analysis requires students to understand digitalization architectures, or the problems highlighted in the case. The managerial perspective of the analysis will also aid students to analyze the business value and managerial impact of digitalization, and to address the change management issues that arise in implementing any digital transformation initiative.



The case analysis in the group and the presentation format where students take the role of lecturers will enable a deep reflection of the course content together with the ability to effectively communicate and argue this knowledge to others.

#### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Portfolio examination: Presentation (20 min.) and Term paper (20 pages)
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<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
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<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
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<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.
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#### Learning material, literature

- Wilhelm, H., Maurer, I., & Ebers, M. (2022). (When) are Dynamic Capabilities Routine? A Mixed-Methods Configurational Analysis. *Journal of Management Studies*, 59(6): 1531-1562.



<b>MM-WLT-2503</b>	<b>Leadership in Organizations</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Guido Möllering	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i> (Full-time course plan) 5. Semester/ <i>5<sup>th</sup> semester</i> (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>This module examines state-of-the art leadership concepts and issues in organizational contexts. While classic approaches to leadership are briefly revisited (e.g. trait, behavioural, situational), the emphasis is on more recent developments and current debates in this field (e.g. authentic, transformational, servant, shared, virtual). From a research perspective, different theories and concepts of leadership help to understand how leadership emerges, what role followers play, and what individual and social factors influence leadership. From a practical perspective, the latest insights from leadership research will be applied to relevant topics such as creativity, change, conflict, crisis, culture, ethics, emotions or work-life balance.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Contact hours 30h in seminar and preparatory meetings, in-class discussions, guest lectures, student presentations; Self-study 75h for preparation of readings and exercises; Preparation of individual presentation and reflective handout 45h.		
<b>Admission requirements</b>		
Successful participation in the modules:		
<ul style="list-style-type: none"> <li>- Perspectives on Leadership &amp; Transformation (MM-PLT-2501)</li> </ul>		
<b>Learning objectives, competences</b>		
<p>Having completed this module, students have gained knowledge and gotten acquainted with concepts and theories of leadership development and factors influencing leadership. They are able to apply and communicate concepts to explain leadership development. Students will have learned to relate theories of leadership to their own experiences to get insight how these are useful for understanding daily issues around leadership. Students demonstrate analytical skills to identify existing deficits and formulate implications based on existing leadership theories. Students have academic, evidence-based knowledge and understanding of theories and models for leadership. Students can represent and defend their view on leadership development in an interdisciplinary way to address specialists and non-specialists. On the basis of theory, students are able to formulate hypotheses for leadership development. Students are also able to diagnose and evaluate potential risk factors of leadership and formulate well-founded implications accordingly to manage those risks.</p>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Portfolio examination: Presentation of a state-of-the art article with facilitation of group discussion/exercise, 60 minutes (50%), Reflective handout, approx. 10 pages (50%).	



**Weight of grade for final grade:** According to general examination regulations, proportionate to ECTS

**Teaching language:**  German  English

**Use of the module in other programs & curricular integration:** Elective module in Philosophy, Politics and Economics M.A.

#### Learning material, literature

Mostly articles from the Academy of Management Annals such as: Fischer, T. & Sitkin, S. (2022). Leadership Styles: A Comprehensive Assessment and Way Forward. Academy of Management Annals 17 (1) 331-372.



<b>MM-WLT-2504</b>	<b>Transformation in Practice: The Ruhr Area</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Joachim Zweynert	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i>	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>The Ruhr region, where the UW/H is located, has a history rich in social transformations. At present, this region, which is still home to much heavy industry, can be described as a laboratory of green transformation. The seminar takes advantage of this fact and explores the challenge of green transformation using the example of the Ruhr area. Regular seminar with a reduced number of weekly sessions but with an extended level of self-study, empirical work (e.g. field work in the form of conducting interviews) and direct contact time with the instructors.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
<p>Mix of theoretical input and field work, e.g. in the form of excursions to the focal points of green transformation (e.g. Duisburg or Essen); extended degree of independent study and interaction with the instructor.</p>		
<b>Admission requirements</b>		
<p>Successful participation in the modules:</p> <ul style="list-style-type: none"> <li>- Perspectives on Leadership &amp; Transformation (MM-PLT-2501)</li> </ul>		
<b>Learning objectives, competences</b>		
<p>Students learn how to apply their knowledge of transformation processes (especially green transition) to the current challenges in the region in which the UW/H is located. They deepen their knowledge in the field of applied qualitative research, practise conducting interviews and learn to communicate with practitioners. They learn to deal with possible mismatches between theory and practice and understand how fieldwork can also enrich the theoretical understanding of problems.</p>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Term Paper (20 pages)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.	



<b>MM-WLT-2505</b>	<b>The Political Economy of Global Transformations</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Joscha Wullweber	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/2 <sup>nd</sup> semester	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

### Short description

A sustainable and just transformation of the economy and society presents an enormous challenge. In the seminar we analyse the political, economic and structural barriers to sustainable and just transformations. We scrutinize different interest groups and interest politics as well as possible socio-ecological transformation scenarios. We also ask about the relationship between growth, sustainability and well-being, as there is a tension between solutions that aim to stimulate sustainable growth but risk generating further environmental damage – even if the proximate source of growth is emission reduction or environmental improvement. The poorest parts of society are usually hit hardest by structural reforms. We therefore discuss possible socially balanced reforms of the economic system that promote and create the conditions for achieving of long-term environmental sustainability.

Portfolio examination: 1. Presentation (30%): Each week some students will present the topic of the session (max. 20min presentation, including visual presentation based on programmes such as Power Point or PREZI). The presentation should be based on more than just the texts in the reader. This means that students will have to consult additional literature and clarify unclear terms. At the end of the presentation, students should prepare some questions for class discussion. 2. Short presentation (20%): Prepare a short presentation (max. 10 minutes, including visuals) on either a major global challenge (e.g. energy transition, biodiversity loss, soil degradation, deforestation, climate change, etc.) or an approach to sustainable transformation (e.g. green bonds, green investment, etc.). The challenge/approach should be your own choice (with the support of the lecturer). 3. Term paper (50%): You will be required to write a term paper on a topic of your choice (with the support of the lecturer) but related to the course content.

### Courses (module elements)

Seminar

### Methodic implementation

Interactive small group seminar

### Admission requirements

Successful participation in the modules:

- Perspectives on Leadership & Transformation (MM-PLT-2501)

### Learning objectives, competences

After completion, students should

- better understand the relationship between green investment, economic growth and environmental degradation;
- have gained a basic knowledge of the social, political and economic challenges related to sustainable transformation
- understand the advantages and disadvantages of different policy approaches that could lead to sustainable transformation



- have gained an understanding of the different actors and conflicting interests in the field
- be familiar with different socio-economic and political-economic theories
- be able to conduct interdisciplinary research

#### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Portfolio examination: Presentation (30%), Short presentation (20%) and Term paper (50%):
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.

#### Learning material, literature

Literature recommendations will be given in the course.



<b>MM-WLT-2506</b>	<b>Institutions and Institutional Change</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Joachim Zweynert	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/ <i>2<sup>nd</sup> semester</i> (Full-time course plan) 4. Semester/ <i>4<sup>th</sup> semester</i> (Part-time course plan)	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

### Short description

Why are some societies rich while others are not? This is one of the central questions economists have been trying to answer over the last 250 years. In the social sciences, there is now a consensus that institutions, the "humanly devised constraints that structure political, economic, and social interaction" (D.C. North), have a major impact on the prosperity and poverty of nations. The course seeks to identify the channels via which institutions influence growth, development, and political stability. In accordance with the interdisciplinary nature of the PPE program, a special focus is on the possible synergies between institutionalist approaches in economics and the other social sciences.

