



# Module Catalogue Business and Psychology

WFI and PPF

February 26, 2025

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## Business and Psychology: Joint Seminar with Tandem Projects (Studium.Pro: Pro.Diskurs) (Prof. Dr. Robin Ruhnau)

<b>Module title</b>	Business and Psychology: Joint Seminar with Tandem Projects (Studium.Pro: Pro.Diskurs) (Prof. Dr. Robin Ruhnau)
<b>Module title German</b>	Business and Psychology: Gemeinsames Seminar mit Tandemprojekten (Studium.Pro: Pro Diskurs) (Prof. Dr. Robin Ruhnau)
<b>Module number</b>	88-021-BAP01-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Service Management; BA, Organization and Human Resources; Innovation and Creativity; Psychological Diagnostics and Intervention Psychology with a focus on School Psychology; Social and Organizational Psychology; Economics, esp. Macroeconomics
<b>Module Coordinator</b>	Prof. Dr. Robin Ruhnau
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students have an overview of the overlaps between business and psychology.*
- *They know the different disciplinary approaches of business and psychology in order to work on practical questions.*
- *They gather in-depth knowledge of how selected questions can be addressed from the perspectives of business and psychology and can reflect them with regards to a human value orientation.*

### Contents and Topics:

- *(Different and common) approaches to business and psychology.*

- *Practice-relevant questions at the interface of business and psychology.*
- *Work on selected questions in interdisciplinary student tandems and small groups from different disciplinary perspectives.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lectures*
- *Discussion*
- *Working in tandems/small groups*
- *Presentations*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Seminar paper*
- *Students show that they are able to tackle practical economic problems in a genuinely interdisciplinary way.*

**Workload / Distribution of ECTS credits:**

- *39 h = Time of attendance*
- *111 h = Preparation and post-processing*
- *150 h = Total workload*

**Modul grade:**

- *Seminar paper (12-15 pages) with presentation (20-35 min.) (100 %)*

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks: -**

## Consumer Psychology and Decision Making (Prof. Dr. Shashi Matta)

<b>Module title</b>	Consumer Psychology and Decision Making (Prof. Dr. Shashi Matta)
<b>Module title German</b>	Consumer Psychology and Decision Making (Prof. Dr. Shashi Matta)
<b>Module number</b>	88-021-BAP02-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business and Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

*The main objectives of this course are to:*

- *Critically examine the fundamental concepts of consumer behavior and consumer psychology.*
- *Understand how organizations, policy makers, and consumers can benefit from understanding the psychological principles underlying sustainable consumer behavior.*
- *Learn advanced concepts on how marketplace stimuli affect consumer attention and perception.*
- *Discuss low- and high-effort cognitive processes and understand how they can influence consumer attitudes.*
- *Learn the sequential and non-sequential steps in a consumer decision-making process.*
- *Understand the personal, social, and situational factors that influence consumer decision-making and post-decision processes.*
- *Study the most common heuristics and biases that affect consumer decision making.*

*Besides knowledge in consumer behavior and consumer psychology, students will gain soft skills such as teamwork and communication. As lectures and tutorials are held in English, students will also have an opportunity to enhance their English language skills in a professional setting.*

### Contents and Topics:

*Consumer Psychology is an applied social science. At its core, it includes the study of why consumers behave the way they do in the marketplace. It has emerged a very powerful field that not only helps managers tailor their marketing in order to appeal to consumers, but also as a source of extensive knowledge that can help consumers help themselves and inform public policy.*

*Part I: Introduction to Consumer Psychology*

- *Consumer Psychology and its Origins*
- *Fundamental Frameworks and Theories in Consumer Psychology*

*Part II: Theories and Frameworks of Consumer Decision Making*

- *Sequential and Non-sequential Decision Making*
- *Effortful and Non-effortful Decision Making*

*Part III: Consumer Attitudes and Consumer Behavior*

- *Attitude Formation and Persuasion*
- *The Attitude – Behavior Link*

*Part IV: Personal, Social, and Situational Factors that that Affect Consumer Behavior*

- *Individual Differences and Context (Situation): Compare and Contrast*
- *Social Influence, Social Norms, and Joint/Collective Decision Making*

*Part V: Heuristics and Biases that Affect Consumer Behavior*

- *Most Commonly Observed Heuristics and Biases that Affect Consumer Behavior*
- *The Art and Science of Nudging Consumers towards Sustainability*

*Part VI: The Impact of Consumer Psychology*

- *Implications of Consumer Psychology for Organizations, Policy, and Consumers*
- *Examples of Organization and Public Policy Decisions shaped by Consumer Psychology*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Tutorial*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Final exam*
- *The final exam will be based on all the material discussed in the lectures and in the tutorials. It will be a 90-minutes, in-class exam.*

**Workload / Distribution of ECTS credits:**

- *30 h = Time of attendance lecture*
- *30 h = Time of attendance tutorials*
- *24 h = Preparation and post-processing lecture*
- *24 h = Preparation and post-processing tutorial*
- *42 h = Assignments, project and exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Final exam (100%)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business and Psychology M.Sc.*

**Remarks: Readings:**

- *The required readings for this course include research articles on consumer behavior, which will be assigned in the detailed syllabus document.*



## Empirical Research in Business and Psychology (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Empirical Research in Business and Psychology (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Interdisziplinäres Forschungsseminar (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	88-021-BAP03-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter/Summer (two-semester module) starting Winter term 2021
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Prof. Dr. Elisabeth Kals
<b>Credit Points (ECTS)</b>	10 ECTS-Point

### Learning outcomes:

- *Students can apply theories and methods of the various economic and psychological disciplines to a current problem.*
- *They are able to communicate the results of research papers and to discuss them critically from an interdisciplinary perspective.*

### Contents and Topics:

- *Methodical, theoretical, and empirical content necessary for the Master's thesis in the respective subject area, taking into account an interdisciplinary perspective.*

### Formal requirements for participation:

- *None*

### Recommended requirements for participation:

- *None*

**Teaching and examination language:**

- *English*
- *German*

**Teaching methods/course types:**

- *Lectures*
- *Discussion/group work*
- *Reading*
- *Presentations*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *Passed/failed*

**Workload / Distribution of ECTS credits:**

- *72 h = Time of attendance*
- *228 h = Preparation and post-processing*
- *300 h = Total workload*

**Modul grade:**

- *Seminar paper (18-22 pages) with presentation (20-35 min.) (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Psychology M.Sc.*

**Remarks:** -

## Introduction to Psychological Assessment (Prof. Dr. Katrin Rentzsch)

<b>Module title</b>	Introduction to Psychological Assessment (Prof. Dr. Katrin Rentzsch)
<b>Module title German</b>	Grundlagen der psychologischen Diagnostik (Prof. Dr. Katrin Rentzsch)
<b>Module number</b>	88-021-BAP06-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Psychological Diagnosis and Intervention
<b>Module Coordinator</b>	(Dr. Christof Zoelch)
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students have a general overview of diagnostic methods in work psychology, organisational and occupational psychology.*
- *They have in-depth knowledge of data sources in psychological and diagnostical assessment (questionnaires, behavioural observation, interviews, psychological tests, etc.).*
- *They will be able to understand the structure of diagnostic procedures and to assess them on basis of test theory and quality criteria.*
- *They know basic areas and procedures of work, organizational and personnel psychological diagnostics.*

### Contents and Topics:

- *Overview of diagnostic procedures*
- *Classical test theory and test quality criteria*
- *Basics of test construction*
- *Fields of application of occupational and personnel psychological diagnostics*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture and Tutorial*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Written exam (multiple choice and open questions) or oral exam.*

**Workload / Distribution of ECTS credits:**

- *36 h = Time of attendance*
- *24 h = Preparation, post-processing, and practice*
- *90 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Final written exam (60 min.) or oral exam (15 min.)*

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks: -**

## Master thesis

<b>Module title</b>	Master thesis
<b>Module title German</b>	Masterarbeit
<b>Module number</b>	-
<b>Level</b>	Master module
<b>Course rotation</b>	Winter and summerterm
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	The responsible subject representative can be any person authorized to conduct examinations according to § 8 (1) APO, who offers at least one course in the mandatory, mandatory elective or in the elective area of study
<b>Module Coordinator</b>	Chair of the board of examiners in “Business and Psychology”
<b>Credit Points (ECTS)</b>	30 ECTS-Point

### Learning outcomes:

- *The aim of the Master's thesis consists in enabling the student to compile an economic research.*
- *The students shall be able to structure a research question, to link different scientific perspectives and hence develop implications how to act.*

### Contents and Topics:

- *Self-contained work on an economic topic.*
- *Verbalization of a research question.*
- *Research and formulation of the current state of research.*
- *Work on the Problem, which has been stated in the research question.*
- *Formulation of a scientific founded judgement.*

### Formal requirements for participation:

- *Basic requirement is the completion of the 2. master term.*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*
- *English*

**Teaching methods/course types:**

- *Self-contained scientific work*

**ECTS awarding criteria:**

- *During six month, the student has to work self-contained on a scientific topic and write a paper about it (70 pages +/- 10 %). This will be graded by the mentor.*

**Workload / Distribution of ECTS credits:**

- *300 h = Research*
- *600 h = Preparation paper*
- *900 h = Total workload*

**Modul grade:**

- *Paper (100 %)*

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks: -**

## Psychology of Social and Economic Processes (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Psychology of Social and Economic Processes (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Psychologie sozialer und wirtschaftlicher Prozesse (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	88-021-BAP04-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Prof. Dr. Elisabeth Kals
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *The students are familiar with the limits of (functional) rationality and can critically reflect on similarities and differences in the psychological and economic view of man.*
- *They have an overview of topics and questions in organizational psychology.*
- *They are familiar with socio-psychological theories and results on selected topics such as social cognitions, heuristics, emotion theories, group processes, and justice judgments.*
- *They know a wide variety of social psychological methods currently used in research.*
- *They will be able to apply socio-psychological knowledge to the organizational context and to critically reflect on strategies and methods in organizational psychology.*
- *They can analyze social and economic processes in various contexts and can develop and evaluate proposed solutions.*
- *They can relate the course content to job satisfaction, leadership skills, and other design measures.*

### Contents and Topics:

- *The limits of (functional) rationality.*

- *Fundamentals, theories, and concepts of Organizational Psychology.*
- *Fundamentals, theories, and concepts of Social Psychology and application to the context of organizations.*
- *Social-psychological methods and organizational-psychological strategies and methods.*
- *Social-psychological and business-psychological problems in organizations and solutions of them.*
- *Evaluation of problem-solving strategies in organizations.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Discussion/work in groups*
- *Reading*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Written exam (multiple-choice) with open questions.*

**Workload / Distribution of ECTS credits:**

- *36 h = Time of attendance*
- *24 h = Preparation and post-processing*
- *90 h = Exam preparation*



- 150 h = Total workload

**Modul grade:**

- Written exam (60 min.) (100 %)

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks:**

*Literatur:*

- Greenberg, J., & Baron, R. A. (2008). *Behavior in organizations*. New Jersey: Pearson Education.
- Jonas, K., Stroebe, W. & Hewstone, M. R. C. (2014) (Hrsg.). *Sozialpsychologie*. Berlin: Springer.
- Kals, E. (1999). *Der Mensch nur ein zweckrationaler Entscheider?* *Zeitschrift für Politische Psychologie*, 7(3), 267-293.
- Kals, E. & Gallenmüller-Roschmann, J. (2017). *Arbeits- und Organisationspsychologie kompakt*. Weinheim: Beltz
- McKenna, E. (2000). *Business psychology and organisational behaviour: A student's handbook* (3. ed.). Hove: Psychology Press.
- Chmiel, N. (2008). *An introduction to work and organizational psychology: a European perspective*. Malden: Blackwell.

## Strategic Human Resources Management (Prof. Dr. Max Ringlstetter)

<b>Module title</b>	Strategic Human Resources Management (Prof. Dr. Max Ringlstetter)
<b>Module title German</b>	Strategic Human Resources Management (Prof. Dr. Max Ringlstetter)
<b>Module number</b>	88-021-BAP05-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA, Organisation and Human Resources
<b>Module Coordinator</b>	Prof. Dr. Max Ringlstetter
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

*Students will be able to:*

- *critically reflect on functions of and trends in HRM,*
- *analyze interdependencies of strategic corporate governance and HRM as well as evaluate effects of different measures from both perspectives,*
- *recognize the importance of an HR department given its implementation into the organization,*
- *not only analyze tasks of HRM and contextual challenges, but also to develop and critically reflect on context-specific measures,*
- *reduce complex information to its essential core and to develop and summarize recommendations for the management in the form of an executive summary.*

### Contents and Topics:

*The course is structured into five sections:*

- *The “Introduction” will give you insights into fundamentals such as strategy and HRM. Further, it will introduce an approach towards strategic HRM.*
- *In “Functions of HRM” you will get taught in performance measurement as well as in (re-)structuring functions of HRM.*

- *Why employees can be seen as strategic resources and how the HR strategy can be aligned with the corporate strategy, is what you will learn in “Strategy orientation in HRM”.*
- *In “Professional strategic HRM” we will take a closer look on how to professionalize HRM by discussing the development of professional knowledge, conceptual models of HRM, organizational institutionalization, and controlling.*
- *The last section is about “Frameworks and trends in strategic HRM”. Here you will get insights in how globalization, demography, society, and technology influence HRM.*

#### **Formal requirements for participation:**

- *None*

#### **Recommended requirements for participation:**

- *Human resource management (HRM)*
- *Business strategy*

#### **Teaching and examination language:**

- *English*

#### **Teaching methods/course types:**

- *Virtual lecture*

#### **ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Seminar paper (consisting of 4 case study solutions to be submitted during the semester).*

#### **Workload / Distribution of ECTS credits:**

- *36 h = Time of attendance*
- *72 h = Preparation and post-processing*
- *42 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Seminar paper (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology*

**Remarks:** *This is a course offered by VHB. Please register at the following portal: <https://www.vhb.org/>*

## Advanced Topics in Consumer Psychology for a Better World (Prof. Dr. Shashi Matta)

<b>Module title</b>	Advanced Topics in Consumer Psychology for a Better World (Prof. Dr. Shashi Matta)
<b>Module title German</b>	Advanced Topics in Consumer Psychology for a Better World (Prof. Dr. Shashi Matta)
<b>Module number</b>	88-021-MS28-H-0220
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	10 ECTS-Point

### Learning outcomes:

*This course on Advanced Topics in Consumer Psychology for a Better World is designed for students who want a deep dive into consumer psychology research and are prepared for designing, conducting, analyzing, and reporting original, primary consumer research.*

*The main objectives of this course are to:*

- Critically investigate advanced theories in consumer psychology, through an immersive research project on a substantive topic on consumption.*
- Acquire skills for developing and executing an intensive consumer psychology research project that examines a complex issue in consumption.*
- Identify and examine factors that influence ethical and moral consumer behavior.*
- Develop and synthesize theories on how to motivate consumers to behave sustainably.*
- Identify and be able to explain different dimensions of consumer well-being and their relation.*
- Learn and apply theories and frameworks on what drives activism and organized group behavior.*
- Learn how to design implementable interventions for a better world using consumer psychology.*

*Besides knowledge on advance topics in consumer psychology, students will gain soft skills such as teamwork and communication. As lectures and tutorials are held in English, and students have to write a detailed research report in English, students will have the opportunity to enhance their language skills in a professional, research setting.*

### **Contents and Topics:**

#### *Part I: Introduction to Consumer Psychology for a Better World*

- *Consumer Psychology and its Public Policy Impact*
- *Designing Marketplace Interventions using Consumer Psychology*

#### *Part II: Consumer Psychology and Marketplace Morality*

- *Ethical and Moral Behaviors in the Marketplace*
- *What Affects Consumer Ethics? Can Ethics be Primed or Trained?*

#### *Part III: Consumer Psychology and Sustainable Behaviors*

- *What affects (and motivates) consumers to behave sustainably?*
- *Can Individual Differences and Social Norms predict Sustainable behavior?*

#### *Part IV: Consumer Psychology and Well-Being*

- *Defining Well-Being and Understanding Dimensions of Consumer Well-Being*
- *Are Physical and Financial Well-Being related? How?*

#### *Part V: Consumer Psychology and Activism*

- *The Consumer Psychology of Political Beliefs*
- *Activism and Group Behavior shaped by Consumer Psychology*

### **Formal requirements for participation:**

- *None*

### **Recommended requirements for participation:**

- *Successful completion of Consumer Psychology and Decision Making.*

### **Teaching and examination language:**

- *English*

### **Teaching methods/course types:**

- *Lecture*
- *Tutorial*

### **ECTS awarding criteria:**

- *Performance record graded at least "sufficient":*
  - *50 % of the report will consist of a team deliverable, and*
  - *50 % of the report will consist of an individual deliverable for each student.*
  - *Students are required to form teams (4 students) for the Advanced Consumer Psychology Research Project. Teams will be given a choice of advanced research topics to choose from, all of which will be related to the course theme of Consumer Psychology for a Better World. Student teams will present their findings and detailed research report (30 pages, 1.5 space) during the last week of the course. Each student will submit their report which will consist of a common, team deliverable, and an individual deliverable, each valued at 50 % of the total examination points.*

### **Workload / Distribution of ECTS credits:**

- *64 h = Time of attendance lecture and tutorial*
- *96 h = Preparation and post-processing lecture and tutorial*
- *140 h = Structured research project*
- *300 h = Total workload*

### **Modul grade:**

- *Advanced Consumer Psychology Research Project and Report (100 %)*

### **Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

### **Remarks:**

*Readings:*

- *The required readings for this course include research articles published in A and A+ research journals in consumer psychology and social psychology, which will be assigned based on the choice of research topic by each student team.*



## Case Studies in International Management (Prof. Dr. Katja Gelbrich)

<b>Module title</b>	Case Studies in International Management (Prof. Dr. Katja Gelbrich)
<b>Module title German</b>	Fallstudien im Internationalen Management (Prof. Dr. Katja Gelbrich)
<b>Module number</b>	88-021-IM09-H-1216
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	International Management
<b>Module Coordinator</b>	Prof. Dr. Katja Gelbrich
<b>Credit Points (ECTS)</b>	5 ECTS

**Learning outcomes:** *In this course, students learn about the challenges that companies face when operating in international markets. In particular, the course deals with a wide range of issues related to International Management, such as:*

- *Development of market entry strategies and adaptation of products, prices, distribution channels, and promotion to international target markets*
- *Assessment of the environment for business operations in foreign markets (i.e., economic, financial, legal, political, and cultural environment)*
- *Development of adequate organizational structures for multinational corporations*
- *Discussion of management strategies and leadership styles that enable and reinforce international growth*
- *Other issues related to international business and management*

*In summary, students are enabled to understand how international management strategies differ from domestic strategies and how companies should design their management activities in order to successfully operate in foreign markets. A major goal of this course is that students learn how to apply their knowledge gained in previous lectures on marketing and management in an international context.*

*Participants acquire the skills to decide on the appropriate analytical method for a specific managerial problem at hand, to apply these methods in an accurate manner, and to interpret the results in a logical*

way in order to solve the managerial problem.

Further, as students are organized into groups, they improve their ability to work in teams, interact with fellow students, and resolve conflicts.

Finally, participants improve their presentation skills. Although the course instructors provide feedback and guidance, if necessary, participants need to work independently.

**Contents and Topics:** *The course content depends on the particular case(s) and may include the following topics:*

- *International marketing strategies*
- *Market entry decisions and international growth*
- *Digitalization in the context of international business*
- *Organizational structure of a multinational company*
- *International human resource management* Participants solve one or more case studies. The number of case studies is determined by the scope of tasks. In solving the case study/studies, students are expected to structure existing information and collect external data (e.g., World Bank's economic data) in order to comprehensively assess the problem presented. The collected data will then be evaluated by using various analytical methods. Empirical analyses (e.g., regression and cluster analysis with SPSS) and instruments of strategic planning (e.g., SWOT and PEST analysis) are to be used. Based on their analyses, students develop strategies that help solving the problems identified in the case(s).

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Successful completion of the module "Empirical Management Research"*
- *Knowledge of marketing and management*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Project (4 SWS)*

**ECTS awarding criteria:**

- *Performance record graded at least "sufficient": Portfolio*
- *Students will elaborate a written solution of a case study in teams and present their solution afterwards.*

**Workload / Distribution of ECTS credits:**

- *42 h = Time of attendance (kick off meeting, consultations, presentation and discussion)*
- *108 h = Independent case study preparations*
- *150 h = Workload in total*

**Modul grade:**

- *Portfolio (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Taxation M.Sc.*

**Remarks:**

- *Participation limit: 30*
- *Further information on the case(s) and readings will be provided during the kick-off meeting.*

## Coaching, Mediation and Diversity Management (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Coaching, Mediation and Diversity Management (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Coaching, Mediation und Umgang mit Diversität (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	88-021-B002-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Prof. Dr. Elisabeth Kals
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students have advanced knowledge on the methods of coaching and psychological conversation and are able to apply those methods.*
- *Students have in-depth knowledge on business mediation based on psychology and are able to apply this knowledge.*
- *They deepen their knowledge about different negotiation models.*
- *Students have detailed knowledge about the concept of diversity management and are able to apply the knowledge in practice.*
- *Students are able to analyze problems in a business context using theories from Social and Organizational Psychology and develop recommendations for solutions on the basis of the acquired knowledge.*

### Contents and Topics:

- *Coaching and mentoring*
- *Psychological conversation*

- *Business mediation based on psychology*
- *Negotiation models*
- *Diversity management*
- *Application of acquired knowledge in practical problem situations*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Interactive application of knowledge in an organizational context and on personal communication behavior*
- *Discussion*
- *Panel presentation*
- *Individual and group work*
- *Active participation in practical courses*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Presentation task (15-30 min. of presentation) with written documentation or written exam (45 min.; multiple choice and open questions) or oral exam (15 min.) or portfolio (elaboration of exercises; documentation of a didactical appraisal; documentation of different stages of a project).*

**Workload / Distribution of ECTS credits:**

- 32 h = Time of attendance
- 38 h = Preparation and post-processing
- 80 h = Exam preparation
- 150 h = Total workload

### **Modul grade:**

- Seminar paper (12-15 pages) and presentation (15-30 min.) or final exam (written or oral) or portfolio (100 %)

### **Polyvalence with other degree programs/accessibility notes: -**

### **Remarks:**

- Participation limit 15
- Readings:
  - Graf, N. & Edelkraut, F. (2017). *Mentoring. Das Praxisbuch für Personalverantwortliche und Unternehmer*. Wiesbaden: Springer Gabler.
  - Heinemann, P. & Kals, E. (2019). *Mentoring unbegleiteter Minderjähriger. Ein Manual zur Förderung geflüchteter Kinder und Jugendlicher*. Stuttgart: Kohlhammer.
  - Kals, E. & Ittner, H. (2008). *Wirtschaftsmediation*. Göttingen: Hogrefe.
  - Kals, E., Thiel, K. & Freund, S. (Hrsg.). (2019). *Handbuch zur Konfliktlösung im Ehrenamt*. Stuttgart: Kohlhammer.
  - Montada, L. & Kals, E. (2013). *Mediation. Psychologischer Grundlage und Perspektiven*. Weinheim: Beltz.
  - Rauen, C. & Eversmann, J. (2014). *Coaching*. In H. Schuler & U.P. Kanning (Hrsg.), *Lehrbuch der Personalpsychologie* (S. 563-606). Göttingen: Hogrefe.

## Food Technology Acceptance: A Psychological Perspective Prof. (Dr. Victoria-Sophie Osburg)

Module title	Food Technology Acceptance: A Psychological Perspective Prof. (Dr. Victoria-Sophie Osburg)
Module title German	Food Technology Acceptance: A Psychological Perspective)
Module number	
Level	Bachelor module
Course rotation	Summer term
Degree program hosting the module	Business & Psychology M.Sc.
Institutional anchoring	Ingolstadt School of Management
Subjects involved	ABWL und Marktpsychologie
Module Coordinator	Prof. Dr. Victoria-Sophie Osburg
Credit Points (ECTS)	5 ECTS-Point

### Learning outcomes:

- *Upon completing this course, students will be able to understand and apply key concepts related to the acceptance of (novel) food technologies and the psychological factors that influence consumer adoption of these.*
- *Students will be able to compare the strengths and weaknesses of various novel food technologies, as well as their ethical implications from a consumer perspective, ultimately assessing the potential of these technologies.*
- *Finally, students will be able to design, execute, and reflect on their own project to explore the acceptance of a selected food technology. They will also be able to develop a comprehensive strategy to enhance consumer acceptance of that food technology.*

### Contents and Topics:

- *This course examines the psychological factors that influence the acceptance of (novel) food technologies. It combines theoretical knowledge with practical applications, case studies, and project work.*

- *We will analyze various psychological factors influencing the acceptance of food technologies (e.g., cognitive processes, emotions, socio-cultural influences). Furthermore, we will discuss how these factors differ across various food technologies.*
- *Students will work in small groups to focus on a specific food technology of their choice. After thoroughly understanding the technology, they will carry out, and report, a small project to investigate the psychological factors that impact its acceptance. The course will conclude with a “Food Technology challenge”, in which students will be able to apply their knowledge in a scenario-based / practical setting.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Theoretical input sessions*
- *Group discussions*
- *Interactive workshops*
- *Group challenge*

**ECTS awarding criteria:**

- *Performance record assessed with at least “sufficient”: Portfolio or written exam or oral exam.*
- *The mode of examination will be announced at the beginning of the course.*

**Workload / Distribution of ECTS credits:**

- *59 h = Time of attendance for seminar*



- 45 h = *Research project*
- 30 h = *Self-study pre and post seminar sessions*
- 19 h = *Assignment preparations*
- 150 h = *Total workload*

**Modul grade:**

- *Portfolio (Presentation of sustainability-luxury-compatibility and sustainable luxury advertising project submission) – 100%*
- *Or written exam (multiple choice and open questions) – 100%*
- *Or oral exam (15 min) – 100%*

**Polyvalence with other degree programs/accessibility notes:**

- *None*

**Remarks:**

*Readings:*

- *Course materials, including essential readings, will be available online.*
- *An important component of this course is a collaborative group project, which requires active participation and equal contribution from all group members. Your commitment to the group work is crucial for successful completion of tasks and assessments. Regular attendance and engagement in class activities are therefore highly recommended.*

## Cross-cultural Management (Prof. Dr. Katja Gelbrich)

<b>Module title</b>	Cross-cultural Management (Prof. Dr. Katja Gelbrich)
<b>Module title German</b>	Cross-cultural Management (Prof. Dr. Katja Gelbrich)
<b>Module number</b>	88-021-IM02-H-0408
<b>Level</b>	Master module
<b>Course rotation</b>	Sommer term
<b>Degree program hosting the module</b>	Betriebswirtschaftslehre M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Business Administration and International Management
<b>Module Coordinator</b>	Prof. Dr. Katja Gelbrich
<b>Credit Points (ECTS)</b>	5 ECTS-Point

**Learning outcomes:** *In the course of the lecture, students deal with the challenges of cross-cultural business. For this purpose, they first learn about a number of pitfalls that international managers face when dealing with cultural diversity. Students acquire the ability to cope with these pitfalls and to manage the diversity of customers, managers, and employees in organizations. For this purpose, students*

- *are sensitized to societal culture as an important characteristic of economic agents,*
- *are enabled to understand the definition and function of societal culture and to understand two pertinent measurement concepts of societal culture,*
- *learn how managers may solve specific marketing and management tasks in order to successfully market products and services across cultures.*

*The adjunct tutorial aims at deepen student's knowledge gained in the lecture. For this purpose, they apply the lecture contents to a real-world case. Hereby, students learn how to solve a case study in the field of Cross-cultural Management. Further, they learn how to present and defend these results in front of the class. Finally, in individually writing a term paper on a pressing question in International Management, students are enabled to reflect on the knowledge learned in class, assess and choose the knowledge that is necessary for solving the problem at hand, and provide hands on recommendations that are applicable in business life.*

### Contents and Topics:

- *From international to cross-cultural management*
- *Definition and function of societal culture*
- *Measuring culture*
- *Customer relationship management across cultures*
- *Corporate and societal culture*
- *Formal structures and societal culture*
- *Informal systems and societal culture*
- *Cross-cultural negotiations*
- *Cross-cultural leadership and motivation*
- *Cross-cultural teams*
- *Cross-cultural dispute resolution*
- *Overseas assignment*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Bachelor degree in economics, business administration, psychology, or related fields.*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture (2 SWS)*
- *Tutorial (2 SWS)*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio*

- *The portfolio exam consists of two parts. For one part, students are assigned to teams that work together on a case study and present their solutions. The second part is an individual work. Students write a term paper on a given question, using the content provided in the lecture.*

#### **Workload / Distribution of ECTS credits:**

- *12 h = Time of attendance lecture*
- *12 h = Time of attendance tutorial*
- *108 h = Self study*
- *150 h = Total workload*

#### **Modul grade:**

- *Portfolio (100 %)*

#### **Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*
- *International Relations M.Sc.*
- *Taxation M.Sc.*

#### **Remarks:**

- *Participation limit: 45*
- *Information on literature will be announced in the course*

## Current Trends in Psychological Assessment (Prof. Dr. Katrin Rentzsch)

<b>Module title</b>	Current Trends in Psychological Assessment (Prof. Dr. Katrin Rentzsch)
<b>Module title German</b>	Aktuelle Trends der psychologischen Diagnostik in Arbeit und Gesellschaft (Prof. Dr. Katrin Rentzsch)
<b>Module number</b>	88-021-BO01-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer Semester
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Philosophisch-Pädagogische Fakultät
<b>Subjects involved</b>	Psychological Assessment and Intervention
<b>Module Coordinator</b>	Prof. Dr. Katrin Rentzsch
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students are familiar with the latest methods, applications and trends in psychological diagnostics in work and society.*
- *Students will be able to classify research on psychological diagnostics in current theories and models and critically reflect on their findings as well as compare current trends from practice and derive implications for application.*

### Contents and Topics:

- *Exemplary topics:*
- *Artificial intelligence and machine learning in psychological diagnostics - top or flop?*
- *Video-based behavioral observation,*
- *Big Data and Data Mining in the Work Context,*
- *Will automated personality recognition soon make personality tests in personnel selection superfluous?*

### Formal requirements for participation:

- *None*

**Recommended requirements for participation:**

- *Successful participation in Fundamentals of Psychological Diagnostics*

**Teaching and examination language:**

- *German and English*

**Teaching methods/course types:**

- *Lecture*
- *Discussion of scientific texts, moderation*
- *Work in small groups*

**ECTS awarding criteria:**

- *Performance record evaluated with at least "sufficient": oral examination or presentation or portfolio*

**Workload / Distribution of ECTS credits:**

- *36 h = Time of attendance*
- *42 h = Preparation and postprocessing*
- *72 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Oral examination or presentation or portfolio*

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks:** *Participant restriction 20*

## Digital Marketing (Prof. Dr. Robin-Christopher Ruhnau)

<b>Module title</b>	Digital Marketing (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module title German</b>	Digitales Marketing (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module number</b>	88-021-MS33-H-0123
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Master's degree program in Business Administration
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Business Administration and Digital Marketings
<b>Module Coordinator</b>	Prof. Dr. Robin-Christopher Ruhnau
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *In this course, students will deal with the challenges of digitalization for marketing management and marketing strategy. Students will acquire both technological knowledge and analytical skills. During the course,*
  - *the students get to know the major technological developments, technological concepts, and phenomena of digitalization.*
  - *develop an understanding of how operational marketing is changing with digitization and how digitization can be managed from an operational marketing perspective.*
  - *learn which strategic influences digitalization has on marketing, which digital marketing and market strategies exist and how companies can implement them.*
- *By the end of the course, students will know and understand the most important technological developments and influences of digitalization. In addition, they are familiar with the most important operational and strategic management methods of digital marketing. The students have the methodical-analytical knowledge to transfer these methods to different companies and market conditions and to interpret the results.*
- *In the associated tutorial, students apply the knowledge gained from the lecture. On the one hand, students carry out learned methods and calculations independently. In doing so, methodical-analytical knowledge is promoted. On the other hand, the students work in teams to develop*

*case studies on practical cases from the field of digital marketing. The students present and reflect on their solutions compared to alternative solutions. This contributes to an improvement in teamwork and conflict resolution skills. In addition, the participants train and improve their presentation skills. In the process, students also learn to reflect on the knowledge learned in the lecture, evaluate it, and select the knowledge that is important to provide concrete and applicable recommendations for managers.*

**Contents and Topics:**

- *Fundamentals and phenomena of digitalization*
- *Digital technologies*
- *Connectivity*
- *Data availability*
- *Market transparency*
- *Major changes and trends in operational and strategic marketing in the digital age*
- *Digital product management*
- *Digital price management*
- *Digital communication management*
- *Digital sales management*
- *Digital market and marketing strategies*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Basic knowledge in Business Administration and Marketing*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**



- *Lecture (VL) (2 SWS)*
- *Tutorial (UE) (2 SWS)*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Presentation of a group work/case study (100% of final grade)*

**Workload / Distribution of ECTS credits:**

- *21 h = Time for attendance (Lecture)*
- *21 h = Time for attendance (Tutorial)*
- *108 h = Self Study*
- *150 h = Total workload*

**Modul grade:**

- *Assessment*

**Polyvalence with other degree programs/accessibility notes:**

- *Master's degree program in Business and Psychology*

**Remarks:**

- *Information on literature will be announced in the course*
- *Participation limit: none*

## Economics of Sustainable Consumption (Prof. Dr. Alexander M. Danzer)

<b>Module title</b>	Economics of Sustainable Consumption (Prof. Dr. Alexander M. Danzer)
<b>Module title German</b>	Economics of Sustainable Consumption (Prof. Dr. Alexander M. Danzer)
<b>Module number</b>	88-021-WM02-H-0719
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business and Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Economics, Microeconomics
<b>Module Coordinator</b>	Prof. Dr. Alexander M. Danzer
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students of the course deepen their knowledge and understanding about advanced microeconomic theories of sustainable consumption.*
- *Students develop detailed and reflected views on potential biases in consumption choices and consumer research.*
- *They are able to understand the challenge of scientifically test consumer theories taking into account scientific considerations.*
- *Students acquire knowledge of experimental studies and their technical implementation in the field of sustainable consumer research.*

**Contents and Topics:** *Students learn about different methods to study consumer behavior. They also work on different topics related to sustainable consumption decisions.*

- *Experimental approaches*
  - *Experiments as gold-standard*
  - *Lab vs. field experiments*
  - *Treatment*

- *Advanced consumption theories*
  - *Inter-temporal consumption: Time discounting*
  - *Decisions under uncertainty: Nudging, cognitive load*
  - *Regulation of consumer behavior through different instruments: carbon taxes, certificates and nudges*
  - *Ethical consumer behavior*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Basics in Microeconomics and Statistics*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Seminar*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Term paper*
- *The students present their research at an intermediary stage at mid-term. They finally submit their term paper*

**Workload / Distribution of ECTS credits:**

- *45 h = Time of attendance for seminar or self-study*
- *45 h = Preparation and and follow-up research seminar*
- *60 h = Term paper*
- *150 h = Total workload*

**Modul grade:**

- *Term paper (15 pages) (100%)*

**Polyvalence with other degree programs/accessibility notes:**

- *All WFI Master programmes (Sustainability badge)*

**Remarks:** *none*

## Ethics of digitization (Prof. Dr. Kai Sandner)

<b>Module title</b>	Ethics of digitization (Prof. Dr. Kai Sandner)
<b>Module title German</b>	Ethik der Digitalisierung (Prof. Dr. Kai Sandner)
<b>Module number</b>	88-021-HP01-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Economic Ethics, esp. Corporate Governance
<b>Module Coordinator</b>	Prof. Dr. Kai Sandner
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Understanding of technological change in a capitalist system; example: digitization.*
- *Derivation of needs that result for the individual in their practical life.*
- *Necessity of a psychological foundation of ethics explained at the example of humanism.*
- *Derivation of common features and needs of the human psyche.*
- *Strengthening the awareness of the tension between the limits of individual freedom by economic systems and the prerequisites for individual personal development.*
- *Questioning and weighing the possible short-term positive consequences of technological change against the long-term negative consequences for the individual and their practical life.*
- *Common critical reflection on possibilities of dealing with this tension and its possible solution.*
- *Application of this knowledge in working on current case studies concerning topics in the field of the digitization megatrend.*

### Contents and Topics:

- *Humanistic psychology and ethics*
  - *The humanistic approach to psychology*
  - *The significance for ethics*

- *Implications for the human psyche*
- *Economic systems and philosophy*
  - *Philosophical origins of business administration*
  - *Development and rationality of capitalism*
  - *Consequences of capitalism for the individual*
- *Digitization and ethics*
  - *Needs following from both paradigms*
  - *Digitization as an example*
  - *Implications for ethics and the individual*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Presentation*
- *Case studies*
- *Control questions and discussions*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *The lecture is devised as a readings course. After an introduction the participants, possibly in teams of two, will study intensively selected literature and then will present it. Every student should read all the texts. All contents will be studied intensively in class discussions.*

- *Each topic will be studied by groups of two. Then the groups will present their results to the class.*
- *Finally, each participant, or each team of two, will work at home on their case study.*

### **Workload / Distribution of ECTS credits:**

- *44 h = Time of attendance (work in group and discussions)*
- *53 h = Preparation of presentation*
- *53 h = Work on case studies*
- *150 h = Total workload*

### **Modul grade:**

- *Portfolio exam with the following elements:*
  - *Presentation (50 %)*
  - *Written work on a case study (50 %)*

### **Polyvalence with other degree programs/accessibility notes: -**

### **Remarks:**

- *Participation limit 18*
- *Readings:*
  - *Fromm, Erich (1977): Anatomie der menschlichen Destruktivität, Hamburg, Berlin.*
  - *Fromm, Erich (2003): Wege aus einer kranken Gesellschaft, München.*
  - *Literature will be announced during the lecture.*

## Human-Technology Interaction: Potential and Application (Jun.-Prof. Dr. Christina Pfeuffer)

Module title	Human-Technology Interaction: Potential and Application (Jun.-Prof. Dr. Christina Pfeuffer)
Module title German	Mensch-Technik Interaktion: Potential und Anwendung (Jun.-Prof. Dr. Christina Pfeuffer)
Module number	88-021-BAP07-H-0820
Level	Master module
Course rotation	Summer Term
Degree program hosting the module	Business & Psychology M.Sc.
Institutional anchoring	Faculty of Philosophy and Education
Subjects involved	Human-Technology Interaction (Psychology)
Module Coordinator	Jun.-Prof. Dr. Christina Pfeuffer
Credit Points (ECTS)	5 ECTS-Point

### Learning outcomes: *Knowledge:*

- *Students acquire deepened knowledge about (selected topics in) human-technology interaction and their application potential in various use cases*
- *They know about current research, discussions, and controversies in (selected topics in) human-technology interaction*

### *Methodological and scientific skills:*

- *They can reflect and critically discuss the methods of scientific assessment commonly used in human-technology interaction as well as specific up-to-date exemplary research findings in human-technology interaction*
- *They can evaluate the relevance of research findings in the context of scientific theories as well as use cases and derive theoretical and practical implications*

### *Transfer and application:*

- *They can derive, develop, and present an own exemplary use case and “product” based on the discussed findings from human-technology interaction research*
- *They can apply their knowledge to plan studies that will critically evaluate interventions/products in human-technology interaction*



*General professional skills:*

- *Social and cooperative skills (work on a joint project in a group)*
- *Presentation and science communication skills (interactive didactic presentations, “product” presentations, research poster presentations)*
- *Planning and project management skills*

### **Contents and Topics:**

- *Relevant basics in human-technology interaction and their application to use cases*
- *Scientific assessment of products/interventions based on the findings of human-technology interaction*
- *Development, presentation, and critical assessment of a self-selected use case*

*The seminar starts by assessing selected research findings in human-technology interaction from a psychological perspective and bridges the gap between scientific research in Psychology and its application in business contexts in the project phase. In the first seminar session, the students themselves will select several focus topics that student groups will present in an interactive way in the following topic phase of the seminar. After we have familiarized ourselves with the focus topics, we will transition to the project phase. Here, the students will find their own use case and develop a human-technology interaction “product” to solve the problem identified by them (product sub-phase). They will then present the development process and their “product”. In the following, the students will critically reflect how the promised benefits of their product could be assessed via scientific methods of human-technology interaction and present their conclusions in a simulated mock conference poster session (scientific evaluation sub-phase). The student groups will independently work on their use cases, “products”, and scientific evaluation suggestions in between seminar sessions*

### **Formal requirements for participation:**

- *None*

### **Recommended requirements for participation:**

- *None*

### **Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Seminar 3 SWS*
- *Group work (topic phase): interactive presentations and discussions of several student-selected seminar focus topics*
- *Group work (project phase):*
  - *Product Sub-Phase*
    - \* *transferring knowledge to a self-selected use case – designing a “product”*
    - \* *“product” development and outcome presentation*
  - *Scientific evaluation sub-phase:*
    - \* *planning scientific ways of “product” evaluation*
    - \* *poster presentation at simulated human-technology interaction conference*

**ECTS awarding criteria:**

- *performance record assessed with at least “sufficient”: Portfolio or written exam or oral exam*
- *The mode of examination will be announced before the beginning of the course.*

**Workload / Distribution of ECTS credits:**

- *36 h = Attendance of seminar sessions*
- *24 h = Self-study pre and post seminar sessions*
- *50 h = Assignments in the topic and project phase*
- *40 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Portfolio (documentation of the presented results of the project phase including an additional 5-page paper on the planned scientific evaluation) – 100%*
- *Or written exam (multiple choice and open questions) – 100%*
- *Or oral exam (15 min) – 100%*

**Polyvalence with other degree programs/accessibility notes:** *Psychologie M.Sc.*

**Remarks:**

- *Number of participants 15*
- *In the first seminar session, the students will select several focus topics from an overview of relevant topics in human-technology interaction. The selected topics will be presented and discussed during the topic phase. The required readings will mainly be research articles on human-technology interaction. The exact readings and further materials depend upon the selected focus topics and will be made available on elearnKU in the course of the seminar.*

## Innovation and Creativity in Individuals, Teams, and Organizations (Prof. Dr. Shashi Matta)

<b>Module title</b>	Innovation and Creativity in Individuals, Teams, and Organizations (Prof. Dr. Shashi Matta)
<b>Module title German</b>	Innovation and Creativity in Individuals, Teams, and Organizations (Prof. Dr. Shashi Matta)
<b>Module number</b>	88-021-MC01-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

*Innovation and Creativity are the key drivers of success for an organization. Companies that have experienced substantial gains in shareholder value, particularly over the last decade, have done so based on a culture of creativity and innovation. Innovation and creativity in can be successfully managed in organizations to create a sustainable competitive advantage. This course addresses the fundamental question of how to successfully manage and facilitate innovation and creativity in organizations.*

*The primary objectives of this course are to:*

- Understand why Innovation matters in organizations, and how it is related to Creativity*
- Identify and learn about the various drivers, sources, and types of Innovation*
- Understand the role of digitization in the innovation process*
- Recognize the role of strategy, organization structure and teams in Innovation*
- Identify and innovate in digital business models and digital entrepreneurship*
- Develop a framework for managing strategic Innovation in organizations*
- Identify and tackle challenges to, and barriers of, Innovation*

- *Understand what Creativity is – research and frameworks on Creativity*
- *Learn personal and managerial tools and techniques for enhancing individual and team Creativity*
- *Examine the role of Creativity in Innovation and problem solving*
- *Apply Creativity and design thinking to a real-world business problem on Innovation*
- *Provide the theoretical foundation and a set of managerial tools to facilitate, manage and sustain Innovation and Creativity in organizations*

*Besides technical skills in Innovation and Creativity students gain soft skills such as teamwork, communication, and professional presentation to company executives. Additionally, students enhance their analytical skills with rigorous discussions of published and real-life case studies in class. They learn how to analyze, discuss and to critically question industry practices in Innovation and Creativity. Since the lecture and tutorials are held in English, students will have an opportunity to enhance their English language skills in a professional setting.*

## **Contents and Topics:**

### *Part I: Introduction to Innovation and Creativity*

- *What is Innovation? What is Creativity?*
- *How are they related in an individual and organization context?*

### *Part II: Drivers and Sources of Innovation*

- *Organizational factors that enable and fuel Innovation*
- *How are Strategy and Innovation related?*

### *Part III: Managing Innovation in organizations*

- *Developing an Innovation Framework for organizations*
- *Barriers and challenges to Innovation*

### *Part IV: Creativity and Problem Solving*

- *Frameworks on Creativity*
- *How to foster individual and team Creativity?*

### *Part V: Creativity and Design Thinking*

- *Definition and Framework for Design Thinking*
- *Applying Design Thinking to solve business problems and innovate in digital business models*

#### *Part VI: Innovative and Creative Organizations*

- *Mindset of Innovators and Creators, and digital entrepreneurs*
- *Typology of Innovators and Creators, and digital entrepreneurs*

#### **Formal requirements for participation:**

- *None*

#### **Recommended requirements for participation:**

- *None*

#### **Teaching and examination language:**

- *English*

#### **Teaching methods/course types:**

- *Lecture*
- *Tutorial (including published and real-life case studies and live exercises)*

#### **ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *Innovation Team Project and Presentation (50 %)*
  - *Students are required to form teams (5 – 6 students) for the Innovation Team Project and Presentation. Each team is required to work as a “consulting team” on an Innovation Project that will be announced during the first tutorial session. This will be a “live” project provided by a well-known company. Student teams will work on this 12-week, semester-long, “applied” project by applying all course learnings to this project. Student teams will make their final presentations to company executives during the last tutorial session.*
- *Final Exam (50 %)*
  - *The final exam will be based on all the material discussed in the lectures and in the tutorials. It will be a 50 minute, in-class exam, with preparation time of 70 minutes immediately prior to the exam.*

- *There are two elements in the assessment criteria – a team element, and an individual element. There is a strong reason for this – Innovation in organizations is not carried out by any one individual. In any organization, innovation is a shared task and innovation is led and executed in teams. There are different dynamics involved in achieving innovation in teams and how a team can perform creatively despite individuals with distinct creative capabilities and aptitudes. Learning that, and being able to execute that in a „real world“ project is an invaluable and irreplaceable component of this class. Further, being able to successfully develop and undertake innovation projects requires individual competencies and aptitude, and knowledge of theories and frameworks, which are also taught in this class. Hence, the assessments in this class consist of two elements – a team deliverable, and an individual deliverable. The title of this course module makes it abundantly clear that it is about innovation and creativity at the level of the individual, team, and organization.*

### **Workload / Distribution of ECTS credits:**

- *24 h = Time of attendance lectures*
- *36 h = Time of attendance tutorials*
- *30 h = Preparation and post-processing lecture*
- *30 h = Preparation and post-processing tutorial*
- *42 h = Project and exam preparation*
- *150 h = Total workload*

### **Modul grade:**

- *There are two graded deliverables for this class – an Innovation Team Project and Presentation in cooperation with a company (50 %) and a Final Exam (50 %).*

### **Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

### **Remarks:**

- *The readings for this course include select articles and cases published by Harvard Business Publishing.*
- *Readings:*

- *Collaborating with Creative Peers (2015)*. Kimberly D Elsbach, Brooke Brown-Saracino and Francis J. Flynn. Harvard Business School Publishing.
- *Design Thinking (HBR Bestseller) (2008)*. Tim Brown. Harvard Business School Publishing.
- *Find Innovation Where You Least Expect It (2015)*. Tony McCaffrey and Jim Pearson. Harvard Business School Publishing
- *How Will You Measure Your Life? (HBR Bestseller) (2010)*. Clayton M. Christensen. Harvard Business School Publishing
- *Managing Your Innovation Portfolio (2012)*. Bansi Nagji and Geoff Tuff. Harvard Business School Publishing
- *The Surprising Power of Questions (2018)*. Alison Wood Brooks and Leslie K. John. Harvard Business School Publishing.
- *You Need an Innovation Strategy (2015)*. Gary P. Pisano. Harvard Business School Publishing.
- *Simulations:*
  - *The Food Truck Challenge*. Harvard Business School.
  - *Breaking News*. Harvard Business School.



## Psychological Approaches to Behavior Change for Social Good (Prof. Dr. Victoria-Sophie Osburg)

Module title	Psychological Approaches to Behavior Change for Social Good (Prof. Dr. Victoria-Sophie Osburg)
Module title German	Psychological Approaches to Behavior Change for Social Good (Prof. Dr. Victoria-Sophie Osburg)
Module number	
Level	Bachelor module
Course rotation	Summer term
Degree program hosting the module	Business & Psychology M.Sc.
Institutional anchoring	Ingolstadt School of Management
Subjects involved	ABWL und Marktpsychologie
Module Coordinator	Prof. Dr. Victoria-Sophie Osburg
Credit Points (ECTS)	5 ECTS-Point

### Learning outcomes:

- *Upon completing this course, students will be able to apply various psychological principles and theories to promote behavior change for social good. They will be able to analyze and compare different psychological tools and techniques, selecting the most effective ones for behavior change campaigns.*
- *Students will also be able to critically evaluate existing behavior change campaigns, identifying their strengths, weaknesses, and areas for improvement.*
- *Additionally, students will be able to create and report their own comprehensive behavior change campaign based on the theoretical foundations discussed in class. They will also be able to critically reflect on their work, deriving implications for future improvement.*

### Contents and Topics:

- *The course combines theoretical knowledge with practical applications, case studies, and hands-on experience in developing and implementing behavior change campaigns for social good. We will review the foundational principles for creating a successful campaign aimed at behavior change, focusing on psychological tools and techniques, as well as the structural and planning aspects of such campaigns.*

- *Additionally, we will examine a variety of existing campaigns and critically reflect on them by understanding the underlying psychological mechanisms involved.*
- *Most importantly, students will form small groups to develop and ultimately execute a behavior change campaign for social good. This project will be guided by a thorough consideration of appropriate psychological tools and techniques.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Theoretical input sessions*
- *Case study discussions*
- *Group projects*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio or written exam or oral exam.*
- *The mode of examination will be announced at the beginning of the course.*

**Workload / Distribution of ECTS credits:**

- *56 h = Time of attendance for seminar*
- *30 h = Self-study pre and post seminar sessions*
- *34 h = Project development*
- *30 h = Assignment preparations*

- 150 h = Total workload

**Modul grade:**

- *Portfolio (Presentation of sustainability-luxury-compatibility and sustainable luxury advertising project submission) – 100%*
- *Or written exam (multiple choice and open questions) – 100%*
- *Or oral exam (15 min) – 100%*

**Polyvalence with other degree programs/accessibility notes:**

- *None*

**Remarks:** *Readings:*

- *Course materials, including essential readings, will be available online.*
- *An important component of this course is a collaborative group project, which requires active participation and equal contribution from all group members. Your commitment to the group work is crucial for successful completion of tasks and assessments. Regular attendance and engagement in class activities are therefore highly recommended.*

## Leadership and Motivational Psychology (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Leadership and Motivational Psychology (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Psychologie der Führung und Motivierung (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	88-021-HP02-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Dr. Jutta Gallenmüller-Roschmann
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students are familiar with central approaches and methods in leadership and motivational psychology. They have acquired scientifically substantiated, in-depth founded knowledge in the field of leadership, leadership skills, motivation, and personal training.*
- *They systematically analyze scientific literature, deepen their understanding for leadership and gain differentiated insights into the key components of motivation.*
- *They are able to describe leadership and motivational concepts and give recommendations for action in connection with the analysis, intervention, and evaluation.*
- *They assess practical and research contributions and develop their own perspectives and points of view.*
- *They investigate practical questions on the basis of scientific theories. They develop their ability of conceptualizing, implementing and documenting leadership training elements. They are able to present and defend their work results in the class.*
- *They are consciously aware of their strengths and weaknesses and are able to assess alternatives for action and critically discuss different interventions.*

### Contents and Topics:

- *Concepts of leadership and motivational psychology*
- *Leadership tools and motivational strategies*
- *Training elements*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Introduction to the subject*
- *Panel presentation of the students to a specific topic and feedback*
- *Active participation in practical courses (training elements, diagnoses, role play)*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *The examination/assessed work comprises a presentation task (50 min. of presentation) with written documentation.*

**Workload / Distribution of ECTS credits:**

- *31,5 h = Time of attendance*
- *31,5 h = Preparation and post-processing*
- *87 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Presentation (50 min.) and written documentation (100 %)*

**Polyvalence with other degree programs/accessibility notes: -****Remarks:**

- *Participation limit 15*
- *Readings:*
  - *Becker, F. (2019). Mitarbeiter wirksam motivieren. Berlin: Springer.*
  - *Felfe, J. & van Dick, R. (2016). Handbuch Mitarbeiterführung. Wirtschaftspsychologisches Praxiswissen für Fach- und Führungskräfte. Berlin: Springer.*
  - *Häfner, A., Pinneker, L. & Hartmann-Pinneker, J. (2019). Gesunde Führung. Gesundheit, Motivation und Leistung fördern. Berlin: Springer.*
  - *Häring, K. & Litzcke, S. (2017). Führungskompetenzen lernen. Stuttgart: Schäffer-Poeschel.*
  - *Kauffeld, S. (2016). Nachhaltige Personalentwicklung und Weiterbildung. Betriebliche Seminare und Trainings entwickeln, Erfolge messen, Transfer sichern. Berlin: Springer.*
  - *Ergänzende Literatur zur individuellen Fragestellung wird in der Veranstaltung bekannt gegeben.*

## People Analytics: Data Science for Human Resources Management (Prof. Dr. Sven Laumer)

Module title	People Analytics: Data Science for Human Resources Management (Prof. Dr. Sven Laumer)
Module title German	People Analytics: Data Science for Human Resources Management (Prof. Dr. Sven Laumer)
Module number	VHB
Level	Master module
Course rotation	Winter term
Degree program hosting the module	Business Administration M.Sc.
Institutional anchoring	Uni Erlangen-Nürnberg (FAU)
Subjects involved	Human Resources
Module Coordinator	Prof. Dr. Sven Laumer
Credit Points (ECTS)	6 ECTS-Point

**Learning outcomes:**

**Contents and Topics:**

**Formal requirements for participation:**

**Recommended requirements for participation:**

**Teaching and examination language:**

- *German and English*

**Teaching methods/course types:**

**ECTS awarding criteria:**

**Workload / Distribution of ECTS credits:**

**Modul grade:**

**Polyvalence with other degree programs/accessibility notes:** -

**Remarks:** *This is a course offered by VHB. Please register at the following portal: <https://www.vhb.org/>*



## Personal development in voluntary and paid work (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Personal development in voluntary and paid work (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Personalentwicklung in der Freiwilligen- und Erwerbsarbeit (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Prof. Dr. Elisabeth Kals
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students deepen their knowledge about personal development in voluntary and paid work.*
- *Students know similarities and differences between personal development measures in voluntary and paid work.*
- *Students have advanced knowledge on the methods of psychological conversation and are able to apply them practically.*
- *Students have an awareness of the extent, relevance and forms of voluntary work in society and paid work, as well as of the pluralistic motivational foundations of human behavior, especially for voluntary engagements.*
- *Students are able to analyse problems in voluntary and paid work using social and organisational theories and develop concrete recommendations for solutions on the basis of the knowledge acquired.*
- *Students discuss current challenges, problems and trends in voluntary and paid work and analyse their relevance for individuals. Based on their acquired knowledge, students develop a concrete personal development measure for dealing with them.*

**Contents and Topics:**

- *Personal development*
- *Engagement in voluntary work (honorary office) and paid work (OCB)*
- *Psychological conversation*
- *Practical application of acquired knowledge to current difficulties, problems and trends in voluntary and paid work*
- *Development of a concrete measure for personal development in voluntary or paid work, based on practical experience*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Lecture*
- *Interactive application of knowledge in an organizational context and on personal communication behavior*
- *Discussion*
- *Panel presentation*
- *Individual and group work*
- *Active participation in practical courses*
- *Application of the acquired knowledge and methods in a practical context*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Homework (12-15 pages) with presentation or written exam (multiple choice and open questions) or port-folio (elaboration of exercises; documentation of a didactic work-up; documentation of different stages of a project)*

### **Workload / Distribution of ECTS credits:**

- *32 h = Time of attendance*
- *38 h = Preparation and post-processing*
- *80 h = Exam preparation*
- *150 h = Total workload*

### **Modul grade:**

- *Homework (12-15 pages) with presentation or written exam (multiple choice and open questions) or port-folio (elaboration of exercises; documentation of a didactic work-up; documentation of different stages of a project) (100 %)*

### **Polyvalence with other degree programs/accessibility notes: -**

### **Remarks:**

- *Participation limit 20*

## Personality and Profession (Prof. Dr. Katrin Rentzsch)

<b>Module title</b>	Personality and Profession (Prof. Dr. Katrin Rentzsch)
<b>Module title German</b>	Persönlichkeit und Beruf (Prof. Dr. Katrin Rentzsch)
<b>Module number</b>	88-021-MY02-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer Semester
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Philosophisch-Pädagogische Fakultät
<b>Subjects involved</b>	Psychological Assessment and Intervention
<b>Module Coordinator</b>	Prof. Dr. Katrin Rentzsch
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students acquire in-depth content-related and methodological knowledge in the subject area of personality and occupation.*
- *They learn about relevant constructs of differential and personality psychology for the professional context.*
- *The students will be able to classify research on the role of personality in occupation in current theories and models and critically reflect on their findings as well as derive implications for application and theory building.*

### Contents and Topics:

- *Exemplary topics:*
- *Creativity in the Workplace,*
- *Diversity in Business and Work,*
- *Gender and Sex Roles at the Workplace,*
- *Current Research Topics on Personality and Careers,*
- *Personality Traits and Marketing,*
- *Role of Personality in Job Success and Satisfaction,*

- *Person-Job Fit,*
- *Self-Worth, Narcissism and Leadership,*
- *Dark Triad in the professional context,*
- *Resource/resilience-based personality approaches,*
- *Team-related personal and group characteristics (e.g. Psychological Safety)*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German and English*

**Teaching methods/course types:**

- *Lecture*
- *Presentations*
- *Discussion of scientific texts, moderation*
- *Work in small groups*

**ECTS awarding criteria:**

- *Performance record evaluated with at least "sufficient": oral examination or presentation or portfolio*

**Workload / Distribution of ECTS credits:**

- *36 h = Time of attendance*
- *72 h = Preparation and postprocessing*
- *42 h = Exam preparation*

- *150 h = Total workload*

**Modul grade:**

- *Oral examination or presentation or portfolio*

**Polyvalence with other degree programs/accessibility notes: -**

**Remarks: -**

## Project Course: Marketing with New-Age Technologies (Prof. Dr. Robin-Christopher Ruhnau)

<b>Module title</b>	Project Course: Marketing with New-Age Technologies (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module title German</b>	Projektkurs Marketing mit New-Age-Technologien (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module number</b>	88-021-MS36-H-0724
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	ABWL, insb. Digitales Marketing
<b>Module Coordinator</b>	Prof. Dr. Robin-Christopher Ruhnau
<b>Credit Points (ECTS)</b>	5 ECTS-Points

**Learning outcomes:** *The course gives students a practical insight into how new-age digital technologies can be used in marketing. The specific thematic focus (e.g., the main technologies considered) changes every semester.*

- *As part of the course...*
- *students deal intensively with selected new-age technologies.*
- *students learn in a practical way how to use selected new-age technologies in the overall marketing mix.*
- *students learn about practice-relevant research questions related to the application of selected new-age technologies in marketing and answer them with the help of their own research.*
- *students improve their skills in conducting practice-relevant empirical research.*
- *students strengthen their presentation and communication skills.*

### Contents and Topics:

*Depending on the focus of the respective semester, the course will address possible applications of one or more of the following digital technologies in marketing and develop corresponding projects:*

- *Augmented, virtual, mixed/extended reality*
- *Metaverse and related concepts*
- *General and generative artificial intelligence*
- *Robotics*
- *Blockchain and non-fungible tokens (NFTs)*
- *Internet of Things*
- *Robotics, chatbots, and drones*

*Depending on the focus, projects can be carried out in collaboration with practice partners.*

#### **Formal requirements for participation:**

- *None*

#### **Recommended requirements for participation:**

- *Basic knowledge in Business Administration and Marketing*

#### **Teaching and examination language:**

- *English*

#### **Teaching methods/course types:**

- *Team and individual work under the coordination of the lecturers*

#### **ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio (100% of final grade)*
- *Portfolio (100%). The portfolio consists of several components. The main part of the portfolio will be a practice-relevant research project on the application of the focal technology in marketing. Students will work on this research project independently in groups during the semester, present it, and summarize it in a final report. This main part of the portfolio is complemented by smaller parts (e.g., presentation of interim results, inverted classroom sessions), which are worked on individually or in groups.*



*The thematic details of all portfolio work will be communicated at the beginning of the course.*

**Workload / Distribution of ECTS credits:**

- *50h = Course attendance*
- *50h = Preparation and postprocessing of lectures, desk research*
- *50h = Preparation of the final presentation and project report*
- *150h = Total workload*

**Modul grade:**

- *Portfolio (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

**Remarks:**

- *Participation Limit: 20*

## Psychology of Responsibility, Justice, and Values (Prof. Dr. Elisabeth Kals)

<b>Module title</b>	Psychology of Responsibility, Justice, and Values (Prof. Dr. Elisabeth Kals)
<b>Module title German</b>	Psychologie der Verantwortung, Gerechtigkeit und Werte (Prof. Dr. Elisabeth Kals)
<b>Module number</b>	88-021-MC03-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	Social and Organizational Psychology
<b>Module Coordinator</b>	Prof. Dr. Elisabeth Kals
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students have deepened knowledge about responsibility- and justice related action models.*
- *They are familiar with the relevance of fundamental cognitive and emotional motives for human behavior and are able to reflect this knowledge.*
- *Students have a systematic and reflected overview of empirical research in the fields of justice, responsibility and trust.*
- *Students have detailed knowledge about the different forms of responsible and justice-oriented judgments and behavior within society and in organizations.*
- *Students have in-depth knowledge of models and research on organizational culture, climate and values as well as their impact and possible forms of implementation within organizational contexts.*
- *They have in-depth insights into organizational justice and actions of justice in organizations as well as into ecological justice and sustainable behavior.*

### Contents and Topics:

- *Psychological action models*
- *Cognitions and emotions as the basis of human behavior*
- *Empirical research in the fields of justice, responsibility and trust*
- *Organizational justice and behavior of justice in organizations*
- *Ecological justice and sustainable behavior*
- *Organizational culture, climate, and values*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Interactive application of knowledge in an organizational context*
- *Discussion*
- *Panel presentation*
- *Individual and group work*
- *Active participation in practical courses*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Homework (12-15 pages) with presentation or written exam (multiple choice and open questions) or port-folio (elaboration of exercises; documentation of a didactic work-up; documentation of different stages of a project)*

**Workload / Distribution of ECTS credits:**

- 32 h = Time of attendance
- 28 h = Preparation and post-processing
- 90 h = Exam preparation
- 150 h = Total workload

**Modul grade:**

- Homework (12-15 pages) with presentation or written exam (multiple choice and open questions) or port-folio (elaboration of exercises; documentation of a didactic work-up; documentation of different stages of a project) (100 %)

**Polyvalence with other degree programs/accessibility notes: -****Remarks:**

- Participation limit 15
- Readings:
  - Bierhoff, H. W. & Auhagen, A. E. (Eds.). (2001). *Responsibility - the many faces of a social phenomenon*. London/New York: Routledge.
  - Gollwitzer, M., Lotz, S., Schlösser, T. & Streicher, B. (Hrsg.). (2013). *Soziale Gerechtigkeit: was unsere Gesellschaft aus den Erkenntnissen der Gerechtigkeitspsychologie lernen kann*. Göttingen: Hogrefe.
  - Kals, E. & Jiranek, P. (2012). *Organizational justice*. In E. Kals & J. Maes (Eds.), *Justice and conflicts. Theoretical and empirical contributions* (pp. 219-235). Berlin: Springer.
  - Kals, E. & Maes, J. (Eds.). (2012). *Justice and conflicts. Theoretical and empirical contributions*. Berlin: Springer.
  - Müller, M. M., Kärcher, J. & Kals, E. (2011). *Organisationale Gerechtigkeit: Vorstellung eines deutschsprachigen Instruments zur Messung der Gerechtigkeit auf organisationaler Ebene*. *Wirtschaftspsychologie*, 13(4), 21-33.

## Quasi-experimental Policy Evaluation (Prof. Dr. Alexander Danzer)

<b>Module title</b>	Quasi-experimental Policy Evaluation (Prof. Dr. Alexander Danzer)
<b>Module title German</b>	Quasi-experimental Policy Evaluation (Prof. Dr. Alexander Danzer)
<b>Module number</b>	88-021-BAP06-H-0520
<b>Level</b>	Master module, Doctoral module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	PhD
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Economics, esp. Microeconomics
<b>Module Coordinator</b>	Prof. Dr. Alexander Danzer
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students of the course acquire detailed knowledge about the economics and econometrics of policy evaluation.*
- *Students learn about key debates and problems in the economics of policy evaluation.*
- *They are able to apply quantitative techniques and reproduce the results of a published empirical paper which evaluates actual policy interventions in particular fields of economics.*
- *Students have developed the facility to apply economic models and quantitative techniques to evaluate actual policy interventions.*

### Contents and Topics:

- *Introduction: Research methods to identify causal effects in the economics of policy evaluation*
- *Randomized experiments*
- *Quasi experiments:*
  - *Diff-in-Diff*
  - *Regression discontinuity design*

- *Regression kink design*
- *Matching*
- *Synthetic control groups*
- *Two stage estimation*
  - *Instrumental variables*
  - *Heckman selection model*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Mathematics, Statistics*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lectures*
- *Group discussions*
- *Practical work assignment (re-estimation)*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Term paper*
- *The assessment is based on a term paper which contains a simple re-estimation exercise using one of the presented econometric techniques. Students are required to present the outline and econometric approach of their term paper in a brief presentation in class.*

**Workload / Distribution of ECTS credits:**

- *25 h = Time of attendance*

- 25 h = Preparation and post-processing
- 100 h = Term paper
- 150 h = Total workload

### **Modul grade:**

- Term paper (100 %)

### **Polyvalence with other degree programs/accessibility notes:**

- Business & Psychology M.Sc.

### **Remarks:**

- Readings:
  - Angrist, Joshua D. and Jörn-Steffen Pischke (2008). *Mostly Harmless Econometrics*.
  - Robert J. LaLonde (1986). *Evaluating the Econometric Evaluations of Training Programs with Experimental Data*. *The American Economic Review*, Vol. 76, No. 4 (Sept.), pp. 604-620.
  - Krueger, Alan B. (1999). *Experimental Estimates of Education Production Functions*. *The Quarterly Journal of Economics*, Vol. 114, No. 2 (May), pp. 497-532.
  - Meyer, Bruce D. (1995). *Natural and Quasi-experiments in Economics*. *Journal of Business and Economic Statistics*, Vol. 13, No. 2 (April), pp. 151-161.
  - Angrist, Joshua D. and Victor Lavy (1999). *Using Maimonides' Rule to Estimate the Effect of Class Size on Scholastic Achievement*. *The Quarterly Journal of Economics*, Vol. 114, No. 2 (May), pp. 533-575.
  - Blundell, Richard, Costas Meghir, Monica Costa Dias and John Van Reenen (2004). *Evaluating the Employment Impact of a Mandatory Job Search Program*. *Journal of the European Economic Association*, Vol. 2, No. 4 (June), pp. 569-606.
  - Imbens, Guido W. and Joshua D. Angrist (1994). *Identification and Estimation of Local Average Treatment Effects*. *Econometrica*, Vol. 62, No. 2 (March), pp. 467-475.

## Research Methods in Psychology (Prof. Dr. Marco Steinhauser)

<b>Module title</b>	Research Methods in Psychology (Prof. Dr. Marco Steinhauser)
<b>Module title German</b>	Forschungsmethoden in der Psychologie (Prof. Dr. Marco Steinhauser)
<b>Module number</b>	88-021-MY03-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Faculty of Philosophy and Education
<b>Subjects involved</b>	General Psychology
<b>Module Coordinator</b>	Prof. Dr. Marco Steinhauser
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students are able to develop research designs based on specific research questions and can select appropriate advanced statistical analysis methods to analyze the resulting data.*
- *They know and understand statistical methods based on the General Linear Model.*
- *They know about the limits of classical null hypothesis significance testing and have a basic understanding of alternative methods such as Bayesian testing.*

### Contents and Topics:

- *Various types of research designs are described using exemplary studies and possible further applications are discussed.*
- *Based on multiple linear regression, the General Linear Model is introduced.*
- *Methods such as analysis of variance and analysis of covariance are described within the framework of the General Linear Model.*
- *Rationale and limits of classical null hypothesis significance testing are discussed, and Bayesian testing is introduced as an alternative method.*



**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German (current)*
- *English (planned)*

**Teaching methods/course types:**

- *Lecture*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Written exam (multiple-choice)*

**Workload / Distribution of ECTS credits:**

- *24 h = Time of attendance*
- *36 h = Preparation and post-processing*
- *90 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Written exam (60 min.) (100 %)*

**Polyvalence with other degree programs/accessibility notes: -****Remarks:***Readings:*

- *Baguley, T. (2012). Serious stats: A guide to advanced statistics for the behavioral sciences. Basingstoke, UK: Palgrave Macmillan.*

## Sales Management (Prof. Dr. Robin-Christopher Ruhnau)

<b>Module title</b>	Sales Management (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module title German</b>	Vertriebsmanagement (Prof. Dr. Robin-Christopher Ruhnau)
<b>Module number</b>	88-021-MS32-H-1022
<b>Level</b>	Mastermodul
<b>Course rotation</b>	WiSe
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Digital Marketing
<b>Module Coordinator</b>	Prof. Dr. Robin-Christopher Ruhnau
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- In this course, students deal with the challenges of managing sales as a subarea of marketing and customer relationships as a focal point of reference for marketing. In doing so, students will learn about the development of sales management from a mere disposition function to holistic customer relationship management. Thereby, students will strengthen their analytical skills and acquire the ability to take on central tasks in sales and customer relationship management and make management decisions there on an operational and strategic level. In this regard, specifics of both the consumer (business to consumer) and the business customer (business to business) context will be discussed.*
- At the end of the course, students will know and understand the most important factors influencing decisions in sales management. They will also be familiar with the most important operational and strategic methods of sales management. The students will also be familiar with the potential and challenges of new technologies and digitalization in sales. The students have the methodical-analytical knowledge to transfer these methods to different companies and market conditions and to interpret the results.*
- During the associated tutorial, students apply the knowledge gained from the lecture. On the one hand, learned methods and calculations are carried out independently. In doing so, methodical-analytical knowledge is promoted. On the other hand, the students work in teams on case studies on practical cases from sales management. The students present and reflect on their*

*solutions compared to alternative solutions. The case studies help to improve teamwork and conflict resolution skills. In addition, participants train and improve their presentation skills. In doing so, students also learn to reflect on the knowledge learned in the lecture, evaluate it and select the knowledge that is important for answering the question to provide concrete, applicable recommendations for managers.*

### **Contents and Topics:**

- *Foundations in sales and customer relationship management*
- *Strategic sales management*
- *Key sales instruments and technological developments*
- *Key account management*
- *E-commerce, retail and wholesale*
- *Design of sales channels*
- *Omnichannel management*
- *Management of external sales partners*
- *Management of the internal salesforce*

### **Formal requirements for participation:**

- *None*

### **Recommended requirements for participation:**

- *Bachelor degree in economics, business administration, psychology, or related fields*

### **Teaching and examination language:**

- *English*

### **Teaching methods/course types:**

- *teaching methods/course types Lecture (VL) (2 SWS) / Tutorial (UE) (2 SWS)*

### **ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Final exam (90 minutes) on the lecture (70% of final grade) and team-based case study presentation in the tutorial (30% of final grade)*

**Workload / Distribution of ECTS credits:**

- *22.5 h = Time for attendance (Lecture)*
- *22.5 h = Time for attendance (Tutorial)*
- *105.0 h = Self Study*
- *150.0 h = Total Workload*

**Modul grade:**

- *Exam (70%)*
- *Case Study (30%)*

**Polyvalence with other degree programs/accessibility notes:** *Business and Psychology M.Sc.*

**Remarks:**

- *Information on literature will be announced in the course*

## Seminar International Management (Prof. Dr. Katja Gelbrich)

<b>Module title</b>	Seminar International Management (Prof. Dr. Katja Gelbrich)
<b>Module title German</b>	Seminar Internationales Management (Prof. Dr. Katja Gelbrich)
<b>Module number</b>	88-021-IM05-S-SE
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	International Management
<b>Module Coordinator</b>	Prof. Dr. Katja Gelbrich
<b>Credit Points (ECTS)</b>	5 ECTS

**Learning outcomes:** *As part of the seminar students develop the capacity to work on a predefined research topic in a scientific, problem-oriented, and independent way. They gain an extensive overview of how to write a scientific paper, thus being well prepared to complete their Master thesis. In the final presentation, participants will be enabled to improve their presentation, articulation, and argumentation skills. Upon completion of the course, students have the expertise as well as social competence to confidently master presentations in the course of their further academic and business career.*

**Contents and Topics:** *In the course of this seminar, students write a term paper of 10 pages in a team of two. Therefore, they have to review, analyze, and discuss the scientific literature on a specific topic that is relevant for their research. Finally, students have to present and defend the results of their work. Topic assignment will take place upon consultation with the supervisor of the chair. After final grading, students receive a detailed feedback on their term paper and presentation from their supervisor.*

*The project examines the behavior of managers and employees in international companies and consumers in international contexts. The following aspects can play a special role here: Values, cultural backgrounds, attitudes, image, lifestyle, among others.*

*Exemplary topics:*

- *Conflict styles of employees in cross-cultural comparisons*
- *Attitudes towards foreign brands*

- *Acceptance of digital agents in an international comparison*
- *Leadership styles in international business*

*The specific topic will be published before the start of the course.*

#### **Formal requirements for participation:**

- *None*

#### **Recommended requirements for participation:**

- *Bachelor's degree in business administration, psychology or in related fields.*

#### **Teaching and examination language:**

- *English*

#### **Teaching methods/course types:**

- *Seminar (4 SWS)*

#### **ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio*
- *In order to work on the scientific topic, each student has to prepare a term paper. This term paper is reviewed based on content and form. Evaluation of the presentation (15 minutes) will be based on content, presentation style, and speech.*
- *The combination of both evaluation methods is an important prerequisite to skill specific core competencies. Innovative grading trains students' presentation skills within a whole semester. Moreover, a combination of different evaluation methods helps to equalize exam periods and thus, to assess the true performance of students over a longer time period. Like this, a more objective and realistic evaluation of students' performance is possible, which is robust against positive and negative outliers.*

#### **Workload / Distribution of ECTS credits:**

- *42 h = Time of attendance kick-off-meeting, consultations, presentation, feedback*
- *108 h = Preparation of term paper*

- *150 h = Total workload*

**Modul grade:**

- *Portfolio (100 %)*
- *Term paper (67 %)*
- *Presentation (33 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Taxation M.Sc.*
- *Business and Psychology M.Sc.*

**Remarks:**

- *Participation Limit: 16*
- *Information on literature will be announced during the course.*

## Service Management (Prof. Dr. Jens Hogueve)

<b>Module title</b>	Service Management (Prof. Dr. Jens Hogueve)
<b>Module title German</b>	Service Management (Prof. Dr. Jens Hogueve)
<b>Module number</b>	88-021-MS13-H-0408
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Service Management
<b>Module Coordinator</b>	Prof. Dr. Jens Hogueve
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *The lecture provides deeper insights into the concepts and principle of service management and marketing.*
- *After completing the course students have a broader knowledge in terms of the various instruments that are needed for the analysis of issues and challenges in the service context.*
- *Working in groups, students apply the concepts discussed in class to case studies and thus experience a direct transfer of knowledge.*
- *In addition, students acquire knowledge of quantitative and qualitative research methods. As part of their group work students finally answer current questions in the area of service management and marketing by using these methods themselves.*
- *During the presentation of the group work in class students broaden their communication and presentation skills. Additionally, working in groups promotes students´ team spirit and abilities.*

### Contents and Topics:

- *During the course, students receive an insight into the new perspectives of service marketing, as well as the design of the customer experience.*
- *In addition, students learn methods for a successful customer relationship management and the development of customer loyalty.*



- *The design of an effective complaint management and service process are also part of the Module Content.*
- *In addition, the special features of a service-oriented human resource management and insight into the management of industrial services will be provided.*
- *Finally, students receive an outlook on current innovations in the field of service management.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture: Teaching the theoretical foundations of service management*
- *Exercise: Deepening the content of the lecture through case studies and practical examples that are discussed in the context of group work, followed by group presentation*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”:*
  - *Final exam (60 min.): The students must answer several essay questions on the Module Content in written form.*
  - *Group project: The students will be divided into groups. Each group develops a research question based on a predefined topic in the area of service management. The students are expected to design and conduct a qualitative or quantitative study to answer this research question. The results will be handed in in a final report.*
  - *Group presentation (30 min.).*

**Workload / Distribution of ECTS credits:**

- 45 h = *Time of attendance*
- 55 h = *Preparation and post-processing*
- 50 h = *Exam preparation*
- 150 h = *Total workload*

**Modul grade:**

- *Group project (60 %)*
- *Final exam (40 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

**Remarks:** -

## Sustainability and Business Strategy (Prof. Dr. Maria Waldinger)

<b>Module title</b>	Sustainability and Business Strategy (Prof. Dr. Maria Waldinger)
<b>Module title German</b>	Sustainability and Business Strategy (Prof. Dr. Maria Waldinger)
<b>Module number</b>	
<b>Level</b>	Mastermodul
<b>Course rotation</b>	SoSe
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Wirtschaftswissenschaftliche Fakultät Ingolstadt
<b>Subjects involved</b>	Economics, esp. Sustainable Economic Policy (VWL, insb. Nachhaltige Wirtschaftspolitik)
<b>Module Coordinator</b>	Prof. Dr. Maria Waldinger
<b>Credit Points (ECTS)</b>	5 ECTS

### Learning outcomes:

- *Students develop a nuanced understanding of sustainability, critically evaluating its challenges and opportunities in business strategy.*
- *They apply theoretical concepts from sustainability economics, public policy, and behavioral economics to anticipate and navigate sustainability-related business challenges and opportunities.*
- *Students analyze the impact of economic policies promoting sustainability on corporate strategy and operations.*
- *They assess how changes in market forces, such as consumer demand, influence private businesses.*
- *Students gain expertise in identifying behavioral and structural barriers to sustainable transformation within firms, enabling them to anticipate and address these challenges effectively.*
- *They evaluate and critique theoretical and empirical models of sustainable economies.*

**Contents and Topics:** *This course examines the intersection of behavioral economics, sustainability, and business strategy. Students will develop a comprehensive understanding of the economic*

*principles underlying sustainable development and explore their implications for corporate decision-making. Through the analysis of scientific literature, policy evaluations, and case studies from the corporate sector, students will critically assess the role of sustainability in business strategy.*

- 1. *The Economics of Sustainability*
- 2. *Sustainability and Economic Growth*
- 3. *Sustainable Economic Policies and Their Impact on Companies*
  - a. *EU Green Deal, Carbon Border Adjustment Mechanism, CO2 tax*
- 4. *Market Incentives for Sustainable Production*
  - a. *Efficiency increases (improved resource allocation, improved environmental risk and innovation)*
  - b. *Employee behaviour and loyalty*
  - c. *Consumer demand for sustainable production*
- 5. *Behavioral Barriers to Sustainable Business Practices*
- 6. *Models of a Sustainable Economy a. Circular Economy b. Bioeconomy*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture (2 SWS)*
- *Tutorial (2 SWS)*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": exam (90 minutes)*

**Workload / Distribution of ECTS credits:**

- *24 h = Time of attendance lecture*
- *20 h = Time of attendance tutorial*
- *54 h = Preparation and post-processing lecture and tutorial*
- *52 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Exam (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business Administration M.Sc.*
- *Doctoral studies*
- *Zusatzzertifikat "Sustainability"*

**Remarks:** -

## The Psychology of Sustainable Luxury Consumption (Prof. Dr. Victoria-Sophie Osburg)

<b>Module title</b>	The Psychology of Sustainable Luxury Consumption (Prof. Dr. Victoria-Sophie Osburg)
<b>Module title German</b>	The Psychology of Sustainable Luxury Consumption (Prof. Dr. Victoria-Sophie Osburg)
<b>Module number</b>	
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	ABWL und Marktpsychologie
<b>Module Coordinator</b>	Prof. Dr. Victoria-Sophie Osburg
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Upon completing this course, students will be able to analyze the compatibility between sustainability and luxury across various domains from a psychological perspective. They will be able to synthesize research findings to present a comprehensive understanding of how sustainability and luxury can coexist in different fields.*
- *Students will be able to select and apply psychological theories and principles to develop effective advertising strategies for sustainable luxury products or services. They will be able to design campaigns that successfully communicate both the sustainability and luxury aspects of a product or service.*

### Contents and Topics:

- *This course integrates theoretical knowledge with practical applications, case studies, and exercises focused on understanding and promoting sustainable luxury consumption. We will explore foundational principles of sustainability and luxury, emphasizing the psychological constructs and mechanisms that influence consumer perceptions and behaviors in this unique context.*
- *Additionally, we will examine various existing sustainable luxury initiatives across different industries, critically reflecting on them to understand the underlying psychological mechanisms at*

*play.*

- *Students will work in small groups to develop and present a project on the compatibility of sustainability and luxury in a specific area. This project will be guided by a thorough consideration of relevant psychological theories, tools, and techniques. Moreover, students will create a campaign for a sustainable luxury product or service, applying the knowledge gained throughout the course.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Theoretical input sessions*
- *Group discussions and presentations*
- *Interactive workshops*
- *Case study discussions*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio or written exam or oral exam.*
- *The mode of examination will be announced at the beginning of the course.*

**Workload / Distribution of ECTS credits:**

- *28 h = Time of attendance for seminar*
- *32 h = Self-study pre and post seminar sessions*
- *45 h = Project work*

- 45 h = Assignment preparations
- 150 h = Total workload

**Modul grade:**

- *Portfolio (Presentation of sustainability-luxury-compatibility and sustainable luxury advertising project submission) – 100%*
- *Or written exam (multiple choice and open questions) – 100%*
- *Or oral exam (15 min) – 100%*

**Polyvalence with other degree programs/accessibility notes:**

- *None*

**Remarks:**

*Readings:*

- *Course materials, including essential readings, will be available online.*
- *An important component of this course is a collaborative group project, which requires active participation and equal contribution from all group members. Your commitment to the group work is crucial for successful completion of tasks and assessments. Regular attendance and engagement in class activities are therefore highly recommended.*



## Behavioral Finance (Prof. Dr. David Streich)

<b>Module title</b>	Behavioral Finance (Prof. Dr. David Streich)
<b>Module title German</b>	Behavioral Finance (Prof. Dr. David Streich)
<b>Module number</b>	88-021-WM03-H-0120
<b>Level</b>	Mastermodul
<b>Course rotation</b>	SoSe
<b>Degree program hosting the module</b>	Betriebswirtschaftslehre B.Sc.
<b>Institutional anchoring</b>	Wirtschaftswissenschaftliche Fakultät Ingolstadt
<b>Subjects involved</b>	Juniorprofessor Digital Finance
<b>Module Coordinator</b>	Prof. Dr. David Streich
<b>Credit Points (ECTS)</b>	5 ECTS

### Learning outcomes:

- *Behavioral finance uses insights from psychology to understand how human behavior influences the decisions of individual and professional investors, markets, and managers. Some decisions are simple, day-to-day choices, such as how hard we are going to study for the next test, or what brand of soda we are going to buy, but others significantly impact our financial well-being, such as whether we should buy a particular stock, or how we should allocate our money among various investment funds. The purpose of this lecture is to present what we have learned about financial decision-making from behavioral finance research.*
- *Students will refresh the foundations of modern finance: expected utility theory, asset pricing (CAPM), the efficient market hypothesis, and agency relationships.*
- *Students will become aware of the inability of these standard tools to account for various paradoxes and anomalies, leading to the genesis of behavioral finance as reflected in prospect theory. Students will be provided the theoretical foundation of this concept.*
- *Students will learn the psychological foundations of Behavioral Finance: cognitive limitations and heuristics, overconfidence, and emotion.*
- *Armed with this psychological background, students will learn how psychology impacts financial decision making at the level of the individual. For instance, the lecture will investigate the extent to which the faulty use of heuristics leads to sub optimal financial decision-making.*
- *Students will become aware of the behavioral foundations of some central stock-market puzzles. For instance, in 1987 the Dow Jones fell by almost one quarter without any apparent reason. In*

*this context, the global financial crisis will also be discussed.*

### **Contents and Topics:**

- *Foundations of Neoclassical Finance*
  - *Expected Utility Theory*
  - *Asset Pricing, Market Efficiency, and Agency Relationships*
- *Theoretical Foundations of Behavioral Finance*
  - *Prospect Theory*
  - *Framing, and Mental Accounting*
- *Psychological Foundations of Behavioral Finance*
  - *Heuristics and Biases*
  - *Overconfidence*
- *Investor Behavior*
  - *Implications of Heuristics and Biases for Financial Decision-Making*
  - *Implications of Overconfidence for Financial Decision-Making*
  - *Individual Investors and the Force of Emotion*
- *Market Outcomes*
  - *Behavioral Explanations for Anomalies*
  - *Do Behavioral Factors Explain Stock Market Puzzles?*

### **Formal requirements for participation:**

- *None*

### **Recommended requirements for participation:**

- *None*

### **Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Tutorial*

**ECTS awarding criteria:**

- *Gained competences are tested in a written exam (90 minutes)*

**Workload / Distribution of ECTS credits:**

- *28 h = Time of attendance lecture*
- *28 h = Time of attendance tutorial*
- *32 h = Preparation and postprocessing lecture*
- *32 h = Preparation and postprocessing tutorial*
- *30 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Written Exam 100%*

**Polyvalence with other degree programs/accessibility notes:**

- *Betriebswirtschaftslehre International B.Sc.*
- *Betriebswirtschaftslehre M.Sc.*
- *Digital and Data-Driven Business B.Sc.*

**Remarks:**

- *Ackert, Lucy F. and Richard Deaves (2010). Behavioral Finance Psychology, Decision-Making, and Markets. Cengage Learning.*

## Business Ethics (Prof. Dr. Kai Sandner)

<b>Module title</b>	Business Ethics (Prof. Dr. Kai Sandner)
<b>Module title German</b>	Unternehmensethik (Prof.Dr. Kai Sandner)
<b>Module number</b>	88-021
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Business Ethics Corporate Governance
<b>Module Coordinator</b>	Prof. Dr. Kai Sandner
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Deepening the understanding of the ethical dimension in business administration as well as the basics of the philosophy of science.*
- *Critical reflection on and discussion of norms and values in business administration issues and content*
- *Overview and evaluation of common approaches to business ethics*
- *Application of analytical business ethics to selected functions and areas in companies*

### Contents and Topics:

- *Relation of business ethics and business economics – business ethics as a subsection of ethics and business economics?*
  - *Fundamentals of ethical analysis in business economics*
  - *Understanding of science in business economics*
  - *Analysis of the relationship of ethics and business economics*
  - *Necessity of addressing ethical considerations in business economics*
- *Fundamentals of business ethics*
  - *Empirical findings concerning the origination of norms and values*

- *Philosophical concepts of establishing norms and values*
- *Overview over significant approaches to business ethics*
- *Concept of the analytical approach to business ethics and selected fields of application in firms*
  - *Purposes and fields of use of the analytical approach to business ethics*
  - *Ethical analysis of corporate governance*
  - *Ethical analysis of management*
  - *Ethical problems in operations*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Lecture (2 SWS)*
- *Control questions and discussions*

**ECTS awarding criteria:** *with at least "sufficient" rated proof of achievement: Exam (90 minutes)*

**Workload / Distribution of ECTS credits:**

- *28 h = Time of attendance of lecture*
- *72 h = Preparation and post-processing of lecture including literature research*
- *50 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Exam (100%)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business and Psychology M.Sc.*

**Remarks: -**

## **Data Collection Methods in the Social and Behavioral Sciences (Prof. Dr. Klaus Moser)**

<b>Module title</b>	Data Collection Methods in the Social and Behavioral Sciences (Prof. Dr. Klaus Moser)
<b>Module title German</b>	Data Collection Methods in the Social and Behavioral Sciences (Prof. Dr. Klaus Moser)
<b>Module number</b>	VHB
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Uni Erlangen-Nürnberg (FAU)
<b>Subjects involved</b>	Human Resources
<b>Module Coordinator</b>	Prof. Dr. Klaus Moser
<b>Credit Points (ECTS)</b>	6 ECTS-Point

**Learning outcomes:**

**Contents and Topics:**

**Formal requirements for participation:**

**Recommended requirements for participation:**

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

**ECTS awarding criteria:**

**Workload / Distribution of ECTS credits:**

**Modul grade:**

**Polyvalence with other degree programs/accessibility notes:** -

**Remarks:** *This is a course offered by VHB. Please register at the following portal: <https://www.vhb.org/>*



## Business Administration I (Prof. Dr. Anton Burger)

<b>Module title</b>	Business Administration I (Prof. Dr. Anton Burger)
<b>Module title German</b>	Grundlagen der Allgemeinen Betriebswirtschaftslehre I (Prof. Dr. Anton Burger)
<b>Module number</b>	82-500-BWL01-H-0917
<b>Level</b>	Bachelor module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Management Accounting
<b>Module Coordinator</b>	Prof. Dr. Anton Burger
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *The students should be introduced to the business management way of thinking (e.g. general rational principle of business administration, goal and purpose rationality, homo economicus etc.) and become familiar with basic business management terms and models (e.g. description, explanation and design models).*
- *In addition, students should strengthen their analytical skills (e.g. through the economic interpretation of the profit, financial and asset situation, through key figure analyses, through the analysis of stakeholder relationships, through strategic portfolio analyses, through the introduction to decision models, etc.).*

### Contents and Topics:

- *Subject and methods of business administration*
- *Shareholder and stakeholder approach*
- *Corporate Governance*
- *Corporate goals*
- *Planning and decision-making*
- *Organization*

- *Leadership*
- *Information management and controlling*
- *Constitutive management decisions*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Lecture*

**ECTS awarding criteria:**

- *Performance record evaluated with at least "sufficient": Written exam at the end of the semester*

**Workload / Distribution of ECTS credits:**

- *60 h = Time of attendance*
- *70 h = Preparation and post-processing*
- *20 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Written exam (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*
- *Teaching*

**Remarks:**

*Readings:*

- *Wöhe, G.: Einführung in die Allgemeine Betriebswirtschaftslehre, aktuelle Auflage, München (+ Arbeitsbuch).*
- *Thommen, J.-P./Achleitner, A.-K.: Allgemeine Betriebswirtschaftslehre, aktuelle Auflage, Wiesbaden.*

## Consumer Behavior and Market Research (Prof. Dr. Joachim Büschken)

<b>Module title</b>	Consumer Behavior and Market Research (Prof. Dr. Joachim Büschken)
<b>Module title German</b>	Konsumentenverhalten und Marktforschung (Prof. Dr. Joachim Büschken)
<b>Module number</b>	82-021-MD02-H-0507
<b>Level</b>	Bachelor module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA, Distribution Management and Marketing
<b>Module Coordinator</b>	Prof. Dr. Joachim Büschken
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *After the successful completion of this module, students have a basic knowledge of market research methods. The methodological competence learned comprises data collection and data analysis*
- *Students in the course will learn to develop constructs based on buying behavior theory and to model and measure behavioral aspects of customers*
- *Knowledge on elementary methods in multivariate data analysis enables students to analyze data sets and to interpret the results*
- *By conducting their own research project, participants are able to apply the subject matter in practice*

**Contents and Topics:** *This course covers fundamental theoretical concepts of consumer behavior and covers relevant methods of data acquisition and analysis with respect to consumer behavior in market research.*

- *1. Basics of Market Research*
- *2. Modeling Consumer Decisions: Discrete Choice-Analysis*
- *3. After-purchase evaluation: Customer Satisfaction*

- 4. *Measuring latent constructs in consumer behavior*
- 5. *Needs and purchase decision motives*
- 6. *Customer Segmentation*
- 7. *Information acquisition and information processing*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Completion of the module "Principles of Marketing"*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Interactive lecture with discussion*
- *Implementation of an empirical market research project*
- *Exercises for the practical application of theoretical knowledge and support in the implementation of market research projects*

**ECTS awarding criteria:**

- *Performance record graded at least "sufficient": Portfolio*
- *The form of examination is a portfolio consisting of team project and individual term paper based on it*
- *The team project is submitted as written project documentation by a group of participants of the module (3-4 students), presented to all participants in an appropriate manner and subsequently discussed together. The team project documents the development and implementation of a specific market research project. It demonstrates that the participants can apply the acquired knowledge and skills in the context of an exemplary case of consumer behavior*

- *The essay is a written term paper of approximately 6-8 pages. Its topic builds on the respective team project by addressing a conceptual issue that complements the team project in a meaningful way. Participants will develop a suitable, individual proposal for this purpose. The essay documents the ability to address a conceptual issue arising from the team project in the context of the course. coherently in the context of the theoretical foundations of new product development dealt with in the course*

### **Workload / Distribution of ECTS credits:**

- *21 h = Time of attendance lecture*
- *38 h = Preparation and post-processing lecture*
- *21 h = Exercise*
- *50 h = Team project*
- *20 h = Paper*
- *150 h = Total workload*

### **Modul grade:**

- *Team project (70%)*
- *Essay (30%)*

### **Polyvalence with other degree programs/accessibility notes:**

- *Business Administration International B.Sc.*
- *Digital and Data-Driven Business B.Sc.*

### **Remarks: Readings**

- *Wird zu Beginn des Semesters bekannt gegeben*

## From Idea to Commercialization: A Complete Blueprint for Innovators and Entrepreneurs (Prof. Dr. Shashi Matta)

<b>Module title</b>	From Idea to Commercialization: A Complete Blueprint for Innovators and Entrepreneurs (Prof. Dr. Shashi Matta)
<b>Module title German</b>	From Idea to Commercialization: A Complete Blueprint for Innovators and Entrepreneurs (Prof. Dr. Shashi Matta)
<b>Module number</b>	88-021-MS27-H-0719
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	10 ECTS-Point

### Learning outcomes:

- *Innovation teams in large or medium sized organizations, and entrepreneurs setting up a startup venture, face a set of common challenges, and challenges that are unique to their respective situation. This course aims to provide a comprehensive blueprint for students aspiring to join innovation teams in large or medium sized companies and those aspiring to start their own ventures. From idea generation to commercialization, from funding mechanisms to innovation pitches, and from scalability to exit strategies, this course will provide students the opportunity to understand the start-to-end process and work on a “live” capstone project in partnership with either an innovation team in a large or medium sized corporation, or with a startup. They will be provided options to choose the type of partner they want to cooperate with for this capstone project. This blend of strong theory and frameworks with applied, experiential learning will ensure deep learning of the complete blueprint developed for this class.*
- *Besides technical skills for Innovators and Entrepreneurs, students gain soft skills such as intense teamwork, communication, ability to receive and process critical feedback, and pitching to company executives, investors and VCs. Additionally, students enhance their analytical skills with rigorous discussions of published and real-life case studies in class. They learn how to analyze,*

*discuss and to critically question business models and innovations. Since the lecture and tutorials are held in English, students will have an opportunity to enhance their English language skills in a professional setting.*

## **Contents and Topics:**

### *Part I: Ideation, Iteration, and Business Models for Innovators and Entrepreneurs*

- *Business Idea Generation in Innovation Teams, and in Startups*
- *Design Thinking Applied to Business Ideas*

### *Part II: Creating the Culture for Innovation Teams and Startups*

- *Leadership Models and Team Formation*
- *Problem Solving Techniques for Innovation Teams, and for Startups*

### *Part III: Prototyping and Funding Mechanisms*

- *What is Prototyping? Prototype Testing, Prototype to Final Product*
- *Funding for Innovations in Large Organizations, and Funding Mechanisms for Startups*

### *Part IV: Principles for Execution in Innovation Teams and Startups*

- *The Lean Startup and Agile Methods*
- *Scrum*

### *Part V: Commercialization*

- *Go-to-Market Strategies*
- *Launch Plan and Execution*

### *Part VI: Innovation and Startup Scalability*

- *How to scale an Innovation or a Startup Venture*
- *Competing, Failing, and Plan B*

### *Part VII: Challenges and Learning, Exit Strategies*

- *Challenges and Learning for Large Companies*
- *Unique Challenges and Learning for Startups, Exit Strategies*

## **Formal requirements for participation:**



- *None*

### **Recommended requirements for participation:**

- *None*

### **Teaching and examination language:**

- *English*

### **Teaching methods/course types:**

- *Lecture*
- *Tutorial (including published and real-life case studies and live exercises)*
- *Capstone Project Teamwork*

### **ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *Capstone Team Project and Presentation 100 % (50% of the report will consist of a team deliverable, and 50% of the report will consist of an individual deliverable for each student).*
- *Students are required to form teams (5 – 6 students) for the Capstone Team Project and Presentation. Each team is required to work as an “innovation team within a large company” or a “team of startup co-founders”, on an Idea-to-Commercialization Capstone Project in cooperation with various partners which include large companies (such as Procter & Gamble and MediaMarkt) and startups (from three startup hubs - brigk in Ingolstadt, Werk1 in Munich, and Wayra in Munich). Each team will be assigned their project with a partner depending on whether they wish to work as an “innovation team” or a “startup team”. Student teams will work on this project by applying all course learnings to this project. Each team will participate in extensive consultation meetings with the instructor (8-10 hours per team in total spread over the duration of the course). Student teams will make their final presentations to their partner organization and the class.*
- *Each student will submit their report which will consist of a common, team deliverable, and an individual deliverable, each valued at 50 % of the total examination point.*

### **Workload / Distribution of ECTS credits:**

- 64 h = Time of attendance lecture and tutorial
- 96 h = Preparation and post-processing lecture and tutorial
- 140 h = Capstone project teamwork
- 300 h = Total workload

**Modul grade:**

- There is one graded deliverable for this class – an Innovation Team Project and Presentation in cooperation with various companies and startups (100 %).

**Polyvalence with other degree programs/accessibility notes:**

- Business & Psychology M.Sc.

**Remarks:**

*Readings:*

- The readings for this course include journal articles, select chapters from books, reference articles, simulations and cases published by Harvard Business Publishing, and will be provided in the detailed syllabus.

## Innovation Immersion in Retail (Prof. Dr. Shashi Matta)

<b>Module title</b>	Innovation Immersion in Retail (Prof. Dr. Shashi Matta)
<b>Module title German</b>	Innovation Immersion in Retail (Prof. Dr. Shashi Matta)
<b>Module number</b>	88-021-MC01-H-0620
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	5 ECTS-Point

**Learning outcomes:** *Innovation has transformed the retail industry in numerous ways. Everything from retail formats, the type and number of available channels, omni-channel strategies, payment methods, and the entire retail customer experience, has been disrupted and innovations continue at a rapid pace. This master course aims to equip students with the knowledge, deep understanding, and critical thinking skills, required to analyze retail innovation in today's age.*

*This unique course is in collaboration with the University of Bologna's Bologna Business School, currently ranked as the Number 2 Business School in Italy. The course actively involves the "Retail Observatory on Virtual Reality and Artificial Intelligence at the University of Bologna (in collaboration with the Retail Institute, Italy), and its company participants. The objectives of the course include -*

- A deep understanding of why innovation matters in retail organizations and why it is crucial for sustaining a competitive advantage in the retail industry.*
- Analyze breakthrough innovations in the retail industry.*
- Learn how to develop, implement, and manage innovations in retail organizations.*
- Identify and learn about various drivers, sources, and types of innovation in retail*
- Analyze the role of open innovation and collaboration with start-ups, in retail organizations*
- Critically examine a organization's business model and how it can adapt to new innovations in retail.*

- *Use methods of empirical research to analyze, and measure the effectiveness and impact of retail innovations*

*Besides technical skills in Retail Innovation, students gain soft skills such as teamwork, communication, and professional networking with start-ups and retail company executives. They will have the opportunity to actively interact and engage with students from the University of Bologna. Additionally, students enhance their analytical skills with rigorous discussions of published and real-life case studies in class. They will learn how to analyze, discuss, and critically question industry practices in Retail Innovation. As lectures and tutorials are held in English, students will have an opportunity to enhance their English language skills in a professional setting.*

**Contents and Topics:** *Part I: Introduction to Innovation in Retail*

- *How are retail organizations innovating?*
- *How can retail organizations manage and leverage innovations to boost their competitiveness?*

*Part II: Drivers and Sources of Innovation in Retail*

- *Organizational factors that enable and fuel innovation in retail*
- *How are strategies and retail innovation related?*

*Part III: Managing Innovation in Retail Organizations*

- *Developing and managing innovation strategies in retail organizations*
- *Barriers and challenges to innovation in retail*

*Part IV: Future Trends and Disruptions in Retail Innovation*

- *Mindset and typology of innovators in retail*
- *Real-world innovation projects from leading retail firms*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

### **Teaching methods/course types:**

- *Lecture*
- *Seminar*

### **ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient":* • *Innovation Immersion in Retail Term Paper*
- *Description of Innovation Immersion in Retail Term Paper* The topic of the term paper (seminararbeit) will be connected to the themes learned by students under Innovations in Retail. Student will work in small teams (2-3 students per team) to submit their term paper, where each student has an individual contribution and a team contribution. Formal requirements for the term paper will be announced at the start of the course.

### **Workload / Distribution of ECTS credits:**

- *25 h = Time of attendance lectures Ingolstadt*
- *25 h = Time of attendance lectures Bologna*
- *56 h = Preparation and post-processing lecture*
- *44 h = Term paper preparation*
- *150 h = Total workload*

### **Modul grade:**

- *Individual contribution (50%)*
- *Team contribution. (50%)*

### **Polyvalence with other degree programs/accessibility notes:**

- *Business and Psychology M.Sc.*
- *Taxation M.Sc.*

**Remarks:**

- *The course is in collaboration with the University of Bologna's Bologna Business School (BBS), which has a specialty center, "Retail Observatory on Virtual Reality and Artificial Intelligence (in collaboration with the Retail Institute, Italy).*
- *The course will admit a maximum of 15 students from WFI and a maximum of 15 students from BBS.*
- *The course will be conducted in a blocked course format in two parts – Part 1 in Ingolstadt, in May, from Thursday afternoon to Sunday at noon of a Summer Semester week in May, and Part 2 in June, from Thursday afternoon to Sunday at noon of a Summer Semester week in June.*
- *The class sessions in Ingolstadt will be conducted by Prof. Dr. Shashi Matta and will include guests from Media Markt Saturn and retail industry start-ups from the Retail Hub. The class sessions in Bologna will be co-taught by Prof. Dr. Shashi Matta and the head of the Retail Observatory on Virtual Reality and Artificial Intelligence, and marketing professor, Professor Gabriele Pizzi. The sessions in Bologna will include participating companies in the Retail Observatory.*
- *The International Office (IO) of both faculties have agreed that participating students will be individually responsible for their own travel, accommodation, and insurance.*
- *The readings for this course include selected articles from top-ranked journals including the Journal of Marketing, Journal of Retailing, and Journal of Product Innovation Management, and from practice-oriented publications such as the Harvard Business Review. All readings will be listed in the detailed syllabus document at the start of the semester.*

## Labour Law (Prof. Dr. Christian Heinrich)

<b>Module title</b>	Labour Law (Prof. Dr. Christian Heinrich)
<b>Module title German</b>	Arbeitsrecht (Prof. Dr. Christian Heinrich)
<b>Module number</b>	82-021-AP02-H-0507
<b>Level</b>	Bachelor module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Civil Law, Civil Procedural Law & Insolvency Law
<b>Module Coordinator</b>	Prof. Dr. Christian Heinrich
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *After completing the module, students have extensive knowledge which is relevant for the provision of services by employees in relation to the employer.*
- *Students learn a proper handling with the legal texts of Labour Law. Important principles of the German Labour Law and remaining options for contracts and parties will be shown.*
- *They are in a position to analyze and solve specific law cases of the everyday working life based on legal texts and dispensation of justice, especially in the law of dismissal.*
- *Furthermore, students are made aware of the conflicts of interest in the employment relationship.*

### Contents and Topics:

- *Function and basics of labour law*
- *The concept of worker (with references to social security and tax law)*
- *Classification of three party work relations*
- *The employment contract (conclusion of employment contracts, rights and obligations of the Parties, effect of service disruptions, liability and termination of employment)*
- *Basics of collective labour law (collective and company agreements)*

### Formal requirements for participation:

- *None*

**Recommended requirements for participation:**

- *Basic Knowledge in Private Law (Private Law I and II)*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Lecture*
- *Tutorial*

**ECTS awarding criteria:**

- *Performance record graded at least "sufficient": Written exam at the end of semester*

**Workload / Distribution of ECTS credits:**

- *30 h = Attendance lecture*
- *30 h = Attendance tutorial*
- *30 h = Post-processing lecture*
- *30 h = Preparation tutorial*
- *30 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Final exam (90 min.) (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business Administration M.Sc.*
- *Business & Psychology M.Sc.*



**Remarks:***Readings:*

- *Arbeitsgesetze, Beck-Texte im dtv, 92. Auflage 2018 (obligatory)*
- *Dütz/Thüsing, Arbeitsrecht, 22. Auflage 2017*
- *Junker, Grundkurs Arbeitsrecht, 17. Auflage 2018*
- *Löwisch/Caspers/Klumpp, Arbeitsrecht, 11. Auflage 2017*
- *Preis, Arbeitsrecht, 5. Auflage 2017*

## Leadership and Communication in Global Business (Prof. Dr. Katrin Winkler)

Module title	Leadership and Communication in Global Business (Prof. Dr. Katrin Winkler)
Module title German	Leadership and Communication in Global Business (Prof. Dr. Katrin Winkler)
Module number	VHB
Level	Master module
Course rotation	Winter term
Degree program hosting the module	Business Administration M.Sc.
Institutional anchoring	FH Kempten
Subjects involved	Human Resources
Module Coordinator	Prof. Dr. Katrin Winkler
Credit Points (ECTS)	3 ECTS-Point

Learning outcomes:

Contents and Topics:

Formal requirements for participation:

Recommended requirements for participation:

Teaching and examination language:

- *English*

Teaching methods/course types:

ECTS awarding criteria:

Workload / Distribution of ECTS credits:

Modul grade:

**Polyvalence with other degree programs/accessibility notes:** -

**Remarks:** *This is a course offered by VHB. Please register at the following portal: <https://www.vhb.org/>*

## Learning Agility (Prof. Dr. Max Ringlstetter)

<b>Module title</b>	Learning Agility (Prof. Dr. Max Ringlstetter)
<b>Module title German</b>	Learning Agility (Prof. Dr. Max Ringlstetter)
<b>Module number</b>	88-021-UF14-H-0120
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA, Organisation and Human Resources
<b>Module Coordinator</b>	Prof. Dr. Max Ringlstetter
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

*In the course of the lecture, students will deepen their understanding of the concept of Learning Agility. For this purpose, they will first learn about why – in an ever-changing world driven by digitalization and fast-changing customer demands and thereby competition – Learning Agility is becoming the # competency for leaders and individuals to develop. Students will then gain differentiated insights and knowledge about what are the key components as well as multidimensional levels of Learning Agility. Finally, students will investigate how Learning Agility can be developed, in themselves and in others. These results will be presented and discussed in group presentations.*

### Additional Learnings:

- Students will understand and critically reflect theories and concepts covered within the class, especially in comparison to practical examples from the corporate world. In doing so, students will develop their ability to solve complex and practical issues in the area of people development, independently as well as in teams, through critical reflection and evaluation.*
- In addition, students will work on developing their analytical skill sets as well as theoretical and research-based knowledge, with the aim of enabling students to transfer and to apply this knowledge in a broader and diverse practical context.*
- Next to that, students are supposed to expand their knowledge in the area of how to conduct a systematic literature review based on state-of-the-art methodologies as well as how to read and to interpret the outcomes of research papers reviewed – i.e., statistic outcomes (e.g., structural equation models, descriptive, bi- and multivariate analyses).*

- *Students will also learn how to present and defend their results in front of the class.*

**Contents and Topics:**

- *VUCA and Global Megatrends*
- *Agile Organizations*
- *Agile Leadership*
- *Agile Individuals*
- *Growth Mindset*
- *Grit*
- *Emotional Agility*
- *Intellectual Agility*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *Business English I & II or equivalent; skill level B2+*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Mix of lectures and interactive course (hands-on methods)*
- *Group work and presentation*
- *Independent follow-up work of the lectures and exercises*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*

- *The participants work in groups on the relevant theoretical basics, which they present and discuss in front of the course. The practical decision-making problem is also developed in groups. The solution is discussed before the course as well as with external representatives. The intermediate presentation serves to secure the students with regard to the chosen solution approach and forms the basis of the final presentation. The Management Summary provides a written summary of the most important procedures and central results and serves to annotate the presented documents.*

### **Workload / Distribution of ECTS credits:**

- *42 h = Time of attendance*
- *108 h = Independent case study preparation (incl. Management Summary)*
- *150 h = Total workload*

### **Modul grade:**

- *Portfolio (Interim and final project presentation and documenting management summary) (100 %)*

### **Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

### **Remarks:**

- *Participation limit 20*
- *Readings:*
  - *Dweck, C. S. (2008). Mindset: The new psychology of success. Random House Digital, Inc..*
  - *Duckworth, A., & Duckworth, A. (2016). Grit: The power of passion and perseverance (Vol. 124). New York, NY: Scribner.*
  - *Goleman, D. (2006). Emotional intelligence. Bantam.*
  - *Goleman, D. P. (1995). Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement.*
  - *Lombardo, M. M., & Eichinger, R. W. (2000). High potentials as high learners. Human Resource Management, 39(4), 321-329.*
  - *Flynn, J. R. (2007). What is intelligence?: Beyond the Flynn effect. Cambridge University Press.*

## Management Control Systems (Prof. Dr. Kai Sandner)

<b>Module title</b>	Management Control Systems (Prof. Dr. Kai Sandner)
<b>Module title German</b>	Systeme der Unternehmenssteuerung (Prof. Dr. Kai Sandner)
<b>Module number</b>	88-021-CO03-H-0507
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Business Ethics and Corporate Governance
<b>Module Coordinator</b>	Prof. Dr. Kai Sandner
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Comprehensive overview over the various possibilities of exerting management control in different types of firms*
- *Knowledge on the behavioural differences between individuals and on how those differences are important for the design of management control systems*
- *Emphasis on how sustainability can be incorporated in the day-to-day controlling of firms*
- *Skill set to apply the lessons learned to practical cases*
- *Training of participants' problem solving and presentation skills*
- *After completing the module, students will be able to plan and implement management control systems, which orient employees in firms towards the set goals and strategies*

### Contents and Topics:

- *The module is focused around ways to exert management control in firms.*
- *Goals and strategy are a starting point. Every firm will have a different focus. Taking this focus to be a given, it is the subject of the lecture to discuss several instruments that help firms to influence employees at different hierarchical layers such that a firm's goals can best be accomplished.*

- *The module puts emphasis on the differences between human beings and on sustainability. It has a strong behavioural and ethical focus. We will answer the question what the consequences of both issues will be for how we design and exert management control.*
- *In the lecture, we will discuss different alternatives to exert management control, namely results controls, action controls, and people controls (= personnel and cultural controls).*
- *In course of the module, we will develop the advantages and disadvantages that the many instruments to exert management control have. From that, we will derive holistic recommendations for the design of "Management Control Systems".*

**Formal requirements for participation:** *none*

**Recommended requirements for participation:** *No prerequisites required. Basics from earlier modules can help.*

**Teaching and examination language:** *English*

**Teaching methods/course types:**

- *Lecture.*
- *Examples and case studies (including short videos).*
- *Discussions.*
- *Solution of a case study (in teams of two students) and presentation of results.*

**ECTS awarding criteria:** *Open exam questions (90 minutes) test students' knowledge on the content of the lecture. Since the lecture is strongly examples-based and uses case studies, the exam questions will reflect this emphasis. Students are in addition required to jointly (teams of two students) solve a case study and present and discuss their solution in front of the class (max. 60 minutes).*

**Workload / Distribution of ECTS credits:**

- *44 h = Time of attendance lecture and tutorial*
- *34 h = Preparation and post-processing lecture and tutorial*
- *32 h = Exam preparation*
- *40 h = Solution of case study*
- *150 h = Total workload*



**Modul grade:**

- *Exam paper (60%)*
- *Solution of case study and presentation of results (40%)*

**Polyvalence with other degree programs/accessibility notes:** *Business & Psychology M.Sc.*

**Remarks:**

- *The module is strongly based on:*
  - *Merchant, K. A. and Van der Stede, W. A., Management Control Systems, FT Prentice Hall, 2012 (third edition). [MS]*
- *Further readings:*
  - *Anthony R. N. and Govindarajan V., Management Control Systems, McGraw Hill, 2007 (twelfth edition). [AG]*
  - *Davila, T., Epstein, M. J. and Shelton, R. D., Making Innovation Work, Pearson Education, Inc. publishing as FT press, 2013. [DES]*
  - *Homburg, C., Schäfer, H. and Schneider, J., Sales Excellence, Gabler Publishing, Wiesbaden, 2006 (fourth edition). [HSS]*
  - *Kaplan, S. K. and Norton, N. P., The Balanced Scorecard – Translating Strategy into Action, Boston, 1996. [KN]*
  - *Rothaermel, F. T., Strategic Management, McGraw-Hill Irwin, 2013. [R]*

## **Performance Management in Teams (Prof. Dr. Klaus Moser, Prof. Dr. Judith Volmer)**

<b>Module title</b>	Performance Management in Teams (Prof. Dr. Klaus Moser, Prof. Dr. Judith Volmer)
<b>Module title German</b>	Performance Management in Teams (Prof. Dr. Klaus Moser, Prof. Dr. Judith Volmer)
<b>Module number</b>	VHB
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Uni Erlangen-Nürnberg (FAU)
<b>Subjects involved</b>	Human Resources
<b>Module Coordinator</b>	Prof. Dr. Klaus Moser, Prof. Dr. Judith Volmer
<b>Credit Points (ECTS)</b>	5 ECTS-Point

**Learning outcomes:**

**Contents and Topics:**

**Formal requirements for participation:**

**Recommended requirements for participation:**

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

**ECTS awarding criteria:**

**Workload / Distribution of ECTS credits:**

**Modul grade:**

**Polyvalence with other degree programs/accessibility notes:** -

**Remarks:** *This is a course offered by VHB. Please register at the following portal: <https://www.vhb.org/>*

## Project-based course “Management and Leadership” (Prof. Dr. Max Ringlstetter)

<b>Module title</b>	Project-based course “Management and Leadership” (Prof. Dr. Max Ringlstetter)
<b>Module title German</b>	Projektstudium „Management und Führung“ (Prof. Dr. Max Ringlstetter)
<b>Module number</b>	88-021-WLM09-H-0408
<b>Level</b>	Master module
<b>Course rotation</b>	Winter term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA, Organisation and Human Resources
<b>Module Coordinator</b>	Prof. Dr. Max Ringlstetter
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students transfer their theoretical knowledge to real-world issues.*
- *Students get insights into decision making in companies and processes and evaluate them.*
- *Students create new solutions to complex decisions.*

### Contents and Topics:

- *As the seminar mainly includes the solution of a genuine operational problem, the content of the seminar varies every term. Seminars in the past focused on a broad variation of topics such as human resources management, management of a product portfolio, reorganization etc.*

### Formal requirements for participation:

- *None*

### Recommended requirements for participation:

- *Knowledge in Corporate Development, Organizational Theory and Change Management.*

**Teaching and examination language:**

- *German*

**Teaching methods/course types:**

- *Teamwork under coordination of the lecturers*

**ECTS awarding criteria:**

- *Performance record rated at least “sufficient”: Portfolio*
- *The participants work in groups on the relevant theoretical basics, which they present and discuss in front of the course. The practical decision-making problem is also developed in groups. The solution is discussed before the course as well as with external representatives. The intermediate presentation serves to secure the students with regard to the chosen solution approach and forms the basis of the final presentation. The Management Summary provides a written summary of the most important procedures and central results and serves to annotate the presented documents.*

**Workload / Distribution of ECTS credits:**

- *30 h = Time of attendance*
- *80 h = Preparation and post-processing*
- *40 h = Exam preparation*
- *150 h = Total workload*

**Modul grade:**

- *Portfolio (Interim and final project presentation and documenting management summary) (100 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

**Remarks:**

- *Participation limit 15*

## Project in Service and Innovation Management (Prof. Dr. Jens Hogueve)

<b>Module title</b>	Project in Service and Innovation Management (Prof. Dr. Jens Hogueve)
<b>Module title German</b>	Projekt im Dienstleistungs- und Innovationsmanagement (Prof. Dr. Jens Hogueve)
<b>Module number</b>	88-021-MS12.06-H-0520
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Service Management
<b>Module Coordinator</b>	Prof. Dr. Jens Hogueve
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

*Students will learn to combine conceptual and practical research activities based on a relevant problem in practice or research. In connection with an empirical research study, students will deepen their knowledge on and their understanding of the development and implementation of a research design.*

- The main focus lies on real life market research that will be conducted in cooperation with a practice partner. Students will learn to analyze the collected data according to scientific standards using appropriate programs.*
- In order to develop these skills, teamwork and collective decision-making are paramount.*

### Contents and Topics:

- Course content will differ each semester due to changing research topics and partner companies. However, students will always receive keynote lectures on market research tools and methods. The research topic for the upcoming semester will be communicated in due time on the departments website. Research topics that have been analyzed in previous semesters as a consulting case include: The positioning of a Big-Data service provider, the design of public and civic services, or the measurement of service quality in an insurance company.*
- Due to the changing research topics and project partners each semester, students can take and credit the course several times during their studies.*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**

- *None*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Keynote lectures as an introduction to market research*
- *Empirical research project in work groups (development of a research question, development of an empirical research design, data collection, and data analysis)*
- *Presentation and discussion of results and implications in class*

**ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio*
- *Final report*
  - *We expect students to compose a final report that details the proceedings and results of the complete project. This report will be made available to the partner company.*
- *Interim and final presentation*
  - *We expect students to present their current findings and progress within regular feedback rounds and to critically discuss the results of each sub-project in class. A special focus lies on the quality and completeness of the documents and the presentation skills.*
  - *We expect students to present and defend their results in front of a group of relevant stakeholders. A special focus will be on the quality and completeness of the documents and the presentation skills.*
- *In-Group participation*
  - *We expect students to continuously engage in the development of their group's sub-project. Besides the quality of these contributions, the emphasis lies on a respectful and polite interaction with fellow students and an equal participation and sharing of the workload.*

**Workload / Distribution of ECTS credits:**

- *45h = Time of attendance*
- *20h = Desk Research*
- *35h = Preparation and post-processing of interviews*
- *20h = Interviews*
- *30h = Final report*
- *150h = Total workload*

**Modul grade:**

- *Final report (50 %)*
- *Evaluation of the overall project (30 %)*
- *In-group participation (20 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

**Remarks:**

- *Participation limit 20*



## Return on Service Management (Prof. Dr. Jens Hogueve)

<b>Module title</b>	Return on Service Management (Prof. Dr. Jens Hogueve)
<b>Module title German</b>	Return on Service Management (Prof. Dr. Jens Hogueve)
<b>Module number</b>	88-021-MS20-H-0408
<b>Level</b>	Master module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business & Psychology M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	BA and Service Management
<b>Module Coordinator</b>	Prof. Dr. Jens Hogueve
<b>Credit Points (ECTS)</b>	10 ECTS-Point

### Learning outcomes:

*This course develops your strategic understanding of analytical techniques and offers you hands-on assignments in assessing whether service management initiatives positively contribute to a firm's bottom-line.*

*The objectives of this course are:*

- You will gain knowledge of perceptual and behavioral metrics that can be used to evaluate the effectiveness and efficiency of management strategies in a national and international context.*
- You will improve your methodological competence by the intensive and autonomous usage of advanced statistical methods in SPSS.*
- In this vein, you will learn how statistical methods can be applied to derive managerial implications.*
- All in all, you strengthen a broad range of skills such as presentation, analysis, and time-management skills.*

### Contents and Topics:

- Return on Service Management refers to the long-term financial outcomes of management actions (e.g., investments into nurturing a service climate or customer satisfaction management).*

- *The course is based on selected articles from first-class international peer-reviewed journals. The specific articles are chosen in a way that a specific service management instrument (e.g., service quality, service climate) will be covered both from a theoretical as well as from a management lens. The articles will be presented and discussed in class. Therefore the students are expected to be well prepared for class discussions by thoroughly reading the assigned articles prior to each class session. The final list of articles will be communicated in the syllabus and will be made available as well as on the web site of the department. Moreover, the course contains an empirical final case study in which you apply both the service management and statistic tools. In an intensive SPSS tutorial (i.e., advanced functions only) you get to deepen your knowledge about mediation and moderation analysis that should be utilized in the consulting case.*

#### **Formal requirements for participation:**

- *None*

#### **Recommended requirements for participation:**

- *Empirical Management Research*
- *Advanced knowledge in IBM SPSS Statistics*

#### **Teaching and examination language:**

- *English*

#### **Teaching methods/course types:**

- *Lecture*
- *Group Work*
- *Individual Assignments*

#### **ECTS awarding criteria:**

- *Performance record assessed with at least "sufficient": Portfolio*
- *In-group participation evaluation (10 % of the final grade)*
  - *Students are expected to contribute to group work in a professional manner. Therefore, students evaluate other group members' efforts and contributions.*

- *In-class Presentation (40 % of the final grade)*
  - *Students are required to present the condensed insights of a specific articles covered in the class and act as a moderator for a specific session.*
- *Consulting Case 50 % of the final grade*
  - *The case will entail strategy and implementation of recommendations related to achieving excellence in the practice of managing the returns on service investments.*

**Workload / Distribution of ECTS credits:**

- *42 h = Time of attendance lecture and tutorial*
- *108 h = Preparation and post-processing lecture and tutorial*
- *150 h = Group Project*
- *300 h = Total workload*

**Modul grade:**

- *In-group participation evaluation (10 %)*
- *In-class presentation (40 %)*
- *Consulting case (50 %)*

**Polyvalence with other degree programs/accessibility notes:**

- *Business & Psychology M.Sc.*

**Remarks:**

- *Participation limit 25*

## Social Innovation I: Basics and Concept Development

<b>Module title</b>	Social Innovation I: Basics and Concept Development
<b>Module title German</b>	Gesellschaftliche Innovation: Grundlagen und Konzeptentwicklung
<b>Module number</b>	88-021-SRI03-H-0818
<b>Level</b>	Master module
<b>Course rotation</b>	Winter/Summer term
<b>Degree program hosting the module</b>	Business Administration M.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Christian Social Ethics and Social Policy
<b>Module Coordinator</b>	Prof. Dr. André Habisch
<b>Credit Points (ECTS)</b>	5 ECTS-Point

### Learning outcomes:

- *Students of this module will get an overview on interdisciplinary concepts of innovation and social innovation, their ethical character and the importance of entrepreneurial value orientation in the start-up process (using international examples).*
- *From a social-ethical perspective, social entrepreneurship and corporate citizenship are reflected in relation to the global realization of the UN Sustainable Development Goals (SDGs).*
- *Students learn to reflect on founding activities from an ethical point of view and to derive corresponding recommendations for action.*
- *They develop an understanding of the social prerequisites of entrepreneurial action with special emphasis on entrepreneurial innovation.*
- *They learn to understand their own role as future entrepreneurs and managers in its significance for sustainable development.*

### Contents and Topics:

- *A block event provides a compact introduction to start-up methods (Design Thinking, Business Canvas) and serves to network with social impact start-ups.*
- *Support for the elaboration of the project idea is provided by theme-centred workshops and reflection sessions in the accompanying project seminar.*

- *Clarification of essential basic concepts: Innovation, social innovation, social entrepreneurship, social commitment of companies, companies as citizens*
- *Cultural, political, macroeconomic conditions of innovation*
- *"Spirituality of Innovation. On the interdependence of innovative power and intrinsic motivation*

**Formal requirements for participation:** *none*

**Recommended requirements for participation:** *none*

**Teaching and examination language:** *English*

**Teaching methods/course types:**

- *Lectures and discussions - partly with guest lecturers - in the context of the block event*
- *Student presentations, seminar talk and discussions*
- *Monitoring the student work process for the Social Impact Start-ups.*
- *Group work and group discussions*
- *Working on accompanying online contents*

**ECTS awarding criteria:**

- *In the block event the presentation and allocation of the project topics takes place.*
- *50% Presentation of the project idea and the planned approach of the student teams*
- *50% written elaboration of the project idea*

**Workload / Distribution of ECTS credits:**

- *40 h = Presence time block event*
- *20 h = attendance time on Project meetings with the student teams*
- *40 h = preparation of the presentation, elaboration of the project idea*
- *50 h = writing the term paper*
- *150 h = total work input*

**Modul grade:** *Portfolio (100%)*

**Polyvalence with other degree programs/accessibility notes:** -

**Remarks:**

- *Participation Limit: 25*
- *Acemoğlu, D., & Robinson, J. A. (2012). Why nations fail (1. ed Ausg.). New York, NY: Crown Publ.*
- *Bessant, J. R., & Tidd, J. (2011). Innovation and entrepreneurship (2. ed Ausg.). Chichester: Wiley.*
- *Brem, A., & Viardot, É. (2013). Evolution of innovation management (1st published Ausg.). Basingstoke [etc.]: Palgrave Macmillan.*
- *Christensen, C. (1997/ 2016). The innovator's dilemma: when new technologies cause great firms to fail. Boston: Harvard Business Review Press.*
- *Christensen, C., Efosa Ojomo and Karen Dillon (2019). The Prosperity Paradox. How Innovation can Lift Nations Out of Poverty. Cambridge: Cambridge University Press.*
- *Drucker, P. F. (2006). Innovation and entrepreneurship (35. [print.] Ausg.). New York NY: HarperCollins.*
- *Habisch, A. (2011). Gesellschaftliches Unternehmertum. In Social Entrepreneurship - Social Business : für die Gesellschaft unternehmen (S. 49-66). Wiesbaden: VS Verl. für Sozialwissenschaften.*
- *Melé, Domènec (2019). Business Ethics in Action: Managing Human Excellence in Organizations, London: Macmillan.*
- *Osburg, T., & Schmidpeter, R. (2013). Social innovation. Berlin; New York: Springer.*
- *Schumpeter, J., & Schumpeter, E. (1986). History of economic analysis (1. publ. in paperback Ausg.). London: Allen & Unwin.*
- *Sommerrock, K. (2010). Social entrepreneurship business models. Basingstoke: Palgrave Macmillan.*
- *The Beauty of Impact: Health (2017). Ed. Schmitt-Lord, T. V.; Beissel von Gymnich, J.; Habisch, A., Munich: Knesbeck.*
- *Tidd, J., & Bessant, J. R. (2013). Managing innovation (5. ed Ausg.). Chichester: Wiley.*

## The Science of Happiness: A Multi-Disciplinary and Multi-Cultural Approach to Happiness and Well-being (Prof. Dr. Shashi Matta)

<b>Module title</b>	The Science of Happiness: A Multi-Disciplinary and Multi-Cultural Approach to Happiness and Well-being (Prof. Dr. Shashi Matta)
<b>Module title German</b>	The Science of Happiness: A Multi-Disciplinary and Multi-Cultural Approach to Happiness and Well-being (Prof. Dr. Shashi Matta)
<b>Module number</b>	82-021-WM07-H-0121
<b>Level</b>	Bachelor module
<b>Course rotation</b>	Summer term
<b>Degree program hosting the module</b>	Business Administration B.Sc.
<b>Institutional anchoring</b>	Ingolstadt School of Management
<b>Subjects involved</b>	Innovation and Creativity
<b>Module Coordinator</b>	Prof. Dr. Shashi Matta
<b>Credit Points (ECTS)</b>	5 ECTS

**Learning outcomes:** *This course on The Science of Happiness is designed for Bachelor students who want exposure into a multi-disciplinary (Psychology, Business, Sociology) and a multi-cultural (Philosophy, Theology) approach to happiness and well-being.*

*The main objectives of this course are to:*

- *Learn theories on happiness and well-being, through recent research and scholarship from multiple fields*
- *Identify factors that influence happiness and well-being in diverse settings (professional / work life, personal and social life, the domain of consumption)*
- *Understand the different dimensions of happiness and subjective well-being and how they are related*
- *Learn theories and frameworks on happiness and well-being from multiple cultures (underpinnings from philosophy and theology across cultures)*
- *Promote critical thinking, emotional intelligence, and creativity as skills required for personal and professional happiness and well-being*

*Students will be exposed to multiple, international guest professors from different fields who research / teach topics related to happiness and well-being. The course is designed for students from different programs and hence will include and promote intellectual and functional diversity. Students will gain soft skills such as teamwork and communication. As lectures and tutorials are held in English, students will have the opportunity to enhance their language skills in a professional setting.*

**Contents and Topics:** *Part I: Introduction to Happiness and Subjective Well-being*

- *The Construct of Happiness: Definitions from Multiple Disciplines*
- *Components that Comprise Subjective Well-being*

*Part II: Happiness and Well-Being: Perspectives from Psychology*

- *What affects (and motivates) Happiness as Employees and as Consumers?*
- *Happiness and the Psychology of Mindfulness, Gratitude, Prosociality, and Goals*

*Part III: Happiness and Well-Being: Perspectives from Business and Sociology*

- *The Relationship between Happiness and Income / Wealth*

*Part IV: Cultural Approaches to Happiness: Perspectives from Philosophy and Theology*

- *A Historical Perspective of Pursuing Happiness from Across the World*
- *Convergent and Divergent views on Happiness and Well-being from the East and the West*

*Part V: Measuring Happiness*

- *Multiple Approaches to Measuring Happiness*
- *UPenn Authentic Happiness Inventory, Subjective Well-Being Measurement, Gross National Happiness Index*

*Part VI: Living Happiness*

- *Designing Interventions for Happiness and Well-Being in Personal and Professional Settings*
- *Cultivating Critical Thinking, Emotional Intelligence and Creativity for Happiness*

**Formal requirements for participation:**

- *None*

**Recommended requirements for participation:**



- *Participants must have completed a minimum of 3 semesters of bachelor studies*

**Teaching and examination language:**

- *English*

**Teaching methods/course types:**

- *Lecture*
- *Tutorial*

**ECTS awarding criteria:**

- *Performance record graded at least sufficient: Portfolio*
- *Students are required to submit an E-portfolio, which includes Reflections and Habit Journal with 10 Entries in a pre-designed E-Form of 1 Page each*

**Workload / Distribution of ECTS credits:**

- *28 h = Time of attendance: Lectures*
- *28 h = Time of attendance: Tutorials*
- *28 h = Self-study pre-and-post Lectures*
- *28 h = Self-study pre-and-post Tutorials*
- *38 h = Portfolio preparation*
- *150 h = Total workload*

**Modul grade:**

- *Portfolio (100%)*

**Polyvalence with other degree programs/accessibility notes:**

- *Stadium.Pro*

**Remarks:** *Specific reading assignments (from select book chapters and articles from top-ranked journals), in preparation for each class, will be announced in the course syllabus prior to the start of the course. The following is a list of selected readings for this course.*

- *Select Chapters from the Following Books:*
  - Lyubomirsky, S. (2007). *The How of Happiness: A Scientific Approach to Getting the Life you Want*. Penguin Press.
  - Raghunathan, R. (2016). *If You're So Smart, Why Aren't You Happy?* Portfolio Press.
  - Thaler, R. H., & Sunstein, C. (2009). *Nudge: Improving Decisions About Health, Wealth, and Happiness*. New York: Penguin Books.
- *Journal Articles (alphabetically ordered by authors):*
  - Bhattacharjee, A. & Cassie Mogilner, C. (2014). *Happiness from Ordinary and Extraordinary Experiences*. *Journal of Consumer Research*, 41(1), 1-17.
  - Boyce, Christopher J., Brown, Gordon D. A., & Moore, Simon C. (2010). *Money and Happiness: Rank of Income, Not Income, Affects Life Satisfaction*. *Psychological Science*, 21(4), 471-474.
  - Brown, K. W., & Ryan, R. M. (2003). *The Benefits of Being Present: Mindfulness and its Role in Psychological Well-being*. *Journal of Personality and Social Psychology*, 84, 822-848.
  - Chancellor, J., Margolis, S. M., Jacobs Bao, K., & Lyubomirsky, S. (2018). *Everyday Prosociality in the Workplace: The Benefits of Giving, Getting, and Glimpsing*. *Emotion*, 18, 507-517.
  - Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). *Spending Money on Others Promotes Happiness*. *Science*, 319, 1687-1688.
  - Emmons, R. A., & McCullough, M. E. (2003). *Counting Blessings versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-being in Daily Life*. *Journal of Personality & Social Psychology*, 88, 377-389
  - Helliwell, J. F., & Aknin, L. B. (2018). *Expanding the Social Science of Happiness*. *Nature Human Behavior*, 2, 248–252.
  - Huppert, F. (2010). *Happiness Breeds Prosperity*. *Nature*, 464, 1275-1276.
  - Kosaka, K. (2007). *A Sociology for Happiness: Beyond Western versus Non-Western Perspectives*. *Sociological Bulletin*, 56(3), 369-382.
  - Lyubomirsky, S. (2011). *Psychology: Holding on to Happiness*. *Nature*, 471, 302-303.
  - McMahon, D. M. (2008). *The Pursuit of Happiness in History*. In M. Eid & R. J. Larsen (Eds.), *The Science of Subjective Well-being* (pp. 80-93). New York: Guilford Press.
  - Mogilner, C. (2010). *The Pursuit of Happiness: Time, Money and Social Connection*. *Psychological Science*, 21(9), 1348-1354
  - Myers, D. G. (2000). *The Funds, Fiends, and Faith of Happy People*. *American Psychologist*, 55, 56-67.

- Oishi, S., Kesebir, S., & Diener, E. (2011). *Income Inequality and Happiness*. *Psychological Science*, 22(9), 1095-1100.
- Reichhardt, T. (2006). *A Measure of Happiness*. *Nature*, 444, 418-419.
- Rothbard, N. P., & Wilk, S. L. (2011). "Waking up on the Right or Wrong Side of the Bed: Start-of-Workday Mood, Work Events, Employee Affect, and Performance," *Academy of Management Journal*, 54(5), 959-980.
- Stone, A. A. (2006). *Would you be happier if you were richer? A Focusing Illusion*. *Science*, 312, 1908-1910.
- Tamir, M., Schwartz, S. H., Oishi, S., & Kim, M. Y. (2017). *The Secret of Happiness: Feeling Good or Feeling Right?* *Journal of Experimental Psychology: General*, 146 (10), 1448-1459.
- Urry, H. L., Nitschke, J. B., Dolski, I., Jackson, D. C., Dalton, K. M., Mueller, C. J. et al. (2004). *Making a Life Worth Living: Neural Correlates of Well-being*. *Psychological Science*, 15, 367-372.
- Whillans, A. V., Dunn, E. W., Smeets, P., Bekkers, R., & Norton, M. I. (2017). *Buying Time Promotes Happiness*. *Proceedings from the National Academy of Sciences*, 114. 8523-8527.