HOCHSCHULE KOBLENZ
University of Applied Sciences

Module Handbook

for the Bachelor's Double Degree Program
Sustainable Transformation Management
(B.A. - STM)
PO 2026

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HOCHSCHULE KOBLENZ
University of Applied Sciences

Overview Sustainable Transformation Management (STM), B.A.

= teached by/at UASK = teached at home university in mother tongue or English = offered by UASK and partner university, students can choose where they complete the module

= electives offered by UASK, partner university is welcome to offer electives as well

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Applied Mathematics 5 ECTS (B11)	Investment and Financing 5 ECTS (B21)	Coaching applied scientific methods 5 ECTS (STM 16)	Elective: Language competence (German or Spanish) 5 ECTS (STM 22)	Practical Phase (Internship in company, NGO, Gov-Org, Start-Up etc. or Start-Up-Project) 25 ECTS (P)	Elective: Applied Transformation Management 5 ECTS (STM 27)
Microeconomics 5 ECTS (STM 14)	Statistics/Methodology of Empirical Economics and Social research 5 ECTS (B23)	Social and Sustainable Entrepreneurship 5 ECTS (STM 17)	Global Economies in transition 5 ECTS (STM 23)		International Systems of Innovation and Transfer Management 5 ECTS (STM 28)
Introduction to Economics and Law 5 ECTS (B13)	International Competence 5 ECTS (B25)	People Innovation and Organisational Development 5 ECTS (STM 18)	Management of Technology 5 ECTS (B 61.13)		Elective 5 ECTS (B61)
Comprehensive Qualification 5 ECTS (B14)	Macroeconomics 5 ECTS (STM 13)	Sustainability and Environmental Management 5 ECTS (STM 19)	Planetary Health and Empirical Research Methods (STM 24) 5 ECTS		BA-Thesis 12 ECTS Defense of the Thesis 3 ECTS
Sustainable Transformation Management 5 ECTS (STM 11)	Information Technology 5 ECTS (B12)	Digital Transformation 5 ECTS (STM 20)	Elective: Applied International Economics 5 ECTS (STM 25)		
Basics of Innovation Management 5 ECTS (STM 12)	Design Thinking for Innovation & People 5 ECTS (STM 15)	Elective: Regional Transformation Studies 5 ECTS (STM 21)	Technical Assessment 5 ECTS (STM 26)	Consulting Project 5 ECTS (C)	

Study plan Sustainable Transformation Management (STM), B.A.			
Semester	No.	Name of module	Credit points
1	B11	Applied Mathematics	5 ECTS
	STM 13	Microeconomics	5 ECTS
	B13	Introduction to Economics and Law	5 ECTS
	B14	Comprehensive Qualification	5 ECTS
	STM 11	Sustainable Transformation Management	5 ECTS
	B12	Information technology	5 ECTS
		total:	30 ECTS
2	STM 12	Basics of Innovation Management	5 ECTS
	B12	Information technology	5 ECTS
	B23	Statistics/Methodology of Empirical Economic and Social research	5 ECTS
	STM 14	Macroeconomics	5 ECTS
	B25	International Competence	5 ECTS
	STM 15	Design Thinking for Innovation & People	5 ECTS
		total:	30 ECTS
3	STM 16	Coaching Applied Scientific Methods	5 ECTS
	STM 17	Social and Sustainable Entrepreneurship	5 ECTS
	STM 18	People Innovation and Organisational Development	5 ECTS
	STM 19	Sustainability and Environmental Management	5 ECTS
	STM 20	Digital Transformation	5 ECTS
	STM 21	Elective: Regional Transformation Studies	5 ECTS
		total:	30 ECTS
4	STM 22	Elective: Language competence	5 ECTS
	STM 23	Global Economies in Transition	5 ECTS
	B61.13	Management of Technology	5 ECTS
	STM 24	Planetary Health and Empirical Research Methods	5 ECTS
	STM 25	Elective: Applied International Economics	5 ECTS
	STM 26	Technical Assessment	5 ECTS
		total:	30 ECTS
5	P (STM)	Practical Phase	25 ECTS

	C (STM)	Consulting Project	5 ECTS
		total:	30 ECTS
6	STM 27	Elective: Applied Transformation Management	5 ECTS
	STM 28	International Systems of Innovation and Transfer Management	5 ECTS
	B61	Elective	5 ECTS
	TH	BA Thesis	12 ECTS (weight x3)
	KO	Defense of the BA Thesis	3 ECTS
		total:	30 ECTS
		total:	**180 ECTS**

Module B 11 Applied Mathematics

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 11	150 h	5 CP	1st semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Michael Langenbahn	Prof. Dr. Michael Langenbahn

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Compulsory	Lecture	96 h	54 h	approx. 150-180 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

Economic results of all kinds are usually mapped in figures or variables for the unknown future. Optimal planning requires confidence in dealing with these quantites, i.e. knowledge of mathematics. The analytical thinking skills required in economic life can be trained by working with mathematics. For example, mapping an economic process into its mathematical formulation requires a consistent analysis of the objectives, the key influencing factors and their interrelationships.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Group discussion • Discussion in plenary • Presentation of the discussion results • Group work and discussions • Joint exercises and presentations • Joint processing of case studies
Knowledge acquisition	• Knowledge of financial mathematics methods and their areas of application • Knowledge of methods for calculating extreme values and their applications • Knowledge of linear algebra methods, e.g. for solving systems of equations • Knowledge of calculation methods in the context of operations research
Deepening knowledge	• Reading selected texts and case studies

	• Consolidation of knowledge through online self-tests and own group work • Deepening knowledge through joint consideration of practical examples • Understanding of the most important theories for mathematical modeling of business management issues • Understanding the use of the instruments as a manager • Consolidation of knowledge through practical examples
Instrumental competence	• Application of financial mathematical methods to concrete examples • Mastery of extreme value determination, even under constraints • Using the tools and methods learned to create your own ideas • Application of theories, tools and methods in exercises • Expansion of application skills by transferring theory to specific companies and market challenges in group work • Systematic analysis of use cases and their special features • Application competence by transferring theory to case studies • Analytical competence in problem-solving through exercises, case studies and discussions • Analytical competence through the application of learned theory in the analysis of practical examples • Interpretation of practical topics • Application competence by transferring theory to other professional fields of activity • Mastery of the methods of linear algebra and operation research
Systemic competence	• Assessment of certain management and leadership situations • Evaluation and discussion of ideas and their realization in the group • Assessment of the possibilities and limitations of mathematical modeling • Evaluation of the solutions developed in groups using suitable methods. Presentation and discussion of the procedure and the results in the plenum

Key qualifications taught

Mastery of fundamental mathematical methods and ways of thinking as well as their application in business practice

Contents

- Financial mathematics including interest, annuity and amortization calculations
- Calculation of extreme values in one and several variables (applications include return calculations, price sales elasticity), calculation of extreme values under constraints
- Linear algebra and operations research (including inventory and transportation problems)

Teaching methods

- 4 SWS lecture and 2 SWS tutorial
- Solving the weekly exercise sheets for practicing calculation techniques
- Additional offer: two-week preliminary course in mathematics before the start of the semester to review the basic content of school mathematics
- Additional offer: Mathematics study groups by students for students with their own study group program

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: School knowledge of mathematics, as can be expected as part of the acquisition of the university entrance qualification according to the curriculum of secondary schools

Forms of examination

Exam, 90 min.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

- Langenbahn, Claus-Michael: Quantitative Methoden der Wirtschaftswissenschaften, 4th edition, De Gruyter, Berlin/Boston 2018

In-depth:

- Stefan Helber: „Operations Research: Grundlagen, Methoden und Anwendungen“, Springer Vieweg, Wiesbaden 2023
- Franz W. Peren; Thomas Neifer (Hrsg.): „Operations Research and Management: Quantitative Methods for Planning and Decision-Making in Business and Economics“, Springer, Cham 2026
- Bernd Luderer; Uwe Würker: „Einstieg in die Wirtschaftsmathematik“, 10th edition, Springer Gabler, Wiesbaden 2024
- Bernd Luderer; Uwe Würker; Cornelia Kalkschmid-Paape: „Arbeits- und Übungsbuch Wirtschaftsmathematik: Beispiele – Aufgaben – Formeln“, 7th edition, Springer Gabler, Wiesbaden 2024
- Karl Bosch: "Mathematik für Wirtschaftswissenschaftler - Analysis", Springer Gabler, Berlin/Heidelberg 2022
- Jürgen Tietze: „Mathematik für Wirtschaftswissenschaftler“ (Kapitel Lineare Algebra), Springer Gabler, Berlin/Heidelberg 2020
- Knut Sydsæter; Peter Hammond; Arne Strøm; Andrés Carvajal: „Mathematik für Wirtschaftswissenschaftler: Basiswissen mit Praxisbezug“, 6th updated edition, Pearson Studium, München 2023

In addition, weekly exercise sheets (approx. 60 exercises per semester) are made available via the OLAT learning platform, as well as overview slides on selected topics (e.g. extreme value determination under constraints, Price Indication Ordinance PAngV in the current version).

Module STM 13 Microeconomics

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 13	150 h	5 CP	1st semester	each winter semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Sarah Lichtenthäler	Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated excercise	64 h	86 h	approx. 20 Stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

This module is designed to give students an overview over fundamental economic principles and methods. Students learn to explain and interpret scenarios and (economic) decision-making by individuals, organizations and governments. The aim of this module is to show how modelling approaches and methods can be used to optimize the decision-making of individuals in economic systems. In addition, the connection between the various microeconomic theories covered will be demonstrated.

Upon completion of the module, students will be able to comprehend the interdependencies in markets and how these interdependencies shape the way individuals, organizations and states act. The comprehension of the fundamental principles of microeconomics facilitates the analysis and categorization of economic policy approaches and measures.

Skills acquisition

Learning objective	Contribution to the objective
Social and communication skills	• The module encourages students to articulate their perspectives on microeconomic issues and economic policy measures in a coherent and systematic manner, and to engage in discourse • Practicing to convey ideas clearly and listen actively in order to be able to respond deliberately • Developing the ability to navigate differences of opinion and identify mutually acceptable compromises
Knowledge acquisition	Upon completion of this module, students have knowledge of: • Basics of Microeconomics • Market Theory (demand and supply, equilibrium and stability, market types, price mechanisms) • Market Inefficiency and Failure • Consumer and Producer Theory • Game Theory • Welfare Economics • Interdependencies between the covered topics
Deepening knowledge	Deepening knowledge through:

	• Applying theoretical knowledge in exercises • Engaging in discussions with peers • Self-study • Joint processing of practical examples • Dealing with relevant literature/texts
Instrumental competence	• Practised in comprehending data and analyzing graphs and economic models • Analytical and critical thinking competence • Application of basic mathematical concepts related to Microeconomics • Categorising contexts and interdependencies in case studies • Ability to transfer theoretical knowledge to real examples and situations
Systemic competence	• Analyzing complex market dynamics under consideration of their interdependencies • Forming well-informed decisions and recommendations • Assessment of the consequences of decisions made by market participants or economic policy guidelines • Microeconomic analysis and its applications to address recent issues

Key qualifications taught

Students cultivate the competence to methodically examine and evaluate microeconomic scenarios and issues, thereby facilitating the development and formulation of effective solutions.

Contents

- Introduction to Microeconomics and fundamental concepts/terminology
- Market Theory (demand and supply, equilibrium and stability, market types, price mechanisms)
- Welfare Economics
- Consumer Theory and key aspects of Household Theory
- Producer Theory (profit maximization**,** production theory, costs of production, etc.) and Organization of Industry
- Basics of Game theory, Nash equilibrium
- Types of goods (private goods, public goods, club goods, common goods)
- Market Inefficiency and Market Failure
- Additional topics

Teaching methods

Lecture, including a case study method (analysing past and present examples to test and clarify the theoretical content that has been learned)

Integrated exercise in which students are required to complete practice exercises, engage in discussions (Discussion-Based Learning) and apply their knowledge to real scenarios (Problem-Based Learning).

Prerequisites

Formal:

Content: none

Forms of examination

Exam, 90 min.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Gibbons, R. (1992). *Game Theory for Applied Economists*. Princeton: Princeton University Press. https://doi.org/10.1515/9781400835881

Mankiw, N. G. (2020). *Principles of microeconomics.* (9th ed.). Cengage Learning.

Pindyck, R. & Rubinfeld, D. (2017). *Microeconomics*. (9th ed.). Pearson International. https://elibrary.pearson.de/book/99.150005/9781292213378

Samuelson, P. A. & Nordhaus, W. D. (2001). *Economics*. McGraw-Hill Companies.

Varian, H. R. (2014). *Intermediate Microeconomics: A Modern Approach.* (9th Edition). Norton & Company.

Module B 13 Introduction to Economics and Law

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 13	150 h	5 CP	1st semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Olaf Winkelhake	Prof. Dr. Olaf Winkelhake Prof. Dr. Ralph Westerhoff

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated exercise	128 h	22 h	approx. 150-180 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

The aim of the module is to provide a basic understanding of economic and legal approaches and principles. Students will learn to classify economic news and legal decisions and place them in the evaluation system.

Economic activity and the legal framework are closely linked. In many respects, economic decisions are made possible and limited by legal conditions. The module provides an introduction to legal thinking and the basic structures of commercial law. At the same time, students learn the basic principles of business and economics, thus gaining an initial overview as well as specific approaches to entrepreneurial activity.

Students learn the basics of civil law as a balancing of interests between disputing parties. Exercises are used to train subsumption as a basis for case solutions in order to master this methodology by the end of the semester. Students acquire the ability to classify economic issues in the legal system of German and international law. After the course, students will be familiar with the basics of contract law and property law, particularly with regard to sales law and the law of credit security.

Students learn about the scarcity of resources as a starting point for economic thinking and division of labor as an instrument for a more efficient use of resources. Students practice analyzing economic issues with the help of geometric and algebraic methods. They acquire the ability to differentiate between economic functions that are fulfilled in companies and functions that can only be fulfilled at the macroeconomic level. Students will be able to recognize the connections between

the two levels. After the course, students will have developed a "map" of economics and will be able to locate courses in the coming semesters on this map.

Students learn to classify economic terms and recognize economic relationships. Simple methods are learned and enable students to solve cases independently through transfer work.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Group work and discussions • Discussions in plenary • Joint processing of case studies
Knowledge acquisition	• Knowledge of the basics of commercial law • Basics of contract law • Basics of the law of credit protection • Classification of economic functions • Basics of business administration • Basics of economics
Deepening knowledge	• Deepening knowledge through online self-tests • Deepening through repetitive exercises and case work • Independent processing of control tasks
Instrumental competence	• Application of theories and methods in exercises • Discussion of the content taught using best practice examples • Application competence by transferring theory to case studies
Systemic competence	• Subsumption of facts under legal aspects

Key qualifications taught

Technical and methodological competence, analytical and logical thinking skills, economic thinking and action, ability to reduce complexity, development of cause-effect relationships, development of cause-effect relationships and their evaluation, ability to transfer theory to practice, development of leadership skills.

Contents

Scarcity of resources as the starting point of economics, historical development of the division of labour, supply and demand on markets, profit maximization as a standard corporate goal, the role of operational functions, government policy areas, ethical aspects of economic activity.

What is law? Differentiation between private and public commercial law. Argumentation and subsumption technique. Introduction to the BGB. General part of the BGB, elements of the HGB. Fundamentals of contract law, consumer protection, the principle of abstraction, impaired performance, sales law, credit protection, structure of jurisdiction, enforcement of rights, dunning procedures.

Teaching methods

Lecture, group discussion, seminar-style teaching, Independent study, case work.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: none

Forms of examination

Exam, 180 min.

Prerequisites for awarding credits The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.
Literature and other learning opportunities A collection of commercial law (BGB, HGB) is essential for participation. The current editions of Vahlen, Aktuelle Wirtschaftsgesetze or Beck Aktuelle Wirtschaftsgesetze für Bachelor Band 1 are recommended. Lecture notes for the course will be published successively.

Module B 14 Comprehensive Qualification

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 14	150 h	5 CP	1st semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Magdalena Stülb	Jens Andreas Faulstich Iris Gombert Ruben GreifNatalie Joe Hungate Daniel Laden Timo Menge Thomas Mombauer Gottfried Neuhaus Leona Pütz Ben Sander Laura Waerder-Schmitt Princilia Weber

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Compulsory	Seminar with integrated exercise	80 h	70 h	25 stud.	German / English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

By their very nature, management tasks are complex and can only be solved through the interplay of creative problem-solving strategies and communicative, linguistic and social skills at various levels. Under the conditions of global economic structures, technical language training and the teaching of social skills in heterogeneous teams are of particular importance. The relevance of the corresponding skills is given both in large companies but also increasingly in small and medium-sized companies with their lower degree of division of labour and professional specialization of managers. At the end of this module, graduates should be able to effectively structure, present and visualize ideas and concepts in a German-speaking environment (academic and professional), as well as to represent them appropriately in an international environment, taking into account intercultural differences. They have knowledge of communication processes in everyday life and at work and can analyze these using models.

Students acquire the necessary skills to deal with core business situations in English. The target vocabulary is developed on the basis of authentic target language materials. In addition, special emphasis is placed on consolidating and practicing in natural conversation situations in order to

anchor the skills in the long-term memory in a way that can be used and recalled for professional activities. Receptive skills (reading and listening comprehension) are strengthened through English-language reading and listening materials, while intensive communication in the attendance phases and working on assignments in teams expand individual productive skills (oral and written text production). To further expand the skills acquired, students have further options in the form of compulsory elective modules as part of module B25 "International Skills".

In addition, students acquire specific skills that are essential for their further studies and also qualify them for a career. These include digital skills, the ability to work in a team, the ability to deal with conflict, conversational skills, communication and self-management skills. With reference to models, students can appropriately assess their own and others' behavior and establish a theory-practice transfer for situations during their studies and at work. They are familiar with team development processes and the potential of teamwork and are able to describe teamwork problems and recognize them in practical situations. Students learn about different leadership models and their advantages and disadvantages. In particular, they acquire basic knowledge about the challenges and opportunities of international/intercultural mixed teams and about the organization of cooperation across physical distance on the basis of electronic means of communication.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Training and practical experience in • Individual lecture and presentation in German and English • Group work and discussions with English and German as working languages • Presentation and joint discussion of group results • Plenary discussions, exercises • Work in groups (in virtual and face-to-face groups), taking into account appropriate communication strategies in international contexts • Group presentations and their evaluation in plenary • Joint processing of case studies • Synchronous and asynchronous digital communication capability
Knowledge acquisition	Knowledge of • Lecture techniques and presentation media in face-to-face and virtual settings • Structure of presentations and the use of argumentation forms • Communication models • Technical, social and communicative challenges of virtual teamwork • Models for teamwork and diversity • Conflicts in teams and their resolution • the special conventions of *business presentations* in an English-speaking context • English-language names of necessary aids for presentations • English-language phrases for the introduction of a presentation, the linguistic marking of transitions between thematic focal points and for the linguistic realization of a concluding summary • Speaking tools for dealing with questioners, final discussion and follow-up
Deepening knowledge	Deepening knowledge through • Self-tests • Group work and group discussion • Joint processing of practical examples • Role plays and feedback discussions

	• Addressing the diversity of cultural orientations and their influence on teamwork • