

Master Management

Module Descriptions

Date: 15.12.2021

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Objectives

The objective of the Master's Program in Management is the acquisition of the qualification to take on responsibility competently and in an ethically reflected manner, building on knowledge acquired during the Bachelor's program. This includes being able to take on responsibility in unfamiliar, ambiguous, conflictual, and complex leadership and decision-making situations in companies and non-profit organizations.

Based on this, successful graduates are able to connect their knowledge and skills in the field of general management with the specializations they have selected, to continue autonomously to extend their knowledge and skills and independently develop, communicate and implement ideas, obtaining acceptance of these ideas and thus shaping and changing the task area they have been assigned (and, beyond this, shaping and changing the entire organization and its environment).

An integral part of this objective is the acquisition of the competence to autonomously conduct research projects, in accordance with state-of-the-art research approaches. Graduates are therefore able to perform a sound analysis and evaluation of complex leadership and decision-making situations by applying scientific theories and methods (in particular from the field of cultural sciences).

Curriculum Overview

Module Code	Title		Semester				Total				Assessment type	Weight
			1	2	3	4	H/W	Contact	Self	ECTS		
CUTU	Key Concepts for the Study of Management as Culture: Cultural Turns	M	5				3	42	108	5	Presentation	5,0%
LERE	Controlling: Leading for Results	M	5				3	42	108	5	Essay	5,0%
BUSA	Business Analysis	M	5				3	42	108	5	Simulation	5,0%
LYPC	Leading Yourself: Personal Capabilities	M	5				3	42	108	5	Simulation	
CSIC	Culture & Society in Change: History and Trends	CE	5				3	42	108	5	Presentation	5,0%
CRCO	Creativity in Context	CE	5				3	42	108	5	Essay	5,0%
ABRA	Approaching Brands: Products & Services, People & Ideas	CE	5				3	42	108	5	Presentation	5,0%
NECU	Network Culture – Digital Culture	CE	5				3	42	108	5	Learner's Portfolio	5,0%
IDTY	Identity	CE	5				3	42	108	5	Presentation	5,0%
ASUS	Approaching Sustainability	CE	5				3	42	108	5	Essay	5,0%
GLFB	Globalization from Below	CE	5				3	42	108	5	Field Study	5,0%
CMAC	Culture, Markets and Consumption	M		5			3	42	108	5	Project	5,0%
NORU	Governance: Norms, Rules and Rituals	M		5			3	42	108	5	Presentation	5,0%
STRT	Strategic Practice	M		5			3	42	108	5	Written Assignment	5,0%
POCO	Leading Others: Power, Conflict and Negotiation	M		5			3	42	108	5	Case Study	
PERF	Creative Constructions: Performance and Performativity	CE		5			3	42	108	5	Essay	5,0%
ICCC	Innovation, Conflict & Creative Change	CE		5			3	42	108	5	Presentation	5,0%
BRAS	Brand Storytelling & Addressing Audiences	CE		5			3	42	108	5	Case Study	5,0%
MDCD	Managing Digital Communities and Dynamics	CE		5			3	42	108	5	Essay	5,0%
DORC	Diversity & Organizational Culture	CE		5			3	42	108	5	Presentation	5,0%
SURD	Sustainable Urban Development: Conflict & Acceptance	CE		5			3	42	108	5	Presentation	5,0%
GTCA	Global Trade, Challenges & Alternatives	CE		5			3	42	108	5	Seminar Paper	5,0%
INNO	Innovation Project	M			5		4	56	94	5	Project	5,0%
ETHA	Legitimacy: Ethics and Aesthetics	M			5		3	42	108	5	Learner's Portfolio	5,0%
BUST	Business Transformation	M			5		3	42	108	5	Presentation	5,0%
CIPL	Leading Change: Creativity, Improvisation and Play	M			5		3	42	108	5	Simulation	
BEBE	Leadership for Transformation: Betwixt and Between	CE			5		3	42	108	5	Seminar Paper	5,0%
CINN	Systems of Creativity and Innovation	CE			5		3	42	108	5	Case Study	5,0%
TBST	Transforming Brands & Stories: Trends & Trouble	CE			5		3	42	108	5	Essay	5,0%
DISL	Digital Society Lab: Transforming Communities	CE			5		3	42	108	5	Project	5,0%
DILE	Diversity & Leadership	CE			5		3	42	108	5	Seminar Paper	5,0%
SGDT	Sustainable Glocal Development: Transition and Transformation	CE			5		3	42	108	5	Field Study	5,0%
GGTF	Global Governance & Transformation	CE			5		3	42	108	5	Essay	5,0%
PERE	Personal Renewal	M				5	2	28	122	5	Learner's Portfolio	
RECO	Research Colloquium	M				6	4	56	124	6	Seminar Paper	6,0%
MAST	Master Thesis incl. its Defense	M				18+1				18+1	Master Thesis and its Defense	19,0%

*M/CE = Mandatory/Compulsory Elective

**Key Concepts for the Study of Management as Culture:
Cultural Turns**

Status: September 2021

Module-Nr./ Code	CUTU
Module title	Key Concepts for the Study of Management as Culture: Cultural Turns
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. However, there are no additional formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Dr. Doris Bachmann-Medick Prof. Dr. Desmond Wee
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.

Weighting of the grade within the total grade	5 %
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to explain the cultural turn in the humanities - to provide an overview of the development of different cultural turns from the perspective of the history of theories. - to differentiate between the individual cultural turns and reflect on their significance for society. - on the basis of this, to observe and describe economy and management as cultural phenomena
Content of the module	<ul style="list-style-type: none"> - Foundations of cultural theory - Key concepts for the study of culture, i.e. an overview of key cultural turns and their relevance for the study of management and the economy as a cultural phenomenon: - Interpretive turn - Performative turn - Spatial turn - Translational turn - Critical comparison of the cultural turns and their potential for the study of management
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Co-Teaching
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><u>Recommended reading:</u></p> <p>Alexander, Jeffrey C., and Jason L. Mast. "Introduction: Symbolic Action in Theory and Practice: The Cultural Pragmatics of Symbolic Action." <i>Social Performance: Symbolic Action, Cultural Pragmatics, and Ritual</i>. Eds. Jeffrey C. Alexander, Bernard Giesen, and Jason L. Mast. Cambridge: Cambridge University Press, 2006. 1-28.</p> <p>Alvesson, Mats, Todd Bridgman, and Hugh Willmott. <i>The Oxford Handbook of Critical Management Studies</i>. Oxford: Oxford University Press, 2009 (chapter).</p>

	<p>Bachmann-Medick, Doris (2016): Cultural Turns: New Orientations in the Study of Culture. Berlin: de Gruyter (chapters).</p> <p>Bal, M. (2002). Travelling concepts in the humanities: A rough guide. Toronto: University of Toronto Press (chapters)</p> <p>Reckwitz, Andreas. "The Status of the "Material" in Theories of Culture: From "Social Structure" to "Artefacts"." Journal for the theory of social behaviour 32.2 (2002): 195-217.</p>
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Controlling: Leading for Results

Status: September 2021

Module-Nr. / Code	LERE
Module title	Controlling: Leading for Results
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. However, there are no additional formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Stephan Jansen
Name(s) of the instructor(s)	Prof. Dr. Stephan Jansen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to identify different leadership styles in terms of decision making in the realm of uncertainty - analyze the impact of transactional leadership based on targets and performance indicators as a controlling instrument for entrepreneurial response. - to describe the demands and expectations of the different stakeholders with regard to controlling. - to analyze and critically examine the intended and contra intuitive impact of using performative character of financial models, indicators, result presentations and the communicative rituals related to these. - to understand the digitization of presentation of entrepreneurial activity as the language of financial management of a company and as a social construction
<p>Content of the module</p>	<ul style="list-style-type: none"> - Theories of leadership in context of controlling, accounting, auditing, compliance - The process of decision making - Performance measurement - Functions of performance measurement (evaluation, controlling, budgeting, incentives, learning, improvements) - Performativity of financial models - The construction of discourses - The digitization and data driven leadership & controlling.
<p>Teaching and learning methods of the module</p>	<ul style="list-style-type: none"> — Great book/text seminar — Interactive lecture with text sponsorships by student teams — 3 riskfull thesis & 1 phenomenon of practice to each text
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Guest lectures by international recognized experts & professors (Copenhagen Business School, Economist, NGOs etc.)</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p><u>Recommended reading:</u></p>

Management & Leadership | Introduction into Classics

Simon, Herbert A. (1946): The Proverbs of Administration. In: Public Administration Review 6 (4), S. 53 - 67.

Weber, Max (1956): Soziologie der Herrschaft. In: ders.: Wirtschaft und Gesellschaft. Grundriss der verstehenden Soziologie. Tübingen, S. 157 - 167. (Englisch translation)

Transactional and Transformational Leadership | Assessment

Antonakis, John / Robert J. House (2014): Instrumental leadership: Measurement and extension of transformational-transactional leadership theory, The Leadership Quarterly 25 (4), pp. 746 - 771.

Bass, Bernard M. / Avolio, Bruce J. / I. Jung, Dong / Berson, Yair (2003): Predicting Unit Performance by Assessing Transformational and Transactional Leadership, in: Journal of Applied Psychology 2003, Vol. 88, No. 2, 207–218.

Leadership and Accounting in Networks

Weick, Karl E. (1976): Educational Organizations as Loosely Coupled Systems, in: Administrative Science Quarterly 21, S. 1-19.

New Leadership & New Controlling? Holacracy & Blockchain
(to be defined)

Pepijn van de Kamp (2015): Holacracy – A radical approach to organizational design, Chapter 2.

Brandon, Dan (2016): The BLOCKCHAIN: The Future of Business Information Systems?, in: International Journal of the Academic Business World, Fall 2016 (Volume 10 Issue 2), 33-40

MACRO: Sociology of Controlling, Accounting, Auditing

Power, Michael (1997): The Audit Society, Rituals of Verification, Oxford: Oxford University Press, Chapter 1 und Chapter 3.

MICRO: “Reflexive Controlling”

Power, Michael (2015): How accounting begins: Object formation and the accretion of infrastructure, in: Accounting, Organizations and Society, 47, 43-55.

Broadbent, Jane / Laughlin, Richard (2009): Performance management systems: A conceptual model, in: Management Accounting Research, 20, 283–295

Textbooks on Techniques

Smith, Malcom (2005): Performance Measurement and Management. A Strategic Approach to Management Accounting. London: Sage, pp. 1-63 and pp. 224-284.

Christensen, P.O. and Feltham, G.A. (2005): Economics of Accounting – Volume II. Performance Evaluation. Boston: Springer.

Business Analysis

Status: September 2021

Module-Nr./ Code	BUSA
Module title	Business Analysis
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. However, there are no additional formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Richard Gerstenberg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours/ 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Simulation according to § 10 (6) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to interpret economic, entrepreneurial, and organizational actions & practice and evaluate them with regard to their heuristic value and practical use. - to apply and, if relevant, triangulate suitable qualitative and quantitative methodologies and methods to empirically analyze and interpret a specific research subject. - to analyze and critically reflect on the conditions and limitations of management activity & practice within an organization. - to analyze and critically reflect on external conditions of management activity in a national and international context. - to identify, anticipate, and evaluate the interplay between factors and realities of the external business environment and internal spheres of organizations in an integrative way.
<p>Contents of the module</p>	<ul style="list-style-type: none"> - Analysis of the political, economic, socio-cultural, technological, ecological, and legal conditions - Stakeholder Theory and Analysis - Business analysis with the purpose of enabling change - Overview and application of selective business analysis techniques and quantitative and qualitative research methods
<p>Teaching and learning methods of the module / Special features</p>	<p>Interactive lecture, seminar style, experimental learning, field study</p>
<p>Literature Considering the 108 self-study hours, this is also a reading intensive module, which expects of you intensive studying the required and recommended reading, as well as researching and finding additional further literature on your own, especially for the assignment</p>	<p><u>Required reading:</u></p> <p>Freeman, R.E. et al. (2010). Stakeholder Theory. The State of the Art. Cambridge: Cambridge University Press, 3-82 Chapter 1 and 3</p> <p>Friedman, M. (1970). The Social Responsibility of Business is to Increase its Profits. The New York Times Magazine, September 13, 1970.</p> <p>IIBA (2015). BABOK v3 – A Guide to The Business Analysis Body of Knowledge. Toronto: International Institute of Business Analysis.</p>

Palepu, K.G. & Healy, P.M. & Peek, E. (2016). Business Analysis and Valuation. 4th Edition Cengage Learning

Part I: page 1-24, Part II: page 46-65, page 66-96, page 301-330, page 380-399

Walsh, C. (2006). Key Management Ratio`s: The 100+ ratios every manager needs to know. 4th edition. Page 57-64, Page 239-286

Brealey, R.A., Myers, S.C. (2000). Principles of Corporate Finance. 12th edition. Irwin McGraw-Hill. Chapter 1 and 2

Recommended reading:

Küpers, W. (2011). Integral Responsibilities for a Responsive and Sustainable Practice in Organizations and Management”, In: *Corporate Social Responsibility and Environmental Management Journal* 18, 3, 137-150.

Küpers, W. & Edwards, M. (2008). Integrating Plurality -Towards an Integral Perspective on Leadership and Organisation” In: Wankel, C. (Ed) (2008), *Handbook of 21st Century Management*: London: Sage, pp. 311-322.

Hasnas, J. (2013). Whither Stakeholder Theory? A Guide for the Perplexed Revisited, *Journal of Business Ethics* 112 (1): pp.47-57.

Bevan, D., & Werhane, P. H. (2011). **Stakeholder Theory.** In Painter-Morland, M., & Ten Bos, R. (Eds.), *Business Ethics and Continental Philosophy.* pp. 37-60, Cambridge: Cambridge University Press

Driskill, G.W. and Laird Brenton, A. (2011). Organizational Culture in Action. A Cultural Analysis Workbook. 2nd ed. Los Angeles: Sage.

Freeman, R. (2010). Strategic Management. A Stakeholder Approach. Cambridge: Cambridge University Press, pp. 22-30, 52-82, 131-138.

Freeman, R.E. et al. (2010). Stakeholder Theory. The State of the Art. Cambridge: Cambridge University Press, pp. 83-194.

Laursen G.H.N and Thorlund J (2010). Business Analytics for Managers: Taking Business Intelligence beyond Reporting. John Wiley and Sons Print

	<p>Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons.</p> <p>Rother, M., & Shook, J. (1999). Learning to see. Lean Enterprise Institute, Cambridge, MA.</p> <p>Varvasovszky, Z. and Brugha, R. (2000). How to do (or not to do). A Stakeholder analysis. In: Health policy and planning, 15, 3, <u>pp.338-345.</u></p>
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Culture, Markets and Consumption

Status: September 2021

Module-Nr. / Code	CMAC
Module title	Culture, Markets and Consumption
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however the successful completion of the modul CUTU is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Desmond Wee Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours (including two weeks fieldtrip)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Project according to § 10 (8) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to describe the economy as a cultural phenomenon. - to understand markets as culturally shaped arenas ("markets are conversations"). - to analyze and differentiate between consumption and consumer cultures, taking into account intercultural differences. - to throw light on how people produce meaning with their consumption. to reflect on which strategies and measures organizations use to relate to this (marketing and brand management). - to identify which actors (inter)act in these arenas and what their relationships are with each other. - to effectively apply the "arena, actor, agenda" terms for the analysis of real contexts.
<p>Content of the module</p>	<ul style="list-style-type: none"> - Consumer culture theory - Objects, exchange, interaction - Signs, symbols, sense - Subjects, society, capital - The social construction of markets and arenas - Material culture and consumer culture - Consumer identity - Liminal consumption - Consumption as political and moral practice - Identifying (hidden) agendas
<p>Teaching and learning methods of the module</p>	<p>Field Study in the form of an Edutour</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Students do field research, selecting a research topic, analyzing the relevant arena, identifying stakeholders, conducting a stakeholder analysis and investigating different agendas and the resulting discourses and interactional dynamics</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Required reading:</p> <p>Bailey, C.A. (2007): A Guide to Qualitative Field Research. 2nd ed. Thousand Oaks: Pine Forge Press.</p> <p>Burns, T.R. and Carson, M. (2005): Social Order and Disorder. Institutions, Policy paradigms and discourses. An interdisciplinary approach. In: Wodak,</p>

R. and Chilton, P.A.: A New Agenda in (Critical) Discourse Analysis. Theory, Methodology and Interdisciplinarity. Amsterdam: John Benjamins Publishing, 283-309.

Kipley, D. and Lewis, A.O. (2009): Examining the efficacy of the multi-rater analysis methodology as an alternative approach in determining stakeholder power, influence, and resistance. In: Business Renaissance Quarterly, 3, 4, 101ff.

Sonnenburg, S., and Wee, D. (2016): Introduction to touring consumption. In: Journal of Consumer Culture, 16(2), 323-333.

Storr, V. (2013). Understanding the Culture of Markets. Oxon: Routledge, 1-36.

Wherry, F. The Culture of Markets (2012) Cambridge: Polity Press, 1-15 and 103-135

Recommended reading:

Carroll, C.E. (2010): The State of Agenda-Setting research on Corporate Reputation and the News Media around the Globe. Conclusions, Cautions, and Contingent Conditions. In: Carroll, C.E. (ed.): Corporate Reputation and the News Media. Agenda-Setting within Business News Coverage in Developed, Emerging, and Frontier Markets. New York: Routledge Chapman & Hall, 423-441.

Kipley, D. and Lewis, A.O. (2009): The Multi-Rater System. An Alternative parametric approach in determining Stakeholder Influence and Analysis. In: Journal of Management Research, 1, 1, 1-20.

Bunn, M.D., Savage, G.T. and Holloway, B. B. (2002): Stakeholder analysis for multi-sector innovations. In: Journal of Business & Industrial Marketing, 17, 2/3, 181-203.

Myers, M.D. and Young, L. W. (1997): Hidden agendas, power and managerial assumptions in information systems development. An ethnographic study. In: Information Technology & People, 10, 3, 224-240.

Governance: Norms, Rules and Rituals

Status: September 2021

Module-Nr./ Code	NORU
Module title	Governance: Norms, Rules and Rituals
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however the successful completion of the module LERE is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to analyze and apply norms, rules, and rituals as management instruments. - to describe how norms are institutionalized in the form of rules and rituals. - to develop governance principles for different types of organizations. - to explain the effect of norms, rules, and rituals on and in organizations and apply this understanding to their respective role as manager, employee, colleague or consultant. - to identify intercultural differences in the application and effect of norms, rules, and rituals.
<p>Content of the module</p>	<ul style="list-style-type: none"> - Institutions - The emergence of norms and rules in social communities - Evolution, Institutionalization and Diffusion of Norms - Societal effects of norms - Functions and limitations of normative governance - Governance principles and adaptation - Interpretative approaches to norms and rules - Rituals: performance, orientation, interpretation
<p>Teaching and learning methods of the module</p>	<p>Interactive lecture, seminar style</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>To promote scientific discourse, 1-2 guest lectures e.g. by practitioners in the field of corporate governance or a company excursion will be integrated, if possible.</p> <p>Self-study integrating online components such as Skype, Dropbox and the university's internal download center.</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>DiMaggio, P.J. and Powell, W.W. (1991): Introduction. In: Powell, W.W. and DiMaggio, P.J. (eds.): The New Institutionalism in Organizational Analysis. Chicago: University of Chicago Press, 1-38.</p> <p>Zucker, L.G. (1991): The Role of Institutionalism in Cultural Persistence. In: Powell, W. W. and DiMaggio, P.J. (eds.): The New Institutionalism in</p>

Organizational Analysis. Chicago: University of Chicago Press, 83-107.

Bicchieri, C. (2008): The Grammar of Society. The nature and dynamics of social norms. Cambridge: Cambridge University Press.

Recommended reading:

Alexander, J.C., Giesen, B. and Mast, J.L. (eds.) (2005): Social Performance. Symbolic Action. Cultural Pragmatics, and Ritual. Cambridge: Cambridge University Press, 1-90.

Friedland, R. and Alford, R.R. (1991): Bringing Society Back In. Symbols, Practices, and Institutional Contradictions. In: Powell, W. W. and DiMaggio, P.J. (eds.): The New Institutionalism in Organizational Analysis. Chicago: University of Chicago Press, 232-263.

Korsgaard, C. (2000): The sources of Normativity. Cambridge: Cambridge University Press.

Monks, R. and Minow, N. (2007): Corporate Governance. Chicester: Wiley.

Further readings will be submitted in class

Strategic Practice

Status: September 2021

Module-Nr./ Code	STRT
Module title	Strategic Practice
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module BUSA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers Richard Gerstenberg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Written Assignment according to § 10 (2) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	4

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to identify, analyze and critically reflect on concrete strategies for the construction and interaction of ventures with(in) its socio-cultural environment as activity configuration. - to interpret and evaluate critically the ‘classics’ of strategy and apply them to generate approaches to current issues. - to understand strategic dynamics and to evaluate the relative strength of different strategic positions as a basis for decisions & actions and examining possible conflicts - to develop own strategies, taking into account their practices, processing and effects. - to deal with ambiguities and to think in terms of imperfect solutions for strategic problems, and integrating pre- and arational dimensions.
<p>Content of the module</p>	<ul style="list-style-type: none"> - Definition, context & contents of strategy - Strategy work, process & strategists - Classical strategic thinkers and designs - Strategic practice(s) as creative action / performance / Strategy-as-Practice - Role of material and symbolic artifacts to strategize - Strategic dynamics & cooperation - Strategy and metaphors & narratives - Pre- and a-rational approaches & competencies: embodied and implicit knowing, intuition, emotions, imagination & dreams
<p>Teaching and learning methods of the module</p>	<p>Interactive lecture, seminar style</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Self-study integrating online components such as Dropbox and the university’s digital platform</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Faulkner, D.O. and Campbell, A. (2006): Introduction. In: Faulkner, D.O. and Campbell, A.: The Oxford Handbook of Strategy. A Strategy Overview and Competitive Strategy. Oxford: Oxford University Press (pages 1-26).</p> <p>Clegg, S., Carter, C., Kornberger, M. and J. Schweitzer. (2011). Strategy: Theory and Practice, London: Sage (introduction: The Context and Emergence of Strategic Thinking, & chapter 4)</p>

Paroutis, S., Heracleous, L. and Angwin, D. (2013). Practicing strategy: Text and cases, London: Sage (Introduction, chapter 1).

Chia, R. & Holt, R. (2009). Strategy without design: The silent efficacy of indirect action. Cambridge: Cambridge University Press. (Introduction, chapter 6 Strategy as wayfinding, epilogue)

De Wit, B and Meyer, R (2010). Strategy: Process, Content, Context, 4th ed, Andover: Cengage Learning. (chapter 1 selected chapter t.b.d.)

Recommended reading:

Faulkner, D. O. & de Rond, M. (2002): Perspectives on Cooperative Strategy. In: Faulkner, D.O. and de Rond, M. (2002): Cooperative Strategy. Economic, Business, and Organizational Issues. Oxford: Oxford University Press, 3-39.

Golsorkhi, D. Rouleau, L. Seidl, D. & Vaara, E. (2010). (Eds.), Cambridge Handbook of Strategy as Practice, Cambridge: Cambridge University Press (introduction, chapter 2 (building & dwelling), chapter 12 (narrative approach).

Jarzabkowski, P. (2005). Strategy as practice. An activity-based approach. London: Sage. <http://www.sagepub.com/books/Book226330> (selected chapters t.b.d.)

Johnson, G., Langley, A., Melin, L., & Whittington, R. (2007). Strategy as practice - Research directions and resources. Cambridge: Cambridge University Press. (introduction)

Khatri N., & Alvin H., (2000). The Role of Intuition in Strategic Decision Making, Human Relations, 53 (1): 57-86.

Lant, Th. K. & Montgomery, D. B., (1987). Learning from Strategic Success and Failure, In: Journal of Business Research, 15: 503-518.

Vaara, E. & Whittington, R. (2012). Strategy-as-practice: taking social practices seriously. Academy of Management Annals, 6(1): 285–336.

Whittington, R. (2003). The work of strategizing and organizing: for a practice perspective. *Strategic Organization*, 1(1): 117–125.

Strategy & Sensemaking / -giving

Gioia, D. & Chittipeddi, K. (1991). Sense-making and Sense-giving in Strategic Change Initiation. *Strategic Management Journal*, 12(6).

Strategy & Narrative

Barry, D. & Elmes, M. (1997). Strategy Retold: Toward a Narrative View of Strategic Discourse, *The Academy of Management Review*. Apr. 1997, Vol. 22, Issue 2, 429-452.

Buergi, P., Jacobs, C. & Roos, J. (2005). From Metaphor to Practice in the Crafting of Strategy. *Journal of Management Inquiry* March vol. 14 no. 1 78-94

Cunliffe, A. L. (2001). Managers as practical authors: Reconstructing our understanding of managerial practice. *Journal of Management Studies*, 38(3), 351-371.

Fenton, C. and Langley, A. (2011), 'Strategy as practice and the narrative turn', *Organization Studies* 32(9): 1171-1196.

Küpers, W. (2012). Embodied transformative metaphors and narratives in organisational life-worlds of change, *Journal of Organizational Change Management*, Vol. 26(3), 494 – 528 (will be provided).

Küpers, W. Mantere, S. & Statler, M. (2012). Strategy as Storytelling: A phenomenological exploration of embodied narrative Practice, *Journal for Management Inquiry* (21)3, 1-18 (will be provided).

Strategy & Crafting

Buergi, P., Jacobs, C. & Roos, J. (2005). From Metaphor to Practice in the Crafting of Strategy. *Journal of Management Inquiry* March vol. 14 no. 1 78-94.

Mintzberg. H., (1987). *Crafting Strategy*, Harvard Business Review, July-August, pp. 66-75

	<p>For Chess/Go comparison</p> <p>Chia, R. (2004). Strategy-as-practice: Reflections on the research agenda. <i>European Management Review</i>, 1.1, 29–34.</p> <p>Cases</p> <p>(List of sources will be provided)</p>
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Innovation Project

Status: September 2021

Module-Nr./ Code	INNO
Module title	Innovation Project
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CMAC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Silke Lieser
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 56 are contact hours / 94 self-study hours
Hours per week	4
Assessment type / requirement for the award of credits	The Assessment type is a Project according to § 10 (8) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to frame and structure a project (phases of task completion and team formation) so that it (probably) results in an innovation. - to expect and deal with uncertainty and fuzziness in the innovation process. - to see (intercultural) conflicts in a team as an enrichment and make use of their productive strength. - to develop a prototype. - to convincingly communicate the results of their innovation process and enforce them in an arena.
<p>Content of the module</p>	<ul style="list-style-type: none"> - Processes and stages of prototype/product development <ul style="list-style-type: none"> - Forming, storming, norming, performing, outperforming - Problem-finding, preparation, incubation, illumination, verification, modification - From prototype to innovation - Launch and acceptance in the market - Team-based creativity techniques - Presentation skills <ul style="list-style-type: none"> - Preparation (content and design) - Performance - Feedback, reflection, and next steps
<p>Teaching and learning methods of the module</p>	<p>Interactive setting with practical exercises.</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>In coordination with the person responsible for the module and the head of degree program, the students search for their own innovation project.</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p><u>Recommended reading:</u></p> <p>Duggan, W. (2007): Strategic intuition: The creative spark in human achievement. New York: Columbia Business School. (Chapters 7-8)</p> <p>Gray, D., Brown, S. and Mananifo, J. (2010): Gamestorming. A playbook for innovators,</p>

rulebreakers, and changemakers. Sebastopol: O'Reilly.
(Chapters 3-7)

Kristiansen, P., Rasmussen, R. (2014). Building Better Business Using The Lego Serious Play Method. Hoboken: Wiley (chapters)

Lewrick, M., Link, P., and Leifer, L. (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems. Hoboken: Wiley (chapters)

Tidd, J. and Bessant, J. (2009): Managing innovation. Integrating technological, market and organizational change. 4th ed. Chichester: Wiley. (Chapters 3 and 8)

DeThomas, A. and Derammelaere, S. (2008): Writing a convincing business plan. New York: Barron's.

Kelley, T. and Littman, J. (2005): The ten faces of innovation. IDEO's strategies for defeating the devil's advocate and driving creativity throughout your organization. New York: Currency/Doubleday.

Le Masson, P., Hatchuel, A. and Weil, B. (2011): The interplay between creativity issues and design theories. A new perspective for design management studies? In: Creativity and Innovation Management, 20, 4, 217-237.

Moehrle, M. G. (2005): What is TRIZ? From conceptual basics to a framework for research. In: Creativity and Innovation Management, 14, 1, 3-13.

Puccio, G. J., Mance, M., Switalski, L. B. and Reali, P. (2012): Creativity rising. Creative thinking and creative problem solving in the 21st century. Buffalo: ICSC.

Tidd, J. and Bessant, J. (2009): Managing innovation. Integrating technological, market and organizational change. 4th ed. Chichester: Wiley.

Further Readings will be submitted in class.

Legitimacy: Ethics and Aesthetics

Status: September 2021

Module-Nr./ Code	ETHA
Module title	Ethics and Aesthetics
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module NORU is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of module to other programs	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Learner's Portfolio according to § 10 (5) Course and Examination Regulations for the Master "Management" (CER); see appendix.

Weighting of the grade within the total grade	5
Vision	<p>Ethical and aesthetical dimensions of leadership and organizing are media for re-thinking legitimization in a changing landscape of business, economy and society.</p> <p>Ethics and Aesthetics, both allow (each and together), to put into practice new ways of doing business and management in a more responsive, responsible and artful way.</p> <p>Accordingly, this innovative module deals with learning how students individually and in groups as well as leading organizations can integrate ethics and aesthetics, especially for becoming more responsible and sustainable while developing a professional artistry.</p>
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to interpret classical texts about ethics and aesthetics and relate them to current issues. - to appreciate and integrate ethical and aesthetical dimensions & issues and their effects with regard to their own organizing and leadership practices practice as a co-creative one. - to question the extent to which ethics are universal, but also to learn how it can be guiding in concrete organizational and management contexts, especially with regard to dilemmas. - to reflect on how sensations, empathy, intuition, spontaneity and taste make sense and contribute towards handling complex and uncertain situations and problems in organizing and leading. - to understand that organisations and leadership are not only cognitive construction or institutional arrangement, but also a life-worldly practice that is shaped by embodied, and aesthetic experience, including tacit and implicit knowing. - to reflect on their own learning and professional careers as a process of development and of cultivating ethical and aesthetic qualities and practices towards a genuine art of responsible leadership.

<p>Contents of the module</p>	<p><u>Essentials of Ethics</u> and its link to business, organisation & management</p> <p>Contexts, issues and different approaches to business ethics:</p> <ul style="list-style-type: none"> - Value-related, institutional, procedural as well as political and intercultural aspects of ethical practices - Ethical dilemmas and how to deal with them - Ethics in relation to 'Corporate Social Responsibility' & Stakeholder Management, and Sustainability - Corporate Crime – White Collar Crime <p><u>Essentials of Aesthetics</u> and its link to business, organization & management</p> <ul style="list-style-type: none"> - Role of embodied, sensual, tacit and implicit knowing, intuition, taste, style, intuition, improvisation for artful experiences and practices - Aesthetic perception, judgment and justification in relation to organizing and leading - Connecting and integrating ethics and aesthetics, related to creatively performative practices and sustainable futures in and through organization and leadership - Practical wisdom as professional artistry and its significance for personal morality and workplace ethics and a responsible art of leading
<p>Teaching and learning methods of the module / Special features</p>	<p>Interactive lecture, and experimental seminar style!</p> <p>The module includes besides theoretical concepts, models and (philosophical) knowledge, also case studies with dilemmas, and experiential and performative modes of learning and very experimental exercises. Literature Laboratory. A field trip will enable students to sense and re-think ethics and aesthetics under the headline of leadership</p>
<p>Literature Considering the 108 hours of self-study hours, this is also a reading intensive module, which expects of you intensive studying the required and recommended reading, as well as</p>	<p><u>Required reading:</u></p> <p><u>Recommended reading</u></p> <ol style="list-style-type: none"> 1. Ladkin, D. (2008) Rethinking Leadership: A New Look at Old Leadership Questions Cheltenham: Elgar.

<p>researching and finding additional further literature on your own, especially for the assignment</p>	<ol style="list-style-type: none"> 2. Ladkin, D. (2015) <i>Mastering the Ethical Dimension of Organizations. A Self-Reflective Guide to Developing Ethical Astuteness</i> Cheltenham: Elgar 3. Dobson, J. (2007) <i>Aesthetics as a Foundation for Business Activity</i> In: <i>Journal of Business Ethics</i>, 72, 41-46. 4. Suchman, M. C. (1995) <i>Managing Legitimacy: Strategic and Institutional Approaches</i> <i>Academy of Management Journal</i>, Vol. 20, No. 3, pp. 571 - 610. 5. Ulrich, P. (2006) <i>Integrative Economic Ethics. Foundations of a Civilized Market Economy</i> Cambridge: Cambridge University Press. (Abstract) 6. Hansen, H., Ropo, A., Sauer, E. (2007) <i>Aesthetic leadership</i> <i>Leadership Q.</i>, 18(6): 544-560. 7. Küpers, W. (2004) <i>Art and Leadership</i> In: Burns, J. M, Goethals, R. R & Sorenson, G. J. (2004), <i>Encyclopaedia of Leadership</i>, Thousand Oaks, CA: SAGE; 47-54. 8. Fisher, C and Lovell, A Dr Valero-Silva N. (2012) <i>Business Ethics and values</i> Pearson Education 4th Edition, London (for general glancing through) 9. Ferrel, O.C., Fraedrich, J., Ferrel, L. (2015) <i>Business Ethics. Ethical Decision Making and Cases</i> Cenage Learning 10th Edition (for general glancing through) 10. Chytry, J. (2008) <i>Organizational Aesthetics. The Artful Firm and the Aesthetic Moment in Contemporary Business and Management Theory</i>. In: <i>Aesthesis. International Journal of Art and Aesthetics in Management and Organizational Life</i>, 2, 2, 60-72. 11. Dobson, J. (2007) <i>Aesthetics as a Foundation for Business</i>. <i>Journal of Business Ethics</i>, 72:1, 41-46. Hansen H, Ropo A, Sauer E (2007). <i>Aesthetic leadership</i>. <i>Leadership Q.</i>, 18(6): 544-560 12. Küpers, W. (2002) <i>Phenomenology of Aesthetic Organising - Ways towards Aesthetically Responsive Organisations</i>, In: <i>Journal Consumption, Markets and Cultures</i>, Volume 5, Issue 1, 31-68. 13. Küpers, W. (2005) <i>Envisioning a Refined Existence between the Sense of Reality and the Sense of Possibility through a Responsive Encounter between Art and Commerce</i>"; Brellochs; M. & Schraat, H. (2005) (Ed) <i>"Sophisticated Survival</i>
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	<p><i>Techniques - Strategies in Art and Economy</i>", (372-397), Berlin: Kadmos.</p> <p>14. Küpers, W. (2011) Integral Responsibilities for a Responsive and Sustainable Practice in Organizations and Management In: Corporate Social Responsibility and Environmental Management Journal 18, 3, 137-150</p> <p>15. Küpers, W. (2013) "The Art of Practical Wisdom ~ Phenomenology of an Embodied, Wise Inter-practice in Organisation and Leadership", in Küpers, W. & Pauleen, D. (2013). A Handbook of Practical Wisdom. Leadership, Organization and Integral Business Practice. Imprint: London: Gower (19-45)</p> <p>16. Ladkin, D. (2008) Leading beautifully: How mastery, congruence and purpose create the aesthetic of embodied leadership practice. The Leadership Quarterly 19(1), 31-41.</p> <p>17. Ladkin, D. & Taylor, S. (2010) 'special issue on <i>leadership as art: variations on a theme</i>' <i>Leadership</i> 6(3): 235–241</p> <p>18. Schiller, F. (1795) Ueber die aesthetische Erziehung des Menschen Reclam 1965</p> <p>19. Schmidt-Salomon, M. (2009) Jenseits von Gut und Boese. Warum wir ohne Moral die besseren Menschen sind Munich 2009</p> <p>Further sources, including links to videos will be listed and provided!</p>
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Business Transformation

Status: September 2021

Module-Nr./ Code	BUST
Module title	Business Transformation
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module STRT is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	No
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Bernadette Loacker
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to recognize the necessity and inevitability of individual, organizational and societal transformation and to act carefully in order to strike a balance between stability and change - to support transformations within organizations - to understand that the relationships of an organization to its (national and international) environments is redefined during and by transformations - to evaluate and take into account the relevance of transformations for society, i.e. both their positive and negative consequences - know about methodologies and using qualitative methods in relation to transformation - to believe that the willingness and capability to transform oneself is a prerequisite for successful leadership in a transformation. - to integrate the ambiguities and uncertainties in emerging transformation processes into their own and group behavior
<p>Contents of the module</p>	<ul style="list-style-type: none"> - Critical reflection on differences and complexities of progress, innovation, change, and transformation - Driving forces and power of transformation - Different levels of transformation and their interdependencies, including the individual, teams, units, organisation, industries, society, and the planet - Different kinds of transformative innovations, including technological, product and service related, social innovations and business model innovation. - Tools of change management / business development and their limits - Different roles and actors in change and business transformation - Paradoxes and dilemmas in transformation, e.g. change and continuity, and ways for dealing with
<p>Teaching and learning methods of the module / Special features</p>	<p>Interactive lecture, seminar style Special features: The seminar will include case studies, group presentations, reflections on the perception of “change” in music, “literature laboratory”.</p>

Literature

Considering the 108 self-study hours, this is also a reading intensive module, which expects of you intensive studying the required and recommended reading, as well as researching and finding additional further literature on your own, especially for the assignment

Required reading:

1. **Cameron, E. and Green, M. (2012) Making Sense of Change Management.** 3rd ed. London: Kogan Page, (pages: 416-454)
2. **Chia, R. (2014) Reflections: In Praise of Silent Transformation – Allowing Change Through 'Letting Happen'.** Journal of Change Management, 14(1), 8–27
3. **Kotter, J. P. (1995) Leading change: Why transformation efforts fail.** Harvard Business Review, 73(2), 59-67
4. **Küpers, W. (2011) Trans-+Form - Transforming Transformational Leadership for a Creative Change Practice,** Leadership & Organization Development Journal, Volume 32 Issue 1. 20-40
5. **Morgan, G. and Spicer, A. (2009) Critical Approaches to Organizational Change,** In: Alvesson, M.; Bridgman, T. & Willmott, H. Oxford University Press, Oxford (2009) The Oxford Handbook of Critical Management Studies (pp. 251-266), Oxford: Oxford University Press
6. **Schaltegger, S.; Lüdeke-Freund, F. & Hansen, E. (2012) Business Cases for Sustainability: The Role of Business Model Innovation for Corporate Sustainability,** Int. Journal of Innovation and Sustainable Development, Vol. 6, No. 2, pp. 95-119
7. **Dent E.B.; Goldberg S.G (1999) Challenging “Resistance to Change;** The Journal of Applied Behavioral Science, Vol. 35 No. 1, March 1999 25-41 © 1999 NTL Institute
<http://faculty.uncfsu.edu/edent/rtcinjabs.pdf>
8. **Anand N, Barsoux J.L. (2017) What Everyone Gets Wrong About Change Management Poor execution is only part of the problem** HBR November December 2017
<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=80691ee4-005b-4cbe-a4b5-497b5b665f47%40sessionmgr104>
9. **Rosenberg, M.B. (2003) Nonviolent Communication: A Language of Life** 2nd Edition
10. **Fry, R.E. and Srivastva, S. (1992) Continuity and Change in Organisational Life**
In: Srivastva, S. and Fry, R.E.: Executive and organizational continuity. Managing the paradoxes of stability and change. Pp. 1-24; San Francisco: Jossey-Bass.

Recommended reading:

1. **Ladkin, D. (2008). Rethinking Leadership: A New Look at Old Leadership Questions.** Chapter: How do Leaders Lead Change? Cheltenham: Elgar.
2. **Faltin, G., Fleischmann, F. (2008) Brains versus Capital - Entrepreneurship for Everyone – Lean, Smart, Simple**
3. **Nefiodov, L.A. (1986) The Sixth Kondratief. The Growth Engine of the 21st Century**
4. **Scharmer, C.O; Kaeufer, K. (2013) Leading from the Emerging Future: From Ego-System to Eco-System Economies** (26 page Summary)
5. **Zott, C., Amit, R., Massa, L. (2011) The Business Model: Recent Developments and Future Research** Journal of Management Vol. 37 No. 4, July 2011 1019-1042
6. **Thomas R. Eisenmann (2013) Entrepreneurship: A Working Definition** HBR January 10, 2013
<https://hbr.org/2013/01/what-is-entrepreneurship>
7. **Donaldson, T.; Preston, Lee E. (1995) "The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications".** Academy of Management Review. Academy of Management. 20 (1): 70–71.
8. **Ryuzaburo Kaku (1997) The Path of Kyosei** HBR From the July–August 1997 Issue
9. **Joan Magretta (2002) Why Business Models Matter** HBR From the May 2002 Issue
<https://hbr.org/2002/05/why-business-models-matter>
10. **Küpers, W. & Deeg, J. (2011).** “Organisational Change and Learning” in Encyclopaedia of the Sciences of Learning, Seel, N. M. (Ed.), pp. 2530-253, Heidelberg: Springer,
11. **Osterwalder A., Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers** New York Wiley
12. **McKinsey.** The seven decisions that matter in a digital transformation: A CEO’s guide to reinvention
<https://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/the->

	<p><u>seven-decisions-that-matter-in-a-digital-transformation</u></p> <p>13. World Economic Forum Inclusive Development Index</p> <p><u>http://reports.weforum.org/the-inclusive-development-index-2018/</u></p>
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Research Colloquium

Status: September 2021

Module-Nr./ Code	RECO
Module title	Research Colloquium
Semester or trimester	4th semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations
Applicability of the module to other programs	No
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	180 hours (Contact hours 56 / self-study 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	6 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will have acquired and trained a firm grounding in the process and theory of identifying, discussing and solving academic research issues. They will be able to</p> <ul style="list-style-type: none"> - Structure and pursue a research process with defined milestones - Construct, revise, and research an issue - Give presentations on the issue meeting both academic and professional standards - Guide a thoughtful, and constructive discussion and participate in a rigorous, thoughtful, and constructive peer review - Defend their own work in a thoughtful and constructive manner, applying professional and academic rituals
<p>Content of the module</p>	<ul style="list-style-type: none"> - Contribute topics and issues for further discussion and research - Discuss research approached - Creation of an extended abstract - Draft of a working paper - Preparation of a conference presentation
<p>Teaching and learning methods of the module</p>	<p>Academic colloquium with active involvement of students presenting</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Peer discussion of research projects</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>No specific literature requirements. Professor and students will individually agree on the required readings for the sessions</p> <p><u>Recommended reading:</u></p> <p>Bryman, A. and Bell, E. (2015). Business Research Methods. Oxford: Oxford University Press.</p> <p>Silverman, D. (2011): Interpreting Qualitative Data. 4th ed. London: Sage.</p> <p>Flick, U (2009): An Introduction to Qualitative Research. 4th ed. London: Sage.</p>

	<p>Flick, U., Kvale, S. and Angrosino, M. (2007): The Sage Qualitative Research Kit. Los Angeles: Sage.</p> <p>Fisher, D. and Harrison, T. (1999): Citing References. London: Blackwell.</p> <p>Saunders, M.N.K., Lewis, P. and Thornhill, A. (2012): Research Methods for Business Students. 6th ed. Harlow: Pearson.</p>
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Master Thesis

Status: September 2021

Module-Nr./ Code	MAST
Module title	Master Thesis
Semester or trimester	4th semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	Completion of 90 ECTS in this program
Applicability of the module to other programs	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Any tutor in accordance with the study and examination regulations
Teaching language	English
Number of ECTS credits	18+1
Total workload and its breakdown (e.g. self-study and contact hours)	three months (18 ECTS) plus one week preparation for the defense (1 ECTS)
Hours per week	
Assessment type / requirement for the award of credits	The Assessment type is a Master Thesis and its defence according to §§ 12 and 13 Course and Examination Regulations for the Master “Management” (CER)
Weighting of the grade within the total grade	19 %

<p>Qualification objectives of the module</p>	<p>In accordance with the study and examination regulations students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> - Investigate and answer an academic question independently using academic methods within a given time period - Give a presentation summarizing the results of their work and defend it with informed academic arguments in a discussion (max. 30 min)
<p>Content of the module</p>	<ul style="list-style-type: none"> - Master thesis and defense of the master thesis in accordance with the study and examination regulations
<p>Teaching and learning methods of the module</p>	<p>Bibliographical research and empiric research if indicated, self-directed scientific analysis, compilation and presentation Support and feedback by the instructor in charge or other instructors maybe solicited</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>None</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>The literature requirements depend on the subject of the thesis and will be result of self-directed bibliographical research</p> <p><u>Recommended reading:</u></p> <p>Bryman, A. and Bell, E. (2015). Business Research Methods. Oxford: Oxford University Press.</p> <p>Silverman, D. (2011): Interpreting Qualitative Data. 4th ed. London: Sage.</p> <p>Flick, U (2009): An Introduction to Qualitative Research. 4th ed. London: Sage.</p> <p>Flick, U., Kvale, S. and Angrosino, M. (2007): The Sage Qualitative Research Kit. Los Angeles: Sage.</p>

Leading Yourself: Personal Capabilities
(LYPC, Lead 1)

Status: September 2021

Module-Nr./ Code	LYPC
Module title	Leading Yourself: Personal Capabilities
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Andrea Naurath / n. n.
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Simulation according to § 10 (6) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - Develop open-mindedness, curiosity, compassion and courage - Challenge normalizing practices and “status-quo” - Gain an understanding of how their self is constructed through interactions with others - Reflect on and adjust the effects of their verbal and non-verbal behavior on others Identify, analyze and implement different means of communication as part of social construction of meaning

	<ul style="list-style-type: none"> - Acknowledge and respect differences - Recognize and regulate affective and emotional states (fear, anger, frustration, ambivalence) of one-self and others - Cultivating attention, mindfulness, responsiveness, and empathy - Come up with self-management strategies to manage their personal resources, develop resilience and prevent self-exploitation - Understand leadership as responsibility, as service and as a shared practice
Content of the module	<ul style="list-style-type: none"> - Courage to take risks to shape own personality & biography - Critical consciousness concerning power structures & normalization mechanisms - Self-Awareness & self-Reflection/assessment on own attitudes and practices including attention, habits, likings, prejudices relationships, ambitions and goals, drivers, challenges and obstacles - Self-reflection on previous experience in personal and professional life in relation to study and future: - Developing and expressing a personal vision - Express themselves creatively through art, e.g. drawing, writing, poetry, theater, "Ausdruckstanz" - Develop empathy, appreciative approaches and actions towards others - Understand understanding and its connection to social transformation - Feedback and Feedforward - Effective communication in various settings (solo, dialog, group, stage, media), including identifying and evaluating different communicative intentions, purposes and occasions - Building up personal stress-management, empowerment, resilience & self-esteem
Teaching and learning methods of the module	This module will contain experiential learning and various exercises in bodily expression speaking techniques, breathing techniques, emotional expression and creative capabilities for expressing feelings and reflections.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Bigo, V., Ballet, J., et al. (2006). "Happiness, Responsibility and Preference Perturbations",

in J. Ballet and D. Bazin (eds), *Essays on Positive Ethics in Economics*. pp. 225-238

- Küpers, W. (2011). "Trans-+Form - Leader- and followership as an embodied, emotional and aesthetic practice for creative transformation in organisations", 'Leadership & Organization Development Journal', Volume 32(1), 20-40.
- Küpers, W. et al. (2017). Introduction: ReThinking Management?!", In: Küpers, W., S. Sonnenburg & M. Zierold (2015) "Re-Thinking Management, (11-30), Berlin: Springer.

Recommended reading:

- Bigo, V. (2018). On Silence, Creativity and Ethics in Organization Studies", *Organization Studies* 39 (1), 121-133
- Contu, A. (2008). Decaf Resistance: On Misbehavior, Cynicism, and Desire in Liberal Workplaces. In: *Management Communication Quarterly* 21(3), 364-379
- Senge, P., Scharmer, O. (2005). *Presence: An Exploration of Profound Change in People, Organizations, and Society* London: Nicolas Brealey.
- Scharmer, O. (2018). *The Essentials of Theory U: Core Principles and Applications*. San Francisco, CA; Berrett-Koehler Publishers

For Meta-Reflection Part

- Covey, S. *the 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*
- Cullen, J. (2009). How to sell your soul and still get into Heaven: Steven Covey's epiphany-inducing technology of effective selfhood, *Human Relations* 62(8):1231-1254
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*.
- Küpers, W. & Weibler, J. (2008). "Inter-Leadership - Why and How to Think Leader- and Followership Integrally, 'Leadership' Vol. 4(4), 443-47
- Küpers, W. (2020). *Aesthetics and Leadership*, in Cristina Neesham & Steven Segal, (ed) *Handbook, Philosophy of Management*, New York: Springer
- Manz, C. C. (1986). "Self-Leadership: Towards an Expanded Theory of Self-

	<p>Influence Processes in Organizations”, Academy of Management Review, 11(3), 585-600.</p> <ul style="list-style-type: none">• Manz, C. C., and Sims, H. P. (2001). The new superleadership: Leading others to lead themselves. Berrett-Koehler Store.
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Leading Others: Power, Conflict and Negotiation
(POCO, Lead 2)

Status: September 2021

Module-Nr./ Code	POCO
Module title	Leading Others: Power, Conflict and Negotiation
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module LYPC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social Transformation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Vinca Bigo, PhD, Associate Professor Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand the phenomenon of leadership as relationship. - to reflect on power as a central force and component of social cooperation and organizational realities and as a source and medium of leader- followership. - to identify and experience power as an ambivalent, performative, productive and/or destructive moment.

	<ul style="list-style-type: none"> - to recognize conflicts as ambivalent and to understand the potential destructive force and/or transformational potential of conflicts. - to understand the per-formative and transformative power (and weakness) of decisions and policies in particular with regard to power and conflict. - to comprehend potentials and limitations of conflict resolution practices such as negotiation, mediation, arbitration and courts ruling. - to be able to use forms of nonviolent communication. - to apply a variety of negotiation competencies to remedy conflicts, claim interests and create added value sustainably. - to integrate ethical issues into leader- and followership practices. - to critically reflect on alternative forms of organization and business designed to deal with power and conflict differently. - to deal appropriately with various types of (team) conflicts
Content of the module	<ul style="list-style-type: none"> - Leadership as relationship - Phenomenon of Power and its forms and origins - Phenomenon of Conflict and its forms and origins - Potentials and limitations of decision and policy making (models, theories) in the field of power and conflict - Negotiation, Mediation, Arbitration and Courts as form of civilized conflict resolution - Competent sustainable value creating Negotiation - Non-violent communication
Teaching and learning methods of the module	<ul style="list-style-type: none"> - “Literature Laboratory” (presentations and discussions) - Simulations - Role-plays - Case Studies - Interactive presentations
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Invited guest speakers, simulations, real-life case studies
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <ul style="list-style-type: none"> • Bercovitsch, J. and Jackson, R. (2009). Conflict Resolution in the 21st Century: Principles, Methods, and Approaches. Ann Arbor: University of Michigan Press. • French, J. and Raven, B. (1959). The Bases of

Social Power. In *Studies in Social Power*, D. Cartwright, Ed., pp. 150-167. Ann Arbor, MI: Institute for Social Research.

- Ladkin, D. (2008) *Rethinking Leadership: A New Look at Old Leadership Questions* Cheltenham: Elgar.
- Malhotra, D. (2016), *Negotiating the Impossible. How to break deadlocks and resolve ugly conflicts*, Harvard Business School
- Miall, H. (2004). *Conflict Transformation: A Multi-Dimensional Task*, Berghof Foundation Handbook in A. Austin, M. Fischer and N. Ropers, eds, *Transforming Ethnopolitical Conflict: The Berghof Handbook*. Berlin: VS Verlag für Sozialwissenschaften.
- Rosenberg, M. (2015). *Nonviolent Communication: A Language of Compassion*, 3rd ed.

Recommended reading:

- Berne, E. (1964). *Games people play: the psychology of human relationships*. New York: Grove Press.
- Fisher, R., Ury, W. (2011). *Getting to Yes. Negotiating an agreement without giving in*, Harvard Business School
- French, J. and Raven, B. (1959). *The Bases of Social Power*. In *Studies in Social Power*, D. Cartwright, Ed., pp. 150-167. Ann Arbor, MI: Institute for Social Research.
- Galtung, J. (1969). *Violence, Peace, and Peace Research*, in: *Journal of Peace Research* 6, 3, 167-191.
- Galtung, J. (2000). *Conflict Transformation by peaceful means. The TRANSCEND Method UN Manual*
- Hansson, S.O. (1994) *Decision Theory. A Brief Introduction* Stockholm: Royal Institute of Technology (KTH)
<http://home.abe.kth.se/~soh/decisiontheory.pdf>
- Ladkin, D. (2015) *Mastering the Ethical Dimension of Organizations. A Self-Reflective Guide to Developing Ethical Astuteness* Cheltenham: Elgar
- Malhotra, D., Bazerman, M.H. (2008). *Negotiation Genius*, Harvard Business School
- Miall, H. (2004). *Conflict Transformation: A Multi-Dimensional Task*, Berghof Foundation Handbook

	<ul style="list-style-type: none">• Ramsbotham, O., Woodhouse, T., Miall, H. (2011). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, 3rd edition. Cambridge: Polity Press. <p>Literature for Meta-Reflection</p> <ul style="list-style-type: none">• Sumbeiywo, L. (2009). To be a Negotiator: Strategies and Tactics. Center for Security Studies (CSS), ETH/Zürich,• UN World Health Organization (WHO), Global Status Report on Violence Prevention 2014, New York.• United Nations (UN Institute for Training and Research, Department of Political Affairs) (2010) Manual for UN Mediators https://peacemaker.un.org/node/1849
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Leading Change: Creativity, Improvisation and Play
(CIPL, Lead 3)

Status: September 2021

Module-Nr./ Code	CIPL
Module title	Leading Change: Creativity, Improvisation and Play
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module POCO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Andrea Naurath / n. n.
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Simulation according to § 10 (6) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be capable: <ul style="list-style-type: none"> - to embrace ambiguity, paradoxes and dilemma work with mysteries and paradoxes and dilemma - Exploring to wonder while bearing states of “not knowing”, being overwhelmed and/or emotionally touched as a key to real connection with others - to develop heterotopias and concrete social utopia - to create societal, systemic and organizational capabilities for transformation

	<ul style="list-style-type: none"> - to create open spaces for participation, emancipation and resistance - to navigate in complex, fuzzy and non-deterministic situations - to employ different playful and creative methods/techniques and settings? situationally and flexibly - to improvise in unforeseen situations and respond competently/adequately to emerging events or surprising stimuli. - to deal with processes playfully and intuitively, especially in relation to decisions. - to get to know and interpret their own embodied, personality as affective and mindful medium - to know how to enact agential capabilities and creativity in the service of social, economic and epistemic justice
Content of the module	<ul style="list-style-type: none"> - Cultivating consciousness as a source of expression and communication (some basics in voice training, basics in posture and body work, level of attention and energy) - Developing solutions creatively and playful Exploration different types of theatrical and coaching methods/techniques and performing in different settings - Taking responsibility for own learning and leading process - being supportive to others as well as welcoming support from others - Use transformational processes as inspiration for personal, community and societal development and responsible leadership skills - Build systemic capabilities for transformation - Performing on a stage with audience responsively - Using creativity for capacity- /community building,
Teaching and learning methods of the module	Body and mind exercises, awareness exercises, being present, performing (self-staging), improvisation, learning partnership (buddy work), reflection (single, in the group as well as in writing) discussion and feedback
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Students perform under professional supervision.
Literature	<u>Required reading:</u>

(Required reading/supplementary recommended reading)

- Morris, E. (1995). No Acting Please: A Revolutionary Approach to Acting and Living. Angeles: Ermor Foreword, 1-16. Exercises?
- Stone, H. and Stone, S. (1993). Embracing your inner critic. Turning self-criticism into a creative asset. New York: Harper One, (pages 3-30 and 175-205).
- Zander, R.S. and Zander, B. (2002). The art of possibility. Transforming professional and personal life. New York: Penguin Books, (pages 25-53)

Clips of talks provided as internet links

Recommended reading:

- Brown, St. (2010). Play, How it shapes the Brain, opens the Imagination, and Invigorates the Soul. New York: Penguin, Chapters 1-3 and 5.
- Eade, D. (2007). Capacity building: who builds whose capacity? In: Development in Practice, 17 (4-5), 630-639
- O'Brien, K., Reams, J. et al. (2013). You say you want a revolution? Transforming education and capacity building in response to global change. In: Environmental Science & Policy 28, 48-59
- Williams, J. (2010). Screw work, Let's play. How to do what you love and get paid for it. Harlow: Pearson Education,(pages 1-21).

Literature for Meta-Reflection

- Comim, F., Qizilbash, M. and Alkire, S. (eds.), (2008). The Capability Approach. Concepts, Measures and Applications, Cambridge: Cambridge University Press.
- Nussbaum, M., (1988). Nature, Functioning and Capability” Oxford Studies in Ancient Philosophy, 6, suppl. vol.: 145–84.
- Sen, A. (1985). Commodities and Capabilities, Amsterdam: North-Holland.
- Simpson, P., French, R. and Harvey, C. (2002). Leadership and negative capability. Human Relations, 55(10), 1209–26.
- Simpson, P. and French, R. (2006). Negative capability and the capacity to think in the present moment. Leadership, 2(2), 245–55.

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Personal Renewal
(PERE, Lead 4)

Status: September 2021

Module-Nr./ Code	PERE
Module title	Personal Renewal
Semester or trimester	4th semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CIPL is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	-
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Barbara Vossel
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 28 are contact hours / 122 self-study hours (including one week of social work)
Hours per week	2
Assessment type / requirement for the award of credits	The Assessment type is a Learner's Portfolio (pass/fail)

	according to § 10 (5) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able:</p> <ul style="list-style-type: none"> - to reflect critically on the qualifications and skills acquired during their studies with regard to their own future and contribution to society.. - to see the end of their studies as the beginning of lifelong learning and lifelong personal development. - to develop appropriate tools for continuously renewing their own physical, intellectual, emotional and ethical resources (maintaining a work-life balance). - to network on a long-term basis in order to benefit from lasting personal support. - to say farewell in the context of a separation ritual and leave.
Content of the module	<ul style="list-style-type: none"> - Reflection of academic learning - Lessons learned - Challenges of complexity - Leadership and self - Personal identity and change - Authenticity, truth, trust - Personality, community, organization, society - Responsibility, self-discipline - Empowerment and self-determination - Leadership and relationship - Networking and connectedness - Transformation vs. stability - Myths vs. realistic expectations - Career development and career well-being - Balancing your life - Purpose and meaning in life - Management and spirituality - The „other“
Teaching and learning methods of the module	Self-reflection, intercultural experience, group discussion, moderated reflection
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Part of the module is a project week in during which students go somewhere to further their personal development

<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Closs, L. and Antonello C.S. (2011): Transformative Learning. Integrating Critical Reflection Into Management Education. In: Journal of Transformative Education, 9, 2, 63-88.</p> <p>Schloemer, S. and Tomaschek, N. (eds.) (2010): Leading in Complexity. New Ways of Management. Heidelberg: Carl-Auer-Systeme. (Selected chapters)</p> <p><u>Recommended reading:</u></p> <p>Binney, G., Williams, C. and Wilke, G. (2012): Living Leadership. A Practical Guide for Ordinary Heroes. Harlow: Financial Times Press.</p> <p>Kolb, D. A. (1985): Experiential Learning. Experience as the Source of Learning and Development. Englewood Cliffs: Prentice Hall.</p> <p>Baker, A.C., Jensen, P.J. and Kolb, D.A. (2002): Conversational Learning. An Experiential Approach to Knowledge Creation. Westport: Quorum.</p> <p>Morgan, A.D. (2011): Journeys Into Transformation. Travel to An "Other" Place as a Vehicle for Transformative Learning. In: Journal of Transformative Education, 8, 246-268.</p> <p>Hesse, H. (2011): The Journey to the East, Reprint. London: Owen.</p> <p>Frost, R. (2010): The Road Not Taken. A Collection of Poems. S.I.: Big Fish Publishing.</p>
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Approaching Brands: Products & Services, People & Ideas
(ABRA, BRST 1)

Status: September 2021

Module-Nr./ Code	ABRA
Module title	Approaching Brands: Products & Services, People & Ideas
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Alegra Kaczinski
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to critically debate and reflect on the current discourse on brands, branding and brand management, branded products, services, people and ideas - to understand the mutual importance of brands and culture, markets, society and politics. - to contrast traditional with advanced and alternative approaches on brands. - to practice qualitative market research methods and differentiate them from quantitative methods.

<p>Content of the module</p>	<p>Theoretical approaches</p> <ul style="list-style-type: none"> - Semiotic approaches - Psychological approaches - Sociological approaches - Cultural approaches - Management approaches <p>Brandscapes</p> <ul style="list-style-type: none"> - Branded Products - Branded Services - Human Branding - Branding in Social and Political Marketing <p>Methods in brand research</p> <ul style="list-style-type: none"> - quantitative methods - ethnographical methods - interviews and focus groups - semiotic methods
<p>Teaching and learning methods of the module</p>	<p>Interactive seminar Application of qualitative and quantitative brand research methods</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Use of learning platform Moodle</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended literature:</u></p> <p>Arvidsson, A. (2005). Brands. A critical perspective. In: Journal of Consumer Culture, 5, 2, 235-258.</p> <p>Heding, T., Knudtzen, C.F., Bjerre, M. (2015). Brand management. Research, theory, practice. London: Routledge (chapters)</p> <p>Holt, D.B. (2004). How brands become icons. The principles of cultural branding. Cambridge, MA: Harvard Business School Publishing.</p> <p>McDivitt, Judith (2003). Is there a Role for Branding in Social Marketing?, Social Marketing Quarterly, 9:3, 11-17</p> <p>Ormrod, R.P. (2020) From Markets to Stakeholders: Toward a Conceptual Model of Political Stakeholder</p>

	<p>Orientation, <i>Journal of Political Marketing</i>, 19:4, 331-361</p> <p>Stride, H., & Lee, S. (2007). No Logo? No Way. Branding in the Non-Profit Sector. <i>Journal of Marketing Management</i>, 23(1-2), 107-122.</p> <p>Thomson, M. (2006). Human brands: Investigating antecedents to consumers' strong attachments to celebrities. <i>Journal of marketing</i>, 70(3), 104-119.</p> <p>Torelli, C.J., Keh, H.T. and Chiu, C.-Y. (2010). Cultural symbolism of brands. In: Loken, B., Ahluwalia, R. and Houston, M.J. (eds.): <i>Brands and brand management. Contemporary research perspectives</i>. New York, NY: Routledge, 113-132.</p>
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Brand Storytelling & Addressing Audiences
(BRAS, BRST 2)

Status: September 2021

Module-Nr./ Code	BRAS
Module title	Brand Storytelling & Addressing Audiences
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ABRA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Sangeeta Singh
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand that brands need a place (a) in the social arenas (economy, law, politics, culture), (b) in the awareness of consumers and citizens, (c) in the competition with other brands, branded products, people, services or ideas. - to develop brand strategy on the basis of a deep understanding of the consumers' and citizens' needs and organizational identity. - to systematically create brand strategies and to link them to communication

	<ul style="list-style-type: none"> - to apply brand strategies on different social arenas. - to diagnose the narrative structure (stories) of brands and integrate them in the brand navigation. - to develop stories in text or image form and to locate them in space
Content of the module	<ul style="list-style-type: none"> - Methods of market/arena analysis - Basis elements of fundraising - Stakeholder (customers, voters, citizens, donors) need analysis, market segmentation and value proposition - Concepts of brand image, brand identity, reputation and legitimacy - Brand concepts, creative briefs and brand design elements - Brand storytelling and brand narratives - Evaluation of brand performance
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle Guest speakers from company and non-profit-organizations
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Clark, C. (2009). How storytelling and branding techniques can be used to create an effective fundraising communications programme. <i>Journal of Communication in Healthcare</i>, 2(1), 47-53.</p> <p>Czinkota, M., Kaufmann, H. R., & Basile, G. (2014). The relationship between legitimacy, reputation, sustainability and branding for companies and their supply chains. <i>Industrial Marketing Management</i>, 43(1), 91-101.</p> <p>Feldmann, D. (2016). <i>Social Movements For Good: How Companies Create Viral Change</i>, John Wiley & Sons: NJ.</p> <p>Ibach, H. (2009). <i>How to write an inspired creative brief</i>. Bloomington: iUniverse.com.</p>

Laidler-Kylander, N., Quelch, J. A., & Simonin, B. L. (2007). Building and valuing global brands in the nonprofit sector. *Nonprofit Management and Leadership*, 17(3), 253-277.

Luedicke, M. K., & Markus, G. (2007). Towards a narratology of brands. *ACR European Advances*.

Preece, C., & Kerrigan, F. (2015). Multi-stakeholder brand narratives: An analysis of the construction of artistic brands. *Journal of Marketing Management*, 31(11-12), 1207-1230.

Singh, S. and Sonnenburg S. (2012). Brand performances in social media. In: *Journal of Interactive Marketing*, 26, 4, 189-197.

Woodside, A.G. (2010). Brand-consumer storytelling Theory and Research. Introduction to a Psychology & Marketing Special Issue. In: *Psychology & Marketing*, 27, 6, 531-40.