- Significance of the institutional approach for economic performance of societies,
- Interdependence of economic, political and legal institutions,
- Correlation between formal and informal institutions,
- Problems with the diffusion and transfer of institutions in the global economy.

### Courses (module elements)

Seminar

### Methodic implementation

First, the course covers the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit focuses on selected readings in the form of interactive discussions.

### Admission requirements

Successful participation in the modules:

- Perspectives on Leadership & Transformation (MM-PLT-2501)

### Learning objectives, competences

Participants develop an understanding of the relevance of institutions including political and legal regulations to economic processes of growth and development, and the ability to autonomously analyse the complex interplay between political, legal, and economic constraints as well as between formal and informal institutions.

Students learn to apply the institutionalist framework to a wide array of problems related to growth, development and transformation of societies. They learn to categorize these problems, collect relevant data and on this basis they discuss possible solutions.

By applying theories to specific countries or regions (often the ones students come from) and discussing the problems that occur in the course of application, students learn how to adapt theories to specific contexts.

This course specifically contributes to intercultural Competences, as students typically apply institutionalist theories to their native countries, which naturally leads to an exchange over the specific cultural traits of



these societies and how they affect the economic and political order but also social interaction. This way, students also learn to more systematically describe cultural differences and to compare societies.

#### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Term Paper (20 pages)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.

#### Other information

The module can also be used for the module group 'The PPE of Development' (this only applies to PPE students)



# Module group “Family Business”



**Other information**

The module is held in German



<b>MM-WFB-2502</b>	<b>Rechtliche Aspekte der Nachfolge in Familienunternehmen</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Christoph Schreiber	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i>	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		
<p>This block seminar is organised jointly with Professor Dr Knut Werner Lange from the University of Bayreuth. The seminar will examine the problems of inheritance law, company law, tax law and business management in this difficult process in the context of a case study on the generational progression in a family business over several succession cases. An affected family business owner will take part in the seminar and present his own problems and solutions.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Seminar		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
The students have an overview of the legal framework for company succession and can apply it to a specific case.		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Term Paper (20 pages)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input checked="" type="checkbox"/> German	<input type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs	
<b>Learning material, literature</b>		
References will be provided after registration.		
<b>Other information</b>		
The module is held in German		



<b>MM-WFB-2503</b>	<b>Family governance and family strategy development</b>	
<b>Module supervisor/s:</b>	Univ.-Prof. Dr. phil. Heiko Kleve	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/ <i>2<sup>nd</sup> semester</i> (Part-time course plan) 4. Semester/ <i>4<sup>th</sup> semester</i> (Full-time course plan)	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

### Short description

Family businesses have one defining characteristic: the family as the context of ownership and management. While in families life is generally passed on from one generation to the next, entrepreneurial families extend this passing on to the ownership and, where appropriate, the management of the business. This principle is known as transgenerational intention. It is therefore about a future-oriented or "grandchildren-capable" corporate responsibility that family businesses generally strive for. The module first looks at this fundamental characteristic of family businesses. It then examines the challenges this poses for business families. These are often accompanied by conflicting expectations of family members resulting from their different family, ownership and business roles. Empirical studies of long-established family businesses and business families often show that successfully overcoming these challenges goes hand in hand with the implementation of family governance structures. These in turn result from the development of appropriate family strategies.

### Courses (module elements)

Seminar

### Methodic implementation

The module combines different forms of teaching as well as methodological and didactic concepts. On the one hand, the lecturers present theoretical models derived from empirical research on long-lived multi-generational family businesses and business families. On the other hand, students should reflect on the models learned in the module on the basis of their own empirical studies, e.g. in the form of case studies, and examine them themselves with regard to their theoretical explanatory power and practical design possibilities and limitations. This means that in addition to the 30 hours of contact time in the form of seminars, 120 hours of individual work have to be completed, e.g. to deepen the literature and to prepare the case study.

### Admission requirements

none

### Learning objectives, competences

In the module, students first acquire knowledge about the specificities of family businesses and business families. They will be familiarised with current theoretical concepts in order to adequately describe these forms of business and family and to explain their dynamics. Students will gain an understanding of transgenerational entrepreneurship, which is a key feature of our economic system. They will also apply the concepts learned in empirical analysis to develop their own case studies. In doing so, they develop syntheses of their findings and evaluate the scope and usefulness of the concepts learned and the empirical case studies. All dimensions of competence are integrated in this Master's module, so that students not only gain in-depth insights into the focal topic, but also acquire scientific competence that will be helpful in constructively shaping family businesses and business families - for example, in the corresponding consultancy or as a company or family member.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Term Paper (20 pages)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input checked="" type="checkbox"/> German <input type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

**Learning material, literature**

The following books serve as basic literature for the module and are included selectively.

- Arist v. Schlippe et. al. (2017): Die beiden Seiten der Unternehmerfamilie. Familienstrategie über Generationen. Auf dem Weg zu einer Theorie der Unternehmerfamilie. Göttingen: Vandenhoeck & Ruprecht.
- Heiko Kleve (2020): Die Unternehmerfamilie. Wie Wachstums, Sozialisation und Beratung gelingen. Heidelberg: Carl Auer.
- Tom A. Rüsen et al. (2021): Management der dynastischen Unternehmerfamilie. Zwischen Familie, Organisation und Netzwerk. Wiesbaden: Springer/Gabler.
- Heiko Kleve (2024): Sozialsystem Unternehmerfamilie. Wie Familienunternehmen durch Familienstrategieentwicklung gestärkt werden können. Wiesbaden: Springer/Gabler.
- Tom A. Rüsen & Anne K. Heider (Hrsg.) (2024): Aktive Eigentümerschaft in Familienunternehmen – Gesellschafterkompetenz in Familienunternehmen entwickeln und anwenden. Berlin. Erich Schmid (2., völlig neu bearbeitete und wesentlich erweiterte Auflage).

**Other information**

The module is held in German



<b>MM-WFB-2504</b>	<b>Family Entrepreneurship and Innovation</b>	
<b>Module supervisor/s:</b>	Jun.-Prof. Dr. Anne K. Heider	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	3. Semester/ <i>3<sup>rd</sup> semester</i> (Full-time course plan) 5. Semester/ <i>5<sup>th</sup> semester</i> (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term
<b>Short description</b>		

The module teaches:

- Basic theories and models of family businesses.
- Resource-specific characteristics of family businesses.
- Differences in innovation behaviour between family businesses and non-family businesses.
- Why do family businesses have a higher innovation output although they invest less (doing more with less discussion).
- Ability and Willingness Paradox: To what extent do small family businesses differ from small non-family businesses in their ability to manage and cope with the complexity of these co-operations and their relationships.
- Innovation dilemma discussion; sustainable innovation vs. disruptive innovation.

#### Courses (module elements)

Seminar

#### Methodic implementation

Interactive lecture elements, Project work/group work, Case studies, Peer reviewed journal paper on innovation in family firms, Application of various tools and methods from Design Thinking

#### Admission requirements

none

#### Learning objectives, competences

The students master the basics of innovation management in business practice

- are familiar with the core tasks and most important instruments for organising innovation projects
- are able to plan and implement their own innovation processes.
- apply methods and instruments of innovation management to answer current questions in a solution-orientated manner.
- identify and analyse success factors in innovation management.
- are able to scrutinise the appropriateness and effectiveness of innovation management instruments and methods in specific contexts.

Students are able to apply the concepts and models of innovation management to specific practical cases. In particular, they can apply these operationally.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Presentation (20 min).
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input checked="" type="checkbox"/> German <input type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

**Learning material, literature**

- Journal Paper, u.a.: König, A., Kammerlander, N., & Enders, A. (2013). The family innovator's dilemma: How family influence affects the adoption of discontinuous technologies by incumbent firms. *Academy of management review*, 38(3), 418-441.
- Chrisman, J. J., Chua, J. H., De Massis, A., Frattini, F., & Wright, M. (2015). The ability and willingness paradox in family firm innovation. *Journal of Product Innovation Management*, 32(3), 310-318.
- Sirmon, D. G., & Hitt, M. A. (2003). Managing resources: Linking unique resources, management, and wealth creation in family firms. *Entrepreneurship theory and practice*, 27(4), 339-358.
- De Massis, A., Frattini, F., Kotlar, J., Petruzzelli, A. M., & Wright, M. (2016). Innovation through tradition: Lessons from innovative family businesses and directions for future research. *Academy of management Perspectives*, 30(1), 93-116.
- Duran, P., Kammerlander, N., Van Essen, M., & Zellweger, T. (2016). Doing more with less: Innovation input and output in family firms. *Academy of management Journal*, 59(4), 1224-1264.
- Heider, A., Gerken, M., van Dinther, N., & Hülsbeck, M. (2021). Business model innovation through dynamic capabilities in small and medium enterprises—Evidence from the German Mittelstand. *Journal of Business Research*, 130, 635-645.

**Other information**

The module is held in German



# Module group “Advanced Methods - Electives”

<b>MM-WM-2501</b> <i>Research track</i>	<b>Methodology and Philosophy of Science</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Harbecke	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	1. Semester/1 <sup>st</sup> semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input type="checkbox"/> summer term

### Short description

This module introduces students to the philosophy of science, equipping them with tools to understand the structure of scientific theories and apply scientific methods and research strategies to real-world problems and management challenges. Key topics covered in the seminar include logical positivism, inductivism, falsificationism, scientific revolutions, scientific realism, and inference to the best explanation. Students will develop skills in conducting scientific discussions, particularly on issues related to scientific proof and theory construction, while also gaining the ability to critically reflect on their own scientific work. The final part of the course focuses on evidence-based management, exploring how philosophical principles in science inform practical management strategies. Students will engage with fundamental concepts and analyze case studies, covering themes such as science as a form of cognition, experimental design, inductivism, falsifiability, theory structures, new experimentalism, Bayesian inference, and evidence-based management.

### Courses (module elements)

Seminar (weekly and a additional short block seminar)

### Methodic implementation

The course will first cover the main themes of the subject. The sessions begin with a brief introduction of the topics by the supervisor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The block unit is based on a case study, in which the students have to apply the general methods to a management problem.

### Admission requirements

none

### Learning objectives, competences

Extending and consolidating knowledge : Students acquire knowledge about the main positions in philosophy of science on the nature of scientific research, the structure of scientific theories, and the form of scientific methodology and scientific evidence. They reflect and interpret several prominent authors, discuss the implications, and present their own positions in class.

Instrumental competences: Students learn how to develop their own questions and examples related to the studied topics. Moreover, they apply and evaluate the studied methods through the application to several case studies from evidence-based management.

Systemic competences: Students demonstrate how a practical problem can be solved by applying general scientific methods. They predict how their offered solution will affect the studied systems and they explain why the predicted changes occur in those systems.

Communicative competences: Students work in a team when organizing a discussion in class. Moreover, they work in a team when analyzing and solving the case studies from evidence based management. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.



**Precondition for award of credits**

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Written Exam (120 min.)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.

**Learning material, literature**

- Pfeffer, J. and Sutton, R. (2006a), Evidence-based management, Harvard Business Review.
- Pfeffer, J. and Sutton, R. (2006b), Hard Facts, Dangerous Half-Truths and Total Nonsense - Profiting from Evidence-Based Management, Harvard Business School Press.
- Staley, Kent W. (2014), An Introduction to Philosophy of Science. Cambridge University Press.
- Godfrey-Smith, P.: Theory and Reality: An introduction to the Philosophy of Science. Chicago: University of Chicago Press 2003.
- Psillos, S. and M. Curd (eds): The Routledge Companion to Philosophy of Science. New York: Routledge 2008.
- Papineau, D.: The Philosophy of Science. Oxford: Oxford University Press 1996.



<b>MM-WM-2502</b> <i>Research track</i>	<b>Marketing Research Methods</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Michael Steiner	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	2. Semester/2 <sup>nd</sup> semester	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

### Short description

Any decision that managers need to make is based on data. For example, marketing managers rely on data to understand customer needs, enabling them to segment audiences and tailor products effectively. They also assess the impact of adjustments in the marketing mix, such as pricing changes or new advertising campaigns, to optimize results and stay competitive. This lecture provides students with an introduction to the most widely used survey and analysis techniques in marketing. Students will learn how to:

- start their own research project (select a research design)
- conduct qualitative studies
- basics on descriptive research and causal research (conducting experiments)
- survey respondents needs and preferences
- predict future market share for certain products or alternative prices (conjoint analysis)
- identify outliers in the data and to define customer groups (cluster analysis)
- assess the effect of single changes to the marketing mix (analysis of variance and regression analysis)

This lecture is not a common lecture on statistics; besides providing students with statistical knowledge, it focuses on the methods' application. Students also learn how to use common open-source software such as Jasp and how to develop online questionnaires. Students are also asked to conduct an own research project, i.e. define a research question, develop a questionnaire and program an online survey, collect data, analyze it and present and discuss the project's results. The course is aimed at students who have little to no prior experience in market research. The goal of the course is to provide an initial introduction to this field.

### Courses (module elements)

Seminar

### Methodic implementation

The lecture is mainly based on books and scientific papers that will enable students to apply these concepts to real-world market research projects.

### Admission requirements

none

### Learning objectives, competences

By the end of this lecture, students will have developed an initial understanding of basic concepts in market research and data analytics. They'll be equipped to develop and implement market research projects, to critically analyze and evaluate market research data and are able to propose own strategies based on their findings. After participating successfully in this lecture, students should be able to:

- know relevant research designs, analytical methods, and software that can be used to set up market research studies



- be able to analyze market research data and be able to evaluate its reliability and validity
- interpret a study's results and derive marketing actions from it
- recommend and justify a market research plan (develop a survey or experimental design, develop hypotheses and collect data)
- diagnose effects of managerial actions based on market research findings

#### Precondition for award of credits

Active participation in the seminar and passing the exam.

<b>Exam form:</b>	Written Exam (120 min.)
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

#### Learning material, literature

Main text books:

- Iacobucci; Churchill (2018): Marketing Research: Methodological Foundations, International Edition, 12th edition, Cengage Learning, South-Western.
- Mooi; Sarstedt (2018): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Heidelberg et al.

Additional books:

- Field, A. (2024): Discovering Statistics using IBM SPSS statistics, 6th edition, Los Angeles.
- Backhaus, K., Erichson, B., Gensler, S., Plinke, W., Weiber, R. (2023): Multivariate Analysemethoden - Eine anwendungsorientierte Einführung, 17th edition, Berlin.
- Hair, J.F.; Black, B.; Babin, B.; Anderson, R.E.; Tatham; R.L. (2018): Multivariate Data Analysis, 8th edition, London.



<b>MM-WM-2503</b> <i>Research track</i>	<b>Advanced Empirical Economics</b>	
<b>Module supervisor/s:</b>	Prof. Dr. Magdalene Silberberger	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	4. Semester/4 <sup>th</sup> semester	
<b>Frequency:</b>	<input type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term
<b>Short description</b>		
<p>This module has two elements: In the first part, students learn about research design and the main approaches to causal inference with observational data and for policy evaluation. The second part focuses on application and the students will practically address a research question that they are interested in, present it to their peers and comment on each other's work. This will result in a quantitative research paper</p> <p>This module teaches students about the most important approaches in practical quantitative research (e.g. for economics, political science) and their application in R. The focus of the course lies on research design, methods for causal inference with observational data and policy evaluation which will be applied in a project chosen by the seminar participants.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
Seminar format, practice work in R, group work on research projects and presentation of results with subsequent feedback and discussion rounds		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
<p>After completions students will have:</p> <ul style="list-style-type: none"> <li>- broad knowledge about relevant methods of quantitative empirical analysis, with a focus on causal inference with observational data and policy evaluation – relevant software skills (in R) with respect to the methods learned</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>- apply the methods to questions from economics, political science and other disciplines using an appropriate research design</li> <li>- carry out a quantitative empirical project investigating real world questions using software solutions</li> <li>- write a research paper as part of a research team</li> <li>- present different stages of the research project</li> <li>- give constructive feedback on research ideas and methodologies</li> </ul>		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Portfolio examination: two project presentation approx. 10-15 min each and Term Paper approx. 12 pages	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English



**Use of the module in other programs & curricular integration:** Elective module in Philosophy, Politics and Economics M.A.

**Learning material, literature**

Todaro, M.P. and Smith, S.C.: Economic Development, 13th Edition, Prentice Hall 2020



<b>MM-WM-2504</b> <i>Research track</i>	<b>Current Issues in Reseach Methods</b>	
<b>Module supervisor/s:</b>	Prodekan:in für Forschung	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 30 h	self study: 120 h
<b>In semester:</b>	from 3. (Full-time course plan) from 4. (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term
<b>Short description</b>		
<p>This module provides courses on current developments in Reseach Methods in the field of Management. The topics will be variable across the semesters and reflect and innovations in research and their application in practice as well as students' particular interests. Instructors will be different internal and external lecturers depending on their subject expertise and acumen for innovative research.</p>		
<b>Courses (module elements)</b>		
Seminar		
<b>Methodic implementation</b>		
The methodic implimentation will be determined by the instructor in line with the topic requirements.		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
The learning objectives and competences will be determined by the instructor in line with the topic requirements. Generally, this module emphasizes the students' ability to critically asses the potential of new developments in research methods and to identify possible applications.		
<b>Precondition for award of credits</b>		
Active participation in the seminar and passing the exam.		
<b>Exam form:</b>	Depending on the specific topic of the seminar	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	Elective module in Philosophy, Politics and Economics M.A.	
<b>Learning material, literature</b>		

– Miles, J. A. (2012): Management and Organization Theory. San Francisco: Jossey-Bass.



## Module group “Additional Modules”

<b>MM-WF-2501</b>	<b>Independent Study in Management</b>	
<b>Module supervisor/s:</b>	Vice Dean for Student Affairs	
<b>Credits:</b>	5 or 10	
<b>Workload:</b>	contact hours: 0 h	self study: 150/300 h
<b>In semester:</b>	2. to 4. (Full-time course plan) 3. to 5. (Part-time course plan)	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term
<b>Short description</b>		
<p>The Independent Study in Strategic Management enables students to pursue a self-chosen topic within the field of strategic management that is not covered within the regular curriculum within the Major in Strategy. Students conduct their own research project under the close supervision and mentoring of a qualified faculty member.</p>		
<b>Courses (module elements)</b>		
Individual supervision and mentoring.		
<b>Methodic implementation</b>		
Independent research activity based on a research outline, milestone plan and time schedule mutually agreed upon between supervisor and student, and approved by the Vice Dean for Student Affairs.		
<b>Admission requirements</b>		
none		
<b>Learning objectives, competences</b>		
<p>Extending and Consolidating Knowledge: Students gain a deeper understanding in a relevant and individual field of Strategic Management.</p> <p>Instrumental Competences: Students learn to define, structure and conduct a research project. They are able to apply scientific methods on a self-chosen research question with relevance to real world phenomena. They know how to collect, process and analyze data on their own.</p> <p>Systemic Competences: Students are able to utilize the scientific method to answer strategic questions. They are able to draw inferences from the existing research literature towards solving problems of strategic management in organizations. They are able to critically review and scrutinize the results of their own research as well as the research of others.</p> <p>Communicative Competences: Students are able to present and discuss their research ideas, findings and completed projects in front of researchers as well as practitioners. They are able to explain the state of the art in the field of the performed study and relate their results to the existing body of research. Based on this, they are able to communicate the relevance of their work to a variety of audiences.</p>		
<b>Precondition for award of credits</b>		
Documentation of examination performance.		
<b>Exam form:</b>	Term Paper (20 pages)	
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS	
<b>Teaching language:</b>	<input type="checkbox"/> German	<input checked="" type="checkbox"/> English



**Use of the module in other programs & curricular integration:**

No module applicability in other study programs

Passing is required for participation in the modules:

Advanced Qualitative Methods; Advanced Quantitative Methods; Advanced Theories of Management

**Learning material, literature**

Search and identification of relevant literature is part of the research project. Students need to develop a project proposal that needs to be approved by the Vice Dean for Student Affairs before starting the project.





<b>MM-WF-2503</b>	<b>Study Abroad Master I</b>	
<b>Module supervisor/s:</b>	Vice Dean for Student Affairs	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 0 h	self study: 0 h
<b>In semester:</b>	each semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

#### Short description

In this module, achievements can be recognized that were made abroad in courses from subject areas specific to the degree programme, which are not currently taught at the UW/H. As long as these courses are taught on a master level and convey competencies according to the respective qualification framework. The content of these courses can cover a wide variety of aspects, such as country-specific features. The exact contents can be found in the respective module description of the foreign university.

#### Courses (module elements)

See module description of the foreign university.

#### Methodic implementation

See module description of the foreign university.

#### Admission requirements

none

#### Learning objectives, competences

See module description of the foreign university.

The module may not already have been completed at UW/H and must be proven to be a module in the framework of a Master's program at the foreign university. The assignment of this module must be approved in advance by the Vice Dean for Student Affairs of the Faculty of Management, Economics and Society within the framework of a Learning Agreement.

#### Precondition for award of credits

Successful participation in the course according to exchange university's study regulations.

<b>Exam form:</b>	See module description of the foreign university.
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

#### Learning material, literature

See module description of the foreign university.

#### Other information

This module must be approved in advance by the Associate Dean of the Faculty of Management, Economics and Society as part of a learning agreement. For further information please contact the International Office of the University of Witten/Herdecke University.



<b>MM-WF-2504</b>	<b>Study Abroad Master II</b>	
<b>Module supervisor/s:</b>	Vice Dean for Student Affairs	
<b>Credits:</b>	5	
<b>Workload:</b>	contact hours: 0 h	self study: 0 h
<b>In semester:</b>	each semester	
<b>Frequency:</b>	<input checked="" type="checkbox"/> winter term	<input checked="" type="checkbox"/> summer term

#### Short description

In this module, achievements can be recognized that were made abroad in courses from subject areas specific to the degree programme, which are not currently taught at the UW/H. As long as these courses are taught on a master level and convey competencies according to the respective qualification framework. The content of these courses can cover a wide variety of aspects, such as country-specific features. The exact contents can be found in the respective module description of the foreign university.

#### Courses (module elements)

See module description of the foreign university.

#### Methodic implementation

See module description of the foreign university.

#### Admission requirements

none

#### Learning objectives, competences

See module description of the foreign university.

The module may not already have been completed at UW/H and must be proven to be a module in the framework of a Master's program at the foreign university. The assignment of this module must be approved in advance by the Vice Dean for Student Affairs of the Faculty of Management, Economics and Society within the framework of a Learning Agreement.

#### Precondition for award of credits

Successful participation in the course according to exchange university's study regulations.

<b>Exam form:</b>	See module description of the foreign university.
<b>Weight of grade for final grade:</b>	According to general examination regulations, proportionate to ECTS
<b>Teaching language:</b>	<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Use of the module in other programs &amp; curricular integration:</b>	No module applicability in other study programs

#### Learning material, literature

See module description of the foreign university.

#### Other information

This module must be approved in advance by the Associate Dean of the Faculty of Management, Economics and Society as part of a learning agreement. For further information please contact the International Office of the University of Witten/Herdecke University.