Transforming Brands & Stories: Trends & Trouble
(TBST, BRST 3)

Status: September 2021

Module-Nr./ Code	TBST
Module title	Transforming Brands & Stories: Trends & Trouble
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module BRAS is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	Master Management
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Markus Giesler
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to describe the difference between brand management as a trivial cause-and-effect relationship and brand management as the art of navigation. - to recognize that brands cannot be shaped in a one-sided way, but develop co-creatively - to diagnose the narrative structure (stories) of brands and integrate them in the brand navigation.

	<ul style="list-style-type: none"> - to develop stories in text or image form (e.g. print or TV) and to locate them in space (e.g. brandlands or cyberspace). - to compare the creation with strategy using qualitative methods.
Content of the module	<ul style="list-style-type: none"> - Branding as co-creation - Different types of co-creation - Brand owner and consumer(s) - Brand communities - Brand storytelling and brand narratives - Formal framework and components of a story - Brand Stories and media - Mass media - Social media - Word-of-mouth - Below the line - Space and place
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Baker, L. and Sonnenburg, S. (2013). Branded Spaces. Wiesbaden: SpringerVS.</p> <p>Campbell, J. (2008). The hero with a thousand faces. Novato: New World Library (chapters).</p> <p>Kozinets, R.V., de Valck, K., Wojnicki, A.C. and Wilner, S.J.S. (2010). Networked narratives. Understanding word-of-mouth marketing in online communities. In: Journal of Marketing, 74, March, 71-89.</p> <p>McKee, R. (1998). Story. Substance, structure, style, and the principle of screenwriting. London: Methuen.</p> <p>Sherry, J.F., Kozinets, R.V. and Borghini, S. (2006). Agents in paradise. Experiential co-creation through emplacement, ritualization, and community. In: Carù,</p>

A. and Cova, B. (eds.): Consuming experience. London: Routledge, 17-33.

Singh, S. and Sonnenburg S. (2012). Brand performances in social media. In: Journal of Interactive Marketing, 26, 4, 189-197.

Vera, D. and Crossan, M (2004). Theatrical improvisation: Lessons for Organizations. In: Organization Studies, 25, 5, 727-49.

Vogler, C. (2007). The writer's journey: Mythic structure for writers. Studio City: Michael Wiese Productions

Woodside, A.G. (2010). Brand-consumer storytelling Theory and Research. Introduction to a Psychology & Marketing Special Issue. In: Psychology & Marketing, 27, 6, 531-40.

Woodside, A.G., Sood, S. and Miller, K.E. (2008). When consumers and brands talk. Storytelling theory and research in psychology and marketing. In: Psychology & Marketing, 25, 2, 97-145.

Creativity in Context
(CRCO, CRIN 1)

Status: September 2021

Module-Nr./ Code	CRCO
Module title	Creativity in Context
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Stephanie Ehrhart Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to present and evaluate the current state of creativity research. - to describe and critically examine creativity as an individual (psychological) phenomenon. - to reflect on empirical methods of creativity diagnostics - to overcome personal approaches in order to break through the context dependency of individual creativity with a multi-disciplinary

	<p>approach.</p> <ul style="list-style-type: none"> - to compare and evaluate different socio-individual theoretical approaches. - to develop creativity as a communicative phenomenon that is performed by groups and organizations.
Content of the module	<ul style="list-style-type: none"> - P-dimensions of creativity <ul style="list-style-type: none"> - Person - Product - Process - Place - Psychology of creativity <ul style="list-style-type: none"> - Characteristics of creative people - Models of the creative process - Methods of creativity diagnostics <ul style="list-style-type: none"> - Psychometric methods - Experimental techniques - Biographical and case study techniques - Multi-methodological methods - Socio-individual theoretical approaches: <ul style="list-style-type: none"> - component model - system model - interaction approach - Communication approaches: <ul style="list-style-type: none"> - generic model of group creativity - micro-interactional approach - Creaplex approach
Teaching and learning methods of the module	<p>Interactive seminar Critical interpretation in the form of individual and group work Self-study</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>To promote scientific discourse, 1-2 guest lectures by creativity researchers will be integrated, if possible.</p> <p>Self-study using online components</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Amabile, T. (1996). Creativity in context. Boulder: Westview Press. (Chapter 4)</p> <p>Csikszentmihalyi, M. (1999). Implications of a System Perspective for the Study of Creativity. In: Sternberg, R.J. (ed.): Handbook of Creativity. Cambridge: Cambridge University Press, 313-335.</p> <p>Kozbelt, A., Beghetto, R.A. and Runco, M.A. (2010). Theories of creativity. In: Kaufman, J. C. and Sternberg, R.J. (eds.): The Cambridge handbook of</p>

creativity. Cambridge: Cambridge University Press, 20-47.

Nijstad, B.A. and Paulus, P.B. (2003). Group creativity. Common themes and future directions. In: Paulus, P.B. and Nijstad, B.A. (eds.): Group creativity. Innovation through collaboration. Oxford: Oxford University Press, 326-339.

Plucker, J. (2017). Creativity and innovation: Theory, research, and practice. Waco: Prufrock Press (chapters)

Sawyer, R.K. (2003). Group creativity. Music, theater, collaboration. Mahwah: Lawrence Erlbaum, 74-96.

Sonnenburg, S. (2004). Creativity in communication. A theoretical framework for collaborative product creation. In: Creativity and Innovation Management, 13, 4, 254-262.

Recommended reading:

Amabile, T. (1996). Creativity in context. Boulder: Westview Press.

Kaufman, J.C. and Sternberg, R.J. (eds.) (2010). The Cambridge handbook of creativity. Cambridge: Cambridge University Press.

Runco, M.A. (2007). Creativity. Theories and themes. Research, development, and practice. Burlington: Elsevier.

Sawyer, R.K. (2012). Explaining creativity. The science of human innovation. 2nd ed. Oxford: Oxford University Press.

Woodman, R.W., Sawyer, J.E. and Griffin, R.W. (1993). Toward a theory of organizational creativity. In: Academy of Management Review, 18, 2, 293-321.

Zhou, J. (2015). The Oxford handbook of creativity, innovation, and entrepreneurship. Oxford: Oxford University Press.

Innovation, Conflict & Creative Change
(ICCC, CRIN 2)

Status: September 2021

Module-Nr./ Code	ICCC
Module title	Innovation, Conflict & Creative Change
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CRCO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	<ul style="list-style-type: none"> - Students who have successfully participated in this module will be able: - - To analyze specific creative industries and organizations. - To examine various concepts, conditions, and constraints of innovation. - To deconstruct tensions and conflict around change and innovation. - To develop & justify a transition management strategy based in theoretical considerations for a

	concrete case.
Content of the module	<ul style="list-style-type: none"> - Socio-Technological Regime - Drivers and Barriers - Lock-In, Path Dependency and Inertia - Niche, Regime, and Landscape - Interests, Institutions, and Ideas - Tensions, Analyses, Choices - Transitions and Change - Transition Management - Niches and Strategic Niche Management - Social-Technological Innovation Systems (STIS) - Multi-Level Perspective - Case Studies in Specific Creative Industries and Organizations
Teaching and learning methods of the module	<p>Interactive seminar</p> <p>Exercises in groups</p> <p>Practical examples and case studies</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study integrating online components.
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Béland, D. (2009) Ideas, institutions, and policy change, <i>Journal of European Public Policy</i>, 16:5, 701-718,</p> <p>Craig, P. (2002). Creative selves? Critically reading 'creativity' in management discourse. In: <i>Creativity and Innovation Management</i>, 11, 4, 265-276.</p> <p>Flew, T. (2012). <i>The creative industries. Culture and policy</i>. London: Sage. (Chapters 1 and 7)</p> <p>Florida, R. (2014). <i>The rise of the creative class Revisited</i>. New York: Basic Books, 228-265.</p> <p>Hesmondhalgh, D. and Baker S. (2010). A very complicated version of freedom. Conditions and experiences of creative labour in three cultural industries. In: <i>Poetics</i>, 38, 1, 4-20.</p> <p>Hoppe R. (1999) 'Policy analysis, science, and politics: from "speaking truth to power" to "making sense together"' <i>Science and Public Policy</i>.</p> <p>Jaw, Y.-L., Chen, C.-L. and Chen, S. (2012). Managing innovation in the creative industries. A cultural production innovation perspective. In: <i>Innovation, Management, Policy & Practice</i>, 14, 2, 256-275.</p>

de Jesus, A. and Mendonça, S. (2018). Lost in Transition? Drivers and Barriers in the Eco-innovation Road to the Circular Economy. In: Ecological Economics, 145, 75-89.

Recommended reading:

Amin, A. and Roberts, J. (eds.) (2008). Community, economic creativity, and organization. Oxford: Oxford University Press.

Csikszentmihalyi, M. (1997). Creativity. Flow and the psychology of discovery and invention. New York: Harper Perennial.

Kunstler, B. (2004). The hothouse effect. Intensify creativity in your organization using secrets from history's most innovative communities. New York

Systems of Creativity and Innovation
(CINN, CRIN 3)

Status: September 2021

Module-Nr./ Code	CINN
Module title	Systems of Creativity and Innovation
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ICCC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - To categorize and critically examine societal, economic, political, and technological conditions for creativity and innovation. - to recognize the importance of creative industries as a factor that increases a location's appeal for business, both nationally and internationally. - To identify fuzzy areas as an opportunity, prerequisite and limitation of creativity and innovation. - to describe the relationship between creativity and

	<p>innovation processes.</p> <ul style="list-style-type: none"> - to develop ideas and see them through to fruition with “spirit” and conviction. - to integrate ethical issues into their actions.
Content of the module	<ul style="list-style-type: none"> - Political Economy of Technological and Ecological Change and Innovation - International and comparative political economy - Societal, economic, political, and technological frames for innovation - Creative Destruction, Liminality and Windows of Opportunity - Cutting-edge, bootlegging and practices of alternative subversion - Reification versus Fluidity - Complex adaptive systems - Soft-Capitalism and the Innovation paradigm - The transition from creativity to innovation (management) - Characteristics of creative work (in organizations) <ul style="list-style-type: none"> - Individual, group and organizational processes - the fuzzy front end - improvisational creativity - Inside and outside the box - Creative work environment - Innovation, Innovation Policy, Governance and Ethics - Case studies in Circular Economy, Digital Economy, Sharing Economy etc. - Different kinds of creative contributions and creativity techniques and the transition from creativity to innovation (management)
Teaching and learning methods of the module	Interactive seminar with practical exercises Individual and group settings
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study integrating online components such as Skype, Dropbox and the university’s internal download center.
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Ackoff, R. L. (1998). A Systemic View of Transformational Leadership. In: Systemic Practice and Action Research, 11 (1), 23 - 36</p> <p>Boekholt, P. (2010). The Evolution of Innovation Paradigms and their Influence on Research, Technological Development and Innovation Policy Instruments. In: Ruud E. Smits & Stefan Kuhlmann & Phillip Shapira (ed.), The Theory and Practice of Innovation Policy</p>

Borrás, S., & Edquist, C. (2013). The choice of innovation policy instruments. In: Technological forecasting and social change, 80(8), 1513-1522.

Florida, R. (2012). The rise of the creative class Revisited. New York: Basic Books.

Wieczorek, A. J., Hekkert, M. P. (2012) Systemic instruments for systemic innovation problems: A framework for policy makers and innovation scholars. In: Science and Public Policy, 39 (1), 74–87

Recommended reading:

Selected parts of:

Barrett, F.J. (2002). Creativity and improvisation in jazz and organizations. Implications for organizational learning. In: Kamoche, K.N., Cunha, M.P. and Cunha, J.V. (eds.): Organizational improvisation. London: Routledge, 135-162.

Cropley, D.H. et al. (eds.) (2010). The dark side of creativity. Cambridge: Cambridge University Press.

Dahlén, M. (2008). Creativity unlimited. Thinking inside the box for business innovation. Chichester: Wiley.

Gray, D., Brown, S. and Mananifo, J. (2010). Gamestorming. A playbook for innovators, rulebreakers, and changemakers. Sebastopol: O'Reilly.
(Chapters 1 and 2)

Florida, R. (2005). Cities and the creative class. New York: Routledge.
(Chapter 2)

Kristiansen, P., Rasmussen, R. (2014). Building Better Business Using the Lego Serious Play Method. Hoboken: Wiley (selected chapters)

Kim, J. and Wilemon, D. (2002). Sources and assessment of complexity in NPD projects. In: R&D Management, 33, 1, 16-30.

Lewrick, M., Link, P., and Leifer, L. (2018). The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services,

	<p>Businesses and Ecosystems. Hoboken: Wiley (chapters)</p> <p>van Lente, H., Hekkert M. et al. (2003). Roles of Systemic Intermediaries in Transition Processes. In: International Journal of Innovation Management 07 (03), 247-279</p> <p>Peschl, M.F. and Fundneider, T. (2012). Spaces enabling game-changing and sustaining innovations. Why space matters for knowledge creation and innovation. In: Journal of Organizational Transformation and Social Change, 9, 1, 41-62.</p> <p>Sawyer, K. (2007). Group genius. The creative power of collaboration. New York: Basic Books.</p> <p>Shan, L. (2008). Shanghai creative industries. The emergence of the creative class in China? In: Aesthesis, International Journal of Art and Aesthetics in Management and Organizational Life, 2, 73-85.</p> <p>Sonnenburg, S. (2007). Kooperative Kreativität. Theoretische Basisentwürfe und organisationale Erfolgsfaktoren. Wiesbaden: SpringerVS. (Chapter 6)</p> <p>Sternberg, R.J., Kaufman, J.C. and Pretz, J.E. (2002). The creativity conundrum. A propulsion model of kinds of creative contributions. New York: Psychology Press. (Chapter 1)</p> <p>Weisbord, M. and Janoff, S. (2012). Future search. An action guide to finding common ground in organizations & communities. San Francisco: Berrett-Koehler.</p>
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Culture & Society in Change - History and Trends
(CSI, CCSO 1)

Status: September 2021

Module-Nr./ Code	CSIC
Module title	Culture & Society in Change: History and Trends
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - explain the interconnectedness of individual, cultural and social change referring to historical examples, - identify current fundamental areas of social and cultural transformation globally as well as locally and, based on this, - reflect on the challenges of making sense of transformations while they are happening, - reflect on the role of politics and economy, management and organizations in the context of

	social and cultural change.
Content of the module	<ul style="list-style-type: none"> - The connection between individual, organizational, societal and cultural change - Exemplary history and analysis of major social and cultural transformations (e.g. industrialization, the '1968 movement', media transformation) - Current issues and trends of social and cultural change - Making sense of change: challenges of contemporary perspectives on current transformations - Organisational change and society
Teaching and learning methods of the module	<ul style="list-style-type: none"> - Interactive seminar integrating exercises - Reading and discussions - Exercises in groups - Image and film analysis
Special features (e.g. online activities, company visits, guest lectures, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Bauman, Zygmunt. Liquid Modernity. London et al., Polity, 2000.</p> <p>David Held, and Anthony McGrew, eds. The Global Transformations Reader. An Introduction to the Globalization Debate. 2. ed., completely rev., reprinted ed. Cambridge et al.: Polity, 2008 (excerpts).</p> <p>Mitchell Duneier, Philip Kasinitz, and Alexandra K. Murphy, eds. The Urban Ethnography Reader. Oxford et al.: Oxford Univ. Press, 2014 (excerpts).</p> <p>Reckwitz, Andreas. "Creativity as Dispositif." Culture, Communication, and Creativity. Reframing the Relations of Media, Knowledge, and Innovation in Society. Eds. Hubert Knoblauch, Mark Jacobs, and Rene Tuma. Frankfurt a.M.: Peter Lang, 2014. 23-33.</p> <p><u>Recommended reading:</u></p> <p>Bachmann-Medick, D. (2016). Cultural Turns: New Orientations in the Study of Culture. Berlin: de Gruyter (chapters).</p> <p>Giddens, A., and Pierson, C.. Conversations With Anthony Giddens - Making Sense of Modernity.</p>

	<p>Pcvs-Polity Conversations Series, Hoboken: Wiley, 2013 (chapters)</p> <p>Goffman, A.. On the Run. Fugitive Life in an American City. Chicago et al.: Univ. of Chicago Press, 2014 (chapters).</p> <p>Duneier, M., Kasinitz, P., and Murphy, A.K., eds. The Urban Ethnography Reader. Oxford et al.: Oxford Univ. Press, 2014 (chapters).</p> <p>Reckwitz, A. "Creative Subject and Modernity: Towards an Archeology of the Cultural Construction of Creativity." Konstanz, 2007 (chapters).</p>
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Creative Constructions: Performance and Performativity
(PERF, CCSO 2)

Status: September 2021

Module-Nr./ Code	PERF
Module title	Creative Constructions: Performance and Performativity
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CSIC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Martin Zierold
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to develop an understanding of the concepts of "performance" and "performativity" and their historical development - to relate the idea of "performativity" to social micro-, meso- and macro-phenomena of transformation - to relate the terms "performance" and "performativity" to political, economic and organizational contexts for analytical as well as

	<p>applied purposes.</p> <ul style="list-style-type: none"> - to apply the performative turn and the practice turn to various forms of structuration (case studies) - to analyze the contribution of intermediaries on the meso-level for the transmission and dissemination of individual change to the macro-level and of societal change to the micro-level
Content of the module	<ul style="list-style-type: none"> - Definitions and concepts of performance and performativity - The "Performative turn" and its genealogy: <ul style="list-style-type: none"> o Performativity in linguistic theory o Performance as a theatrical concept o Performance and role theory in sociology - Performance, performativity and transformation - Cultural Pragmatics and Social Performances - Structuration theory - Role of Intermediaries - Critical Performativity in Management Studies
Teaching and learning methods of the module	<p>Interactive seminar integrating exercises Exercises in groups Case studies Image and film analysis</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Self-study using online components</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Alexander, J.C. "Cultural Pragmatics: Social Performance Between Ritual and Strategy." <i>Social Performance: Symbolic Action, Cultural Pragmatics, and Ritual</i>. Eds. Jeffrey C. Alexander, Bernard Giesen, and Jason L. Mast. Cambridge: Cambridge University Press, 2006. 29-90.</p> <p>Alvesson, M., and Spicer, A.. "Critical Leadership Studies: The Case for Critical Performativity." <i>Human Relations</i> 65.3 (2012). 367-90</p> <p>Austin, J.L. "Performative Utterances." <i>Philosophical Papers</i>. Oxford: Oxford University Press, 1979. 233-52</p> <p>Fischer-Lichte, E.. <i>The Transformative Power of Performance: A New Aesthetics</i>. Trans. Saskya Iris Jain. New York et al.: Routledge, 2008 (excerpts).</p>

Goffman, E.. "Keys and Keyings." Frame Analysis. An Essay on the Organization of Experience. London: Penguin Books, 1974. 40-82.

Spicer, A., Alvesson, M. and Kärreman, D.. "Critical Performativity: The Unfinished Business of Critical Management Studies." Human relations 62.4 (2009). 537-60.

Recommended reading:

Austin, J.L. How to Do Things With Words. The William James Lectures Delivered At Harvard University in 1955. [Edited By James O. Urmson.]. Oxford: Oxford University at the Clarendon Press, 1962.

Bachmann-Medick, D. (2016). Cultural Turns: New Orientations in the Study of Culture. Berlin: de Gruyter (chapters).

Bal, M.. Travelling Concepts in the Humanities: A Rough Guide. Toronto: University of Toronto Press, 2002^[1]_[SEP]

Nelson, L.. "Bodies (and Spaces) Do Matter: The Limits of Performativity." Gender, Place and Culture: A Journal of Feminist Geography 6.4 (1999). 331-53.

Schechner, R.. "What is Performance Studies?" Rupkatha Journal on Interdisciplinary Studies in Humanities V.2 (2013). 2-11.

Turner, V.. The Anthropology of Performance. New York: Paj Publications, 1988.

Leadership for Transformation: Betwixt and Between
(BEBE, CCSO 3)

Status: September 2021

Module-Nr./ Code	BEBE
Module title	Leadership for Transformation: Betwixt and Between
Semester or trimester	3rd semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module PERF is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr Dr. Angelica Marte
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to develop an advanced understanding of politics/economies and management/leadership as cultural and social practices - to analyse possible tensions between cultural and classical political and economic perspectives on “doing change” and to identify possible new directions - to understand the relation of social and cultural

	<p>change on a macro-level and the implications for institutions/organizations</p> <ul style="list-style-type: none"> - to discuss the challenges and limitations of "managing" change and transformation processes in social settings.
Content of the module	<ul style="list-style-type: none"> - Definition of liminal and liminoid phenomena - Correlation between liminality and transformation - Leadership, cultural power and performance in politics and economy - Dynamics of transformation processes and ritual stages (separation, transformation, incorporation) - Processes of institutionalization and de-institutionalization - Different types of liminal practices on the micro-, meso-, and macro- level and their influence on societal and economic transformation
Teaching and learning methods of the module	<p>Interactive seminar</p> <p>Individual and group exercises</p> <p>Case studies</p> <p>Guest workshop(s) with people in leadership or change agent roles in politics, economy, social movements or organizations</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Backhaus, J., Genus, A. (2018): Social Innovation and Sustainable Consumption: Research and Action for Societal Transformation. Routledge (selected chapters)</p> <p>Krlev, G., Mildenerberger, G. et al. (2020). Innovation and societal transformation – what changes when the 'social' comes in? In: International Review of Applied Economics 34 (5), 529-540</p> <p>Feola, G. (2015). Societal transformation in response to global environmental change: A review of emerging concepts. Ambio 44, 376–390.</p> <p>Wittmayer, J.M., Backhaus, J. (2019). Narratives of change: How social innovation initiatives construct societal transformation. In: Futures, 112, 102433</p>

Recommended reading:

Barkin, D. (2012). "Communities Constructing Their Own Alternatives in the Face of Crisis," Mountain Research and Development, 32(S1)

Berkhout, F. (2013). Speed, scope and depth: What counts as a socio-transformation? Paper presented at the International Conference Transformation in a Changing Climate, 19–21 June, 2013

Brown K., S. O'Neill et al. (2013). Social science understanding of transformation. In: International Social Science Council/United Nations Educational, Scientific and Cultural Organization (ISSC/UNESCO). 2013. The World Social Science Report 2013: Changing Global Environments. OECD Publishing/UNESCO Publishing

Conradi, E. (2015). Redoing Care: Societal Transformation through Critical Practice. In: Ethics and Social Welfare 9 (2), 113 - 129

De Haan, J., and J. Rotmans (2011). Patterns in transitions: Understanding complex chains of change. Technological Forecasting and Social Change 78, 90–102.

Ernstson, Henrik (2011). Transformative collective action: A network approach to transformative change in ecosystem-based management. In Social networks and natural resource management: Uncovering the social fabric of environmental governance, ed. Ö. Bodin, and C. Prell, 255–287. Cambridge: Cambridge University Press.

Kapoor, R. (2007). Transforming self and society: Plural paths to human emancipation. Futures 39: 475–486

Marshall, N.A., S.E. Park, et al. (2012). Transformational capacity and the influence of place and identity. Environmental Research Letters 7

Wiek, A., B. Ness, et al. (2012). From complex systems analysis to transformational change: A comparative appraisal of sustainability science projects. Sustainability Science 7, 5–24

Network Culture – Digital Culture
(NECU, DIME 1)

Status: September 2021

Module-Nr./ Code	NECU
Module title	Network Culture – Digital Culture
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Thomas Zorbach
Teaching language	Englisch
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Learner’s Portfolio according to § 10 (5) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand how social relationships, working forms, practices, rituals, objects, ideas and aesthetic designs change under conditions of network culture. - to differentiate between the influence of network culture on everyday culture and the influence of everyday culture on network culture. - to analyze media practices as culture phenomena using inter-disciplinary methods.

	<ul style="list-style-type: none"> - to study new cultural phenomena triggered by the network. - to examine the formation of own ethical standards, aesthetic patterns, public discourses and performative practices in the network. - to comprehend that each phenomenon of the new media culture bears a counter-phenomenon
Content of the module	<p>The digital transformation of...</p> <ul style="list-style-type: none"> - ...network technology and data availability - ...interactivity and participation - ...storytelling and public discourse - ...knowledge and information - ...the public/private distinction - ...fandom and hate - ...media institutions and platforms - ...freedom and governance
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Gibson, W. (1995). Neuromancer, Count Zero, Mona Lisa Overdrive. New York: HarperCollins.</p> <p>Jenkins, H., Ito, M., and Boyd, D. (2017). Participatory culture in a networked era: A conversation on youth, learning, commerce, and politics. Cambridge: Polity Press (selected chapters).</p> <p>Levine, R. (2011). The Cluetrain Manifesto. The end of Business as Usual. 10th anniversary ed. Cambridge: Basic Books, 1-8.</p> <p>McAfee, A., Brynjolfsson, E., Davenport, T. H., Patil, D. J., & Barton, D. (2012). Big data: the management revolution. Harvard business review, 90(10), 60-68.</p>

	<p>Rheingold, H. (2012). Net Smart. How to Thrive Online. Cambridge: Mit Press.</p> <p>Rose, F. (2011). The Art of Immersion. Entertainment in a Connected World. New York: Norton.</p> <p>Rushkoff, D. (2013). Present Shock: When Everything Happens Now: London: Penguin Books.</p> <p>Sachs, J.W. (2012). Winning the Story Wars. Why Those Who Tell-And Live-The Best Stories Will Rule the Future. Boston: Harvard Business Review Press, 13-35.</p> <p>Solis, B. (2011). The End of Business as Usual. Rewire the Way You Work to Succeed in the Consumer Revolution. Hoboken: John Wiley & Sons.</p> <p>Van Dijk, J. (2006). The Network Society. London: Sage</p> <p>Wardrip-Fruin, N. and Montfort, N. (2003). The New Media Reader. Cambridge: MIT Press.</p>
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Managing Digital Communities and Dynamics
(MDCD, DIME 2)

Status: September 2021

Module-Nr./ Code	MDCD
Module title	Managing Digital Communities and Dynamics
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module NECU is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Alegra Kaczinski
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to define the most important terms related to the theory of “social networks” and to understand social networks from a theoretical point of view, based on the example of new media. - to identify and explore application examples for relevance with regard to network research in the area of new media.

	<ul style="list-style-type: none"> - to apply qualitative and quantitative methods of network research to investigate communication-related phenomena in the area of new media. - to characterize individual actors in a network - to reflect on how contents spread within social networks, applying network theory - to understand the fundamentals of community management. - to develop suitable strategies and practices for dealing with uncertainty in the area of digital networks. - to reflect on and deal with a communication crisis in digital networks.
Content of the module	<ul style="list-style-type: none"> - Actors: Individuals, Companies, Public Institutions, NGOs - Relations: Liking, Following, Sharing, Commenting - Structures: Connections, Centrality, Topography - Strategies: Staging, Diffusion, Persuasion - Fostering Fandom and Viral Communication - Defending against Hate Speech and Firestorms - Network Research and Result Visualization
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Granovetter, M. (1983). The Strength of Weak Ties. A Network Theory Revisited. In: Sociological Theory, 1, 201-233.</p> <p>Gray-Hawkins, M. (2018). Collective Movements, digital activism, and protest events: The effectiveness of social media concerning the organization of large-scale political participation, Geopolitics, History, and International Relations, 10(2), 64-69.</p> <p>Hennig, M. et al. (2012). Studying Social Networks. A Guide to Empirical Research. Frankfurt: Campus.</p>

Herhausen, D., Ludwig, S., Grewal, D., Wulf, J., & Schoegel, M. (2019). Detecting, Preventing, and Mitigating Online Firestorms in Brand Communities. *Journal of Marketing*, 83(3), 1–21.

Kratzer, J., Lettl, C., Franke, N., & Gloor, P. A. (2016). The social network position of lead users. *Journal of Product Innovation Management*, 33(2), 201-216.

Kuchmaner, C. A., Wiggins, J., & Grimm, P. E. (2019). The role of network embeddedness and psychological ownership in consumer responses to brand transgressions. *Journal of Interactive Marketing*, 47, 129-143.

Milgram, S. (1967). The small world problem. *Psychology today*, 2(1), 60-67.

Miller, J.H. and Pager, S.E. (2007). *Complex Adaptive System. An Introduction to Computational Models of Social Life*. Princeton: Princeton University Press.

Pfeffer, J. and Carley, K.M. (2013). The Importance of Local Clusters for the Diffusion of Opinions and Beliefs. In: *International Journal of Innovation and Technology Management*.

Rogers, E.M. (1995). *Diffusion of Innovations*. 4. ed. New York: Free Press.

Wang, K.-Y., Chih, W.-H., & Hsu, L.-C. (2020). Building Brand Community Relationships on Facebook Fan Pages: The Role of Perceived Interactivity. *International Journal of Electronic Commerce*, 24(2), 211–231.

Wasserman, S. and Faust, K. (1995). *Social Network Analysis. Methods and Applications*. Cambridge: Cambridge University Press.

Digital Society Lab: Transforming Communities
(DISL, DIME 3)

Status: September 2021

Module-Nr./ Code	DISL
Module title	Digital Society Lab: Transforming Communities
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module MDCD is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Thomas Zorbach
Name(s) of the instructor(s)	Thomas Zorbach
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Project (Reallabor) according to § 10 (8) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to identify the different fields of application of digital network technologies. - to reflect on the lack of control over digital network. - to practice concrete forms of digital practices in a laboratory situation. - to plan and implement service design within digital networks.

	- to create community-based visions for digital futures in different arenas (economy, politics, society, culture)
Content of the module	Current topics, identified by lecturer, team of Future Lab researchers, and students
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle Field Study in collaboration with “Culture and Society Future Lab @ ZKM”
Literature (Required reading/supplementary recommended reading)	<u>Required reading:</u> Will be provided by lecturer on Moodle platform in the beginning of the lecture – and will be based on current topics.

Globalization from Below
(GLFB, GGTR 1)

Status: September 2021

Module-Nr./ Code	GLFB
Module title	Globalization from Below
Study Semester (or Trimester)	1 st semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Field Study according to § 10 (12) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> - Analyse the social and political processes underlying the global circulation of people, ideas, images, values capital, and material things - Explore the implications of these processes for individual and collective identities and everyday lives using ethnographic research - Evaluate the relationship between specific global systems and particular local material realities - Critically examine the assumptions, presuppositions, and ways of different

	<p>approaches to global labour, migration and trade</p> <ul style="list-style-type: none"> - Debate systemic cultural, social, political and economic inequalities in light of globalization processes - Critically reflect and apply theories of globalisation “from above” and “from below” and evaluate various globalisation discourses from an interdisciplinary point of view
<p>Contents of the module</p>	<ul style="list-style-type: none"> - Global systems of production - Cross-cultural consumption of goods and practices - Global distribution of labour and wages - Global migration (incl. forced migration, refugees, asylum, diasporas, precarious living and working conditions) - Citizenship and mobility - Social Construction of identity (e.g. the question of Dual Citizenship in a time of globalization) - Global connectivity and flows of information - Global popular culture(s) and artistic labour - Global dissemination of practices - Global knowledge production - Global imaginaries (including tourism) - Global flows of capital - Social and economic inequalities - Hegemonies and unequal distribution of power and participation (race, gender, class) - Representation, meaning, othering - Imaginaries and ideologies of commonality and difference - Interdependence between global phenomena and individual and collective identities and life worlds - Dichotomy/correspondence between <ul style="list-style-type: none"> o The local and the global o Diversity/homogeneity o Cultural homogenization and diversification o Cultural appropriation, translation, hybridity - Theories of globalisation “from above” and “from below” - Cosmopolitanism - Aesthetic turn in IR and Globalization Studies - Critical theory in IR and Globalization Studies - Ethnographic and interpretative research methods
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>t.b.d.</p>

<p>Literature</p>	<p>Required reading:</p> <ul style="list-style-type: none"> - della Porta, D., Andretta, M. et al. (2006). <i>Globalization From Below: Transnational Activists And Protest Networks (Social Movements, Protest and Contention)</i>, Univ Of Minnesota Press - Inda, J. X. and Rosaldo, R, eds. (2008). <i>The Anthropology of Globalization</i>, 2nd ed. Malden, MA: Blackwell Publishing. - Mathews, G, et al., eds. (2012). <i>Globalization from Below: The World's Other Economy</i>. London: Routledge. - Brecher, J. Smith, B. et. al. (2000). <i>Globalization from Below: The Power of Solidarity</i>, South End PR <p>Recommended reading:</p> <ul style="list-style-type: none"> - Adler-Nielsen, R. (2013). <i>Bourdieu in International Relations: Rethinking Key Concepts in IR</i>, Routledge - Appiah, K.A. (2007). <i>Cosmopolitanism: Ethics in a World of Strangers</i>, Penguin - Bleiker, R. (2009). <i>Aesthetics and World Politics</i>, Palgrave Macmillan UK - Eriksen, T. H. (2016). <i>Overheating: An Anthropology of Accelerated Change</i>, Pluto Press. - Campell, David; George, Jim (1990). "Patterns of Dissent and the Celebration of Difference: Critical Social Theory and International Relations". <i>International Studies Quarterly</i>. 34 (3): 269–293. - Cox, Robert W. (2001). "The Way Ahead: Toward a New Ontology of World Order". In Wyn Jones, Richard (ed.). <i>Critical Theory and World Politics</i>. Boulder, Colorado: Lyenner Rienner Publishers. pp. 45–60. - Devetak, R. (2005). "Critical Theory" (PDF). In Burchill, Scott; Linklater, Andrew; Devetak, Richard; Donnelly, Jack; Paterson, Matthew; Reus-Smit, Christian; True, Jacqui (eds.). <i>Theories of International Relations (3rd ed.)</i>. London: Palgrave MacMillan. pp. 137–160. - Ferguson, J. (2006). <i>Global Shadows: Africa in the Neoliberal World Order</i>. Durham: Duke University Press.
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| | <ul style="list-style-type: none"> - Linklater, A. (1986). "Realism, Marxism and Critical International Theory". <i>Review of International Studies</i>. 12 (4): 301–312. - Mathews, G. (2000). <i>Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket</i>. London: Routledge - Nederveen, J. (2003). <i>Global Mélange: Globalization and Culture</i>. Rowman & Littlefield. - Roach, S. (2007). <i>Critical Theory and International Relations: A Reader</i>, Routledge - Sassen, S. (1999). <i>Globalization and Its Discontents: Essays on the New Mobility of People and Money</i>. New York: New Press. - Seth, S. (2012). <i>Postcolonial Theory and International Relations: A Critical Introduction</i>, Routledge - de Sousa Santos, Rodríguez-Garavito, C.A. (2009). <i>Law and Globalization from Below: Towards a Cosmopolitan Legality</i>, Cambridge University Press - Steger, M. (2013) <i>Globalization: A Very Short Introduction</i>. Oxford: Oxford University Press. - Sylvester, Christine (2002). <i>Feminist International Relations: An Unfinished Journey</i>. Cambridge Studies in International Relations. Cambridge, England: Cambridge University Press. - Tsing, A. L. (2011). <i>Friction: An Ethnography of Global Connection</i>, Princeton University Press. - Weber, Cynthia (2004). <i>International Relations Theory: A Critical Introduction</i> (2nd ed.). Abingdon, England: Taylor & Francis. - Woons, M., Weier, S. (2017). <i>Critical Epistemologies of Global Politics, E-International Relation</i> |
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Global Trade, Challenges & Alternatives
(GTCA, GGTR 2)

Status: September 2021

Module-Nr./ Code	GTCA
Module title	Global Trade, Challenges & Alternatives
If relevant, course units within the module	-
Study Semester (or Trimester)	2 nd semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social Transformation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module GLFB is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - Understand the possibilities and challenges of globalization for corporate strategies, competitive advantages, market development and resource acquisition - Identify and critically evaluate the consequences of the current global trade regime on businesses, employees, communities and natural resources applying Critical Theory - Analyse the impact of the trade policies of China, EU and USA on the Global South - Debate various critiques on Free Trade and Globalization

	<p>including New Protectionism, tribalization, and the Global Justice Movement</p> <ul style="list-style-type: none"> - Reflect on the post-colonial/decolonial critique of the current Global Trade regime - Investigate the interconnections between global trade and various phenomena, e.g. poverty & economic exclusion, migration/refugees, gender inequality, climate catastrophe, informal labour & exploitation and global health crises - Apply Critical International Relations Theory (CIRT) on global trade regimes
Contents of the module	<ul style="list-style-type: none"> - Outsourcing and its Consequences - MNCs & Global Trade - SME, family businesses & Global Trade - Free Trade vs. Fair Trade - New Protectionism <ul style="list-style-type: none"> o USA o Brexit - Trade Policies of China, EU & USA <ul style="list-style-type: none"> o Their impact on the global South - Centre and Periphery between and within countries - Global Systems of production and consumption - Corporate Expansion - Poverty & economic exclusion - Migration/refugees - Gender Inequality - Climate Catastrophe - Informal labour & Exploitation - Global Health Crisis - Anti-globalist movements - Labour activism
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Literature (Required reading/supplementary recommended reading)	<p>Required reading (selected chapters):</p> <ul style="list-style-type: none"> - Della Porta, D., Andretta, M., Calle, A., Combes, H., Eggert, N., Giugni, M. G., & Marchetti, R. (2015). Global justice movement: Cross-national and transnational perspectives. Routledge. - Klein, E., & Morreo, C. E. (Eds.). (2019). Postdevelopment in practice: alternatives, economies, ontologies. Routledge. Selected Chapters. - Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. <i>International Sociology</i>, 15(2), 215-232.

- Ravenhill, J. (2020) *Global Political Economy*. Oxford: Oxford University Press
- Stiglitz, J. (2006) *Making Globalization Work*. New York: W. W. Norton

Recommended Reading:

- Arnold, D. (2013). *Global Justice and International Business*. *Business Ethics Quarterly*, 23(1), 125-143.
- Banerjee, S. B., Carter, C., & Clegg, S. (2009). *Managing globalization*. *The Oxford handbook of critical management studies*, 186-212
- Borrini, G., Jaireth, H., Farvar, M. T., Pimbert, M., & Kothari, A. (2007). *Sharing power: learning-by-doing in co-management of natural resources throughout the world*. Earthscan.
- Calvano, L. (2008). *Multinational corporations and local communities: A critical analysis of conflict*. *Journal of Business Ethics*, 82(4), 793-805.
- de LT Oliveira, G., McKay, B., & Plank, C. (2017). *How biofuel policies backfire: Misguided goals, inefficient mechanisms, and political-ecological blind spots*. *Energy Policy*, 108, 765-775.
- Delgado Wise, R., Márquez Covarrubias, H., & Puentes, R. (2013). *Reframing the debate on migration, development and human rights*. *Population, space and place*, 19(4), 430-443.
- Delgado-Wise, R., & Covarrubias, H. M. (2007). *The reshaping of Mexican labor exports under NAFTA: Paradoxes and challenges*. *International Migration Review*, 41(3), 656-679.
- Hassoun, N., & Tucker Sechrest, E. (2015). *Globalization and global justice*. *The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism*, 1-4.
- Joutsenvirta, M., & Vaara, E. (2015). *Legitimacy struggles and political corporate social responsibility in international settings: A comparative discursive analysis of a contested investment in Latin America*. *Organization Studies*, 36(6), 741-777.
- Marshall, S. (2016). *Fair trade, corporate accountability and beyond: Experiments in globalizing justice*. Routledge.
- McKay, B. M. (2017). *Agrarian extractivism in Bolivia*. *World Development*, 97, 199-211.
- McKay, B. M. (2020). *Food sovereignty and neo-extractivism: limits and possibilities of an alternative development model*. *Globalizations*, 17(8), 1386-1404.
- Murray, J., Malik, A., & Geschke, A. (Eds.). (2017). *The Social Effects of Global Trade*. CRC Press.

- Reynolds, L. T., Murray, D., & Wilkinson, J. (Eds.). (2007). *Fair trade: The challenges of transforming globalization*. Routledge.
- Routledge, P., & Cumbers, A. (2013). *Global justice networks: Geographies of transnational solidarity*.
- Sarala, R., Vaara, E., & Junni, P. (2019). *Beyond merger syndrome and cultural differences*.
- Scherer, A. G., & Palazzo, G. (2008). *Globalization and corporate social responsibility*.
- Schierup, C. U., Likic-Brboric, B., Delgado Wise, R., & Toksöz, G. (2019). *Migration, civil society and global governance: An introduction*.
- Smith, A., Harrison, J., Campling, L., Richardson, B., & Barbu, M. (2020). *Free Trade Agreements and Global Labour Governance: The European Union's Trade-Labour Linkage in a Value Chain World*. Routledge.
- Vaara, E., & Fay, E. (2012). Reproduction and change on the global scale: A Bourdieusian perspective on management education. *Journal of Management Studies*, 49(6), 1023-1051.
- Vaara, E., Tienari, J., & Koveshnikov, A. (2019). From cultural differences to identity politics: A critical discursive approach to national identity in multinational corporations. *Journal of Management Studies*.
- Veltmeyer, H., & Bowles, P. (Eds.). (2017). *The essential guide to critical development studies*. Routledge.
- Veltmeyer, H., & Lau, E. Z. (Eds.). (2020). *Buen Vivir and the Challenges to Capitalism in Latin America*. Routledge.
- Venn, C. (2018). *After capital*. Sage.
- Wind, M. (2020). *The Tribalization of Europe: A Defence of Our Liberal Values*. John Wiley & Sons.

Global Governance & Transformation
(GGTF, GGTR 3)

Status: September 2021

Module-Nr./ Code	GGTF
Module title	Global Governance & Transformation
If relevant, course units within the module	-
Study Semester (or Trimester)	3 rd semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module GTCA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	N.N.
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> - Apply Critical International Relations Theory (CIRT) on Global Governance, differentiate this strain of thought from other theoretical perspectives and differentiate and evaluate their respective transformative potential - distinguish key challenges and transformative potential of contemporary global governance and analyse the power of self-organising systems of (shared) governance

	<ul style="list-style-type: none"> - Critically evaluate the effects of different mechanisms and practices of global governance and create potentialities and alternative arrangements - Reconstruct, interpret, and evaluate current debates on global governance
Contents of the module	<ul style="list-style-type: none"> - Critical International Relations Theory - Orthodox Development Theory vs. Critical Development Theory - World-Systems theory - Global & regional governance of international trade - World Trade Organization (WTO) - European Union (EU) - African Union (AU) - Association of Southeast Asian Nations (ASEAN) - MERCOSUR - IMF - World Bank - Institutions of Global Governance - United Nations (UN) - Sustainable Development Goals (SDGs) - OECD, OPEC, NATO etc. - Key challenges of Global Governance and decision-making - Integrating Multi-level Governance - Public and corporate governance - Governance, Power and Authority - Contemporary Policy Debates - Power, Values and the Constitution of International Society - Future of Global Governance
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p>Held, D., McGrew, A. (2003). The Global Transformations Reader: An Introduction to the Globalization Debate. 2nd ed. Cambridge: Polity Press</p> <p>Kornprobst, M. and Bjola, C. (2014) Arguing Global Governance. Oxford: Routledge</p> <p>Reus-Smit, C. and Snidal, D (2008) Oxford Handbook of International Relations. Oxford: Oxford University</p> <p>Weiss, T. G. (2013) Global Governance: Why? What? Whither?</p>

Weiss, T.G. and Thakur, R. (2010) *Global Governance and the UN: An Unfinished Journey*. Bloomington, Ind: Indiana University Press

Recommended Readings

Baylis,, J. Smith, S. and Owens,, P. (2020, 8th edition) *The Globalization of World Politics*.

Oxford: Oxford University Press

Bowles, P. (2020). The developmental state and the study of globalizations. *Globalizations*, 1-18.

Canterbury, D. C. (2018). *Neoextractivism and Capitalist Development*. Routledge

Coccia, M. (2018). World-System Theory: A sociopolitical approach to explain World economic development in a capitalistic economy. *Journal of Economics and Political Economy*, 5(4), 459-465.

Held, D. and McGrew, A (2002) *Governing Globalization: Power, Authority and Global Governance*. Cambridge: Polity

Hurrell, A. (2007) *On Global Order: Power, Values, and the Constitution of International Society*.

Oxford: Oxford University Press

Klein, E., & Morreo, C. E. (Eds.).

(2019). *Postdevelopment in practice: alternatives, economies, ontologies*. Routledge. Selected Chapters.

Moschella, M., & Weaver, C. (Eds.).

(2013). *Handbook of global economic governance*. Routledge.

Roach, S. C. (Ed.). (2008). *Critical theory and international relations: A reader*. Routledge.

Shimizu, K. (Ed.). (2019). *Critical International Relations Theories in East Asia: Relationality, Subjectivity, and Pragmatism*. Routledge.

Smith, A., Harrison, J., Campling, L., Richardson, B., & Barbu, M. (2020). *Free Trade Agreements and Global Labour Governance: The European Union's Trade-Labour Linkage in a Value Chain World*. Routledge.

Veltmeyer, H., & Wise, R. D. (2018). *Critical development studies: An introduction*. Fernwood Publishing.

Vivares, E. (Ed.). (2020). *The Routledge Handbook to Global Political Economy: Conversations and Inquiries*. Routledge.

Weber, C. (2013). *International relations theory: a critical introduction*. Routledge.

Identity
(IDTY, HRDI 1)

Status: September 2021

Module-Nr./ Code	IDTY
Module title	
Semester or trimester	1 st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	No
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 of which 42 are contact hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Following the successful completion of this course, students should be able to:

	<ul style="list-style-type: none"> - Draw and model, from a constructivist point of view, the creation of a subject within a discourse - Explain and develop “identity” as a performative repetition of a continuous instability within social orders - Model “identity” as a result of social construction and subjectivation processes - Model and critically analyse the influence of society and culture on the perception of groups and identities especially within the organizational context - Explain inclusion and exclusion processes and social closure within society - Reflect on one’s own identity and diversity and develop an own critical position
Content of the module	<ul style="list-style-type: none"> - Historical and philosophical foundations of identity, diversity and society - Social, cultural and political dimensions of identity - Identity theories and their applications - Cultural turns on identity research, discursive construction of identity - Group identities, inclusion and exclusion, social construction of difference and stereotypes - Feminist, queer and postcolonial views on identity, subjectivity - Intersectional theory of identities and social positions - Gender identity, doing gender, doing difference - Methodological perspectives on identity research - Identity in organisations, organisational subjects and social positions - Identities in relation to immigration and globalisation
Teaching and learning methods of the module	Seminar, classroom exercises and case studies, interactive discussion
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study via virtual learning tools, guest lecture(s). <i>All required texts are available at Moodle under the respective session.</i>
Literature (Required reading/supplementary recommended reading)	<u>Required readings (selected chapters):</u> Atewologun, D., Sealy, R. and S. Vinnicombe (2016). “Revealing intersectional dynamics in organizations: Introducing ‘intersectional identity

	<p>work' ". <i>Gender, Work and Organization</i>, 23(3): 223-247.</p> <p>Banks, N. (2021). "Intersectional identities and analysis". In <i>The Routledge Handbook of Feminist Economics</i>. London: Routledge. pp. 118–126 .</p> <p>Burr, V. (2015). <i>Social Constructionism. Third Edition</i>. East Sussex and New York: Routledge.</p> <p>Dizayi, S. A. (2019). "Locating identity crisis in postcolonial theory: Fanon and Said". <i>Journal of Advanced Research in Social Sciences</i>, 2 (1): 79-86.</p> <p>Elraz, H. (2018). "Identity, mental health and work: How employees with mental health conditions recount stigma and the pejorative discourse of mental illness". <i>Human Relations</i>, 71(5): 722–741.</p> <p>Hall, S., Evans, J. and S. Nixon (eds.) (2003). <i>Representation: Cultural Representations & Signifying Practices. Second Edition</i>. London: Sage.</p> <p>Kenny, K., Whittle, A. and Willmott, H. (2011). <i>Understanding Identity & Organisations</i>.</p> <p>West, C. and Zimmerman, D. (1987). "Doing Gender". <i>Gender & Society</i>, 1: 125-151.</p> <p>Wetherell, M. and Talpade Mohanty, C. (2010). <i>The Sage Handbook of Identities</i>. Los Angeles: Sage.</p>
	<p><u>Recommended further readings:</u></p> <p>Bourdieu, P. (1984). <i>Distinction. A Social Critique of the Judgment of Taste</i>. Boston: Harvard University Press.</p> <p>Butler, J. (1990). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. New York: Routledge.</p> <p>Elliott, A. and Gay, P. du (eds.) (2009). <i>Identity in Question</i>. Los Angeles: Sage.</p> <p>Hall, S. and du Gay, P. (eds.) (1996) <i>Questions on Cultural Identity</i>. London: Sage.</p> <p>Weedon, C. (1987). <i>Feminist Practice and Poststructuralist Theory</i>. Oxford: Blackwell.</p>

	Wetherell, M and Taylor, S. (2001) <i>Discourse as Data: A Guide for Analysis</i> . London: Sage.
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Diversity and Organizational Culture
(DORC, HRDI 2)

Status: September 2021

Module-Nr./ Code	DORC
Module title	Diversity and Organizational Culture
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	Master Management
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> - Elaborate on an ontological approach towards diversity, discussing its medial (visibility, conceptual absence, etc.) and epistemological (i.e. post-disciplinary) issues - Develop systematically a communicative construction of reality including major issues (emerging conflicts, arenas, consensus narrative) - Point out and discuss diversity as a phenomenon, social construction and discursive action - Evaluate stereotypes and conflicts as an element of identity and as results of (organizational) learning processes - Apply the related and resulting concepts in organizational arenas and lead these into innovation processes
<p>Content of the module</p>	<p>The two courses DORC and DILE build on one another, and are structured along the four quadrants in the Analytical framework for Inclusion (adapted from Rao et al. 2016). In DORC the focus is on dimensions related to organizational cultures: 1) consciousness and capabilities and 2) social norms and deep structures.</p> <p>In DILE, on understanding the tools and actions leaders have at their disposal, such as: aligning 3) the organization's material and non-material resources and 4) HR rules and policies, to create an inclusive organization.</p> <p>Specific topics for DORC:</p> <ul style="list-style-type: none"> - Construction of diversity through an emergent, social action in organizations (interpretative) - Construction of diversity through an ideological, political interaction (inclusion/exclusion processes) - Construction of diversity through discursive action (effects of power and dominance) - Context of diversity, "doing being diverse" as a methodological principle - Intersectional approach to diversity - Theory of gendered organizations - Organizational learning, sense-making processes in organizations
<p>Teaching and learning methods of the module</p>	<p>Case Studies</p>

<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Self-study integrating online components via virtual learning tools</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required readings</u> Selected chapters from the following books:</p> <p>Alvesson, M. and Y.D. Billing (2009) Understanding Gender and Organizations, Second Edition. London: Sage.</p> <p>Burr, V. (1995) An Introduction to Social Constructionism. London: Routledge</p> <p>Gardenswartz, L., A. Rowe, P. Digh and M.F. Bennett (2003) The Global Diversity Desk Reference: Managing an International Workforce. San Francisco: Pfeiffer</p> <p>Hall, S. (1997) Representation: Cultural Representations and Signifying Practices. London: Sage.</p> <p>Kirton, D.K. and A-M. Greene (2010) The Dynamics of Managing Diversity. A Critical Approach. Oxford: Elsevier.</p> <p>Plummer, D.L. (2003) Handbook of Diversity Management. Beyond Awareness to Competency Based Learning. Lanham: University Press.</p> <p>Rao, A., J. Sandler, D. Kelleher and C. Miller (2016) Gender at Work: Theory and Practice for 21st Century Organizations. London: Routledge.</p> <p>Actual papers from journals such as:</p> <ul style="list-style-type: none"> • Discourse and Society • Equality, Diversity and Inclusion, an International Journal • Gender and Society • Gender, Work and Organization • Human Relations • The International Journal of Human Resource Management • Work and Occupations <p>All required texts will be digitally available at Infopool.</p>

Diversity and Leadership
(DILE, HRDI 3)

Status: September 2021

Module-Nr./ Code	DILE
Module title	Diversity and Leadership
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform..
Applicability of the module	No
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	4%
Qualification objectives of the module	Students who have successfully participated in this module will be able to: - Reflect and elaborate on the interdependency of power, closure, dominance usurpation, inclusion

	<ul style="list-style-type: none"> - and exclusion processes and diversity - Identify and evaluate emerging processes related to diversity and draw consequences for the own action from it - Use feminist theories and research methods to understand organisational and societal power relations, and design and propose solutions for a more just and inclusive institutions - Identify the conditions for feminist transformative and ethical leadership in companies, governmental and non-governmental agencies, and the political arena - Design diversity based actions, strategies and policies in organisations and identify the effects of the diversity programs on organisational goals, cooperation and performance (e.g. creativity, synergy, conflict resolution)
Content of the module	<ul style="list-style-type: none"> - Organisational drivers and approaches to diversity, such as equality of opportunity, equality of outcome, and the business-driven approach - Applications of frameworks for diversity leadership, including factors such as individual capabilities for inclusion, social norms and deep structures, material and non-material resources and rules and policies - Individualised leadership of a diverse workforce - Understanding and adapting leadership to the spectrum of organisational diversity and their intersections - Leading heterogeneous teams - Organisational analysis, tools, processes, systems and infrastructure for D&I - Policies and politics of diversity - International diversity networks and scientific and practical diversity events
Teaching and learning methods of the module	<ul style="list-style-type: none"> - Interactive lectures and discussions - Classroom exercises - Cases and projects
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<ul style="list-style-type: none"> - Self study using the electronic learning platform - Guest lecturer(s) - Congress or networking activities
Literature	<p><i>The required readings are available for downloading at the electronic learning platform.</i></p> <p><u>Required readings (selected chapters)</u></p>

(Required reading/supplementary recommended reading)

Acker, J. (1990). 'Hierarchies, jobs, bodies: a theory of gendered organizations'. *Gender and Society*, 4(2): 139-158.

Alvesson, M. and Billing Y.D. (2009). *Understanding Gender and Organizations*, Second Edition. London: Sage.

Gause, S.A.F. (2021). "White privilege, Black resilience: Women of color leading the academy". *Leadership*, 17(1): 74–80.

Hearn, J., Blagojevic, M. and K. Harrison (2015). Eds. *Rethinking Transnational Men. Beyond, Between and Within Nations*. London, Routledge.

Kirton, D.K. and Greene, A.-M. (2010). *The Dynamics of Managing Diversity. A Critical Approach*. Oxford: Elsevier.

Lorbiecki, A. and Jack, G. (2000). "Critical turns in the evolution of Diversity Management", *British Journal of Management*, 11, pp.17-31.

Orupabo, J. and Nadim, M. (2019) "Men doing women's dirty work: Desegregation, immigrants and employer preferences in the cleaning industry in Norway". *Gender, Work and Organization*: <https://doi.org/10.1111/gwao.12378>

Rao, A., J. Sandler, D. Kelleher and C. Miller (2016). *Gender at Work: Theory and Practice for 21st Century Organizations*. London: Routledge.

Riach, K. (2009) 'Managing 'difference': understanding age diversity in practice', *Human Resource Management Journal*, 19(3), pp 319–335.

Risberg, A. and K. Pilhofer (2018). 'Diversity and difference research: a reflection on categories and categorization', *Theory and Politics in Organisation*, 18(1): 131-148.

Syed, J. and Ozbilgin, M. (2019). *Managing Diversity and Inclusion. An International Perspective*. 2nd ed. Sage.

Williams, C., Muller, C. and K. Kilanski (2012). 'Gendered organisations in the new economy'. *Gender & Society*, 26(4): 549-573.

Literature

(Required reading/supplementary recommended reading)

Recommended further readings:

Alvesson, M., Willmott, H. (2009). *The Oxford Handbook of Critical Management Studies*. London: Sage.

Brewis, J. (2001). 'Telling like it is? Gender, language and organizational theory', in R. Westwood and S. Linstead (eds), *The Language of Organization*. London: Sage.

Keloharju, M., Knüpfer, S and Tåg, J. (2016). 'Equal Opportunity? Gender Gaps in CEO Appointments and Executive Pay', Harvard Business School Working Paper.

Plummer, D.L. (2003). *Handbook of Diversity Management. Beyond Awareness to Competency Based Learning*. Lanham: University Press.

Shen, J., Chanda, A., D'Netto, B. and M. Monga (2009). 'Managing diversity through human resource management: an international perspective and conceptual framework', *The International Journal of Human Resource Management*, 20(2): 235–251.

Weedon, C. (1987). *Feminist Practice and Poststructuralist Theory*. Oxford: Blackwell. pp. 1-42.

In addition, project-specific academic books and articles are required to be read and referenced for the individual learning projects.

Approaching Sustainability
(ASUS, SUUD 1)

Status: September 2021

Module-Nr./ Code	ASUS
Module title	Approaching Sustainability
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Dr. Marisol Bock Lan Anh Phan Ti
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 of which 42 are contact hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Following the successful completion of this course, students should be able to: <ul style="list-style-type: none"> - re-construct and de-construct the genealogical formation of sustainability as a contested concept. - understand sustainability as an integral approach combining ecological, economic, societal, and cultural aspects including their conflicts. - re-evaluate the meaning of economic prosperity in relation to socio-cultural values and the 'limits to growth' - understand and utilize concepts like 'green

	<p>growth', 'décroissance' / 'degrowth' and 'postgrowth'</p> <ul style="list-style-type: none"> - apply these conflicting and paradoxical insights about sustainability in order to transform social, economic and business practices.
Content of the module	<ul style="list-style-type: none"> - History of sustainability and the 'making of a concept' - Key ideas and conflicts within sustainability - Central documents and events: From 'Limits to growth' to the 'Green Economy' and 'Degrowth' - The political economy of sustainability - Managerial aspects, tools and standards - Sustainable transitions: theory and application - Current issues in sustainability
Teaching and learning methods of the module	Interactive Seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest lectures, Co-Teaching
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>The list of reading will be provided before the start of the course.</p> <p><u>Recommended reading:</u></p>

Sustainable Urban Development: Conflict & Acceptance
(SURD, SUUD 2)

Status: September 2021

Module-Nr./ Code	SURD
Module title	Sustainable Urban Development: Conflict & Acceptance
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ASUS is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Marisol Bock Monica Muresanu Florin Muresanu Peter Spuhler
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: - differentiate urban development according to dimensions like size, geography, populations and

	<p>wealth.</p> <ul style="list-style-type: none"> - identify various urban actors. - scrutinize institutions and institutional settings concerning sustainable urban development. - analyze interaction dynamics and agendas of relevant players. - recognize conflict patterns and observe strategies for acceptance.
Content of the module	<ul style="list-style-type: none"> - Cities and their (post-)modern narratives - Urban planning schools in changing times - The death of industry and utopianism in urban planning: Situationist disorder - From neoliberalism to gentrification: Limits to postmodernist cities - Beyond modernity: Next cityscapes and new communities
Teaching and learning methods of the module	Interactive seminar, case studies
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Simmel, G. (1903). The Metropolis and Mental Life. In: Gary Bridge and Sophie Watson (2002 eds.) The Blackwell City Reader. Oxford and Malden: Wiley-Blackwell. Available online: http://tinyurl.com/o7p22cz</p> <p>Park, R.E., Burgess, E., McKenzie, R. (1925). The City. Chicago: University of Chicago Press. (Chapters 1 and 2)</p> <p>Le Corbusier (1929). A Contemporary City. In: LeGates, Richard T. and Stout, Frederic (1996 eds.) The City Reader. London and New York: Routledge.</p> <p>Debord, G (1956). Theory of the Dérive. Les Lèvres Nues. 9 November. Available online: http://www.bopsecrets.org/SI/2.derive.htm</p> <p><u>Recommended reading:</u></p> <p>Berman, M (1984). 'Modernism in the Streets'. In: All That is Solid Melts into Air. New York: Simon & Schuster.</p>

	<p>Evans, G. (2003). Hard-branding the cultural city: from Prado to Prada, <i>International Journal of Urban and Regional Research</i>, 27 (2) 417 - 440.</p> <p>Zukin, S. (2008). Consuming authenticity: from outposts of difference to means of exclusion, <i>Cultural Studies</i> 22 (5) 724 – 748.</p>
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Sustainable Glocal Development: Transition and Transformation
(SGDT, SUUD 3)

Status: September 2021

Module-Nr./ Code	SGDT
Module title	Sustainable Glocal Development: Transition and Transformation
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module SURD is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Dr. Erik Sparn-Wolf
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Field Study according to § 10 (12) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - understand the connection between globalization (diffusion of universals, disembedding of time and space) and localization (locus of globalization, reaction against globalization) - critically reflect the notions of 'smart city' and 'regional clusters' and their conflicting global political and economic environments - evaluate urban-based business models and their contribution towards a resilient, low-carbon,

	<p>socially inclusive and democratic society</p> <ul style="list-style-type: none"> - understand institutional polyphony in cross-sectoral innovation networks and their socio-spatial boundedness - appreciate the heterogeneity of values and different sources of knowledge (expert, practical, indigenous) that need to be utilized for transforming urban and regional environments
Content of the module	<ul style="list-style-type: none"> - Globalization, localization and the return of time, space and culture - From neoliberal innovation regimes to transition towns - New glocal economics: Connecting makerspaces, community farming and local exchange trading systems - Management and tools for sustainable transitions in polyphonic environments - Beyond the glocal: sustainable development in the Post-2015 world.
Teaching and learning methods of the module	(Interactive) Seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	-
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u> The list of readings will be provided at the beginning of the semester</p> <p><u>Recommended reading:</u></p>

Appendix

Excerpt from the Study and Examination Regulations

§ 10 Forms of examinations

- (1) Possible forms of examinations during the course of study are Written Assignment, Seminar Paper, Essay, Learner's Portfolio, Simulation, Presentation, Project Work, Written Examination, Oral examination, Case Study, and Field Study.
- (2) A written assignment is an independent written elaboration in which a scientific question is dealt with. The length of the student research project should be between 30,000 and 40,000 characters including spaces (+/- 15%). In seminar papers, students should prove that they can scientifically work on a problem corresponding to the qualification goals of the respective module.
- (3) A seminar paper consists of an independent, in-depth written examination of a topic from the work context of the module, taking into account the relevant scientific literature, as well as a presentation and a discussion of the paper and its results. The written paper should comprise between 16,000 and 24,000 characters including spaces (+/- 15%); the oral presentation and the discussion together should not exceed 20 minutes. In the presentation, the students prove that they are able to deal with a specific subfield in depth, to structure the chosen topic, to process the state of the literature and to present the findings and results in an oral presentation.
- (4) An essay is a critical examination of a scientific position. The essay should contain between 10,000 and 20,000 characters including spaces (+/- 15%). With essays, students show that they are able to present scientific positions, weigh them up against each other argumentatively, question them critically, take a stand independently and make connections.
- (5) A learner's portfolio is a written presentation of the student's own work, selected by the student according to previously defined criteria, with which he or she demonstrates his or her learning progress and level of achievement at a certain point in time and in relation to a defined content. The selection of the work, its relation to the student's own learning progress and its significance for the achievement of the qualification objectives must be justified. In the learning

portfolio, students should prove that they have taken responsibility for their learning process and have achieved the qualification objectives documented in the module description. Depending on the module description, the components of successful self-learning checks of the learning portfolio can be, in particular, works with application relevance, websites, weblogs, bibliographies, analyses, thesis papers as well as graphical preparations of an issue or a question. The learning portfolio usually comprises 40,000 to 60,000 characters including spaces (+/- 15%).

- (6) A simulation is an associative and reflected game situation for testing personality, leadership, and action competencies. In a simulation, students demonstrate that they are able to systematically present simulated competence experiences using suitable media.
- (7) A presentation is a systematic, structured oral presentation visually supported by suitable media (such as beamers, slides, posters, videos), in which specific topics or results are illustrated and summarized and complex issues are reduced to their essential core.
- (8) The course-related project work is a group work with which a defined goal is to be achieved in an interdisciplinary manner in several phases (initiation, problem definition, role allocation, idea generation, criteria development, decision, implementation, presentation, written evaluation) in a defined time. In the project work, the students should prove that they are able to solve complex tasks from their professional field in a team. The contribution to be assessed as examination performance in each case must be clearly individually recognizable and assessable. This also applies to the individual contribution to the group result. Project work includes a presentation of the results. The essential objects and results of the project work as well as the reasons for the assessment shall be recorded in a protocol. The result shall be communicated immediately.
- (9) A written examination is a supervised written work. The duration of the examinations shall be at least 60 and at most 240 minutes in accordance with the respective module description. In written examinations, students shall demonstrate in a limited time and with limited aids that they have achieved the qualification objectives documented in the module descriptions.

- (10) An oral examination is a time-limited examination discussion on specific topics and concrete questions to be answered. In oral examinations, students should prove that they have achieved the qualification objectives documented in the module descriptions, recognise the interrelationships of the examination area and are able to classify specific questions in these interrelationships. The duration of the examination shall be at least 10 and at most 20 minutes. The essential subjects and the result of the examination shall be recorded in a protocol. The result shall be communicated immediately.
- (11) A case study is a written treatment of a case study. The duration of the processing shall be at least 36 and at most 60 hours in accordance with the respective module description. In case studies, students shall prove that they are able to master an entrepreneurial design task in a limited period of time with the help of their analytical knowledge and methodological competences corresponding to the qualification objectives.
- (12) A field study is a systematic scientific observation under natural conditions in a real life context. With the field study, students demonstrate that they are able to systematically present results from observations in writing and orally using appropriate media.
- (13) Other forms of course-related examinations are permissible with the consent of the examination board. They must be announced to the university public before the beginning of the semester, stating the assessment criteria and processing time.
- (14) The assessment procedure for written examinations shall not exceed four weeks.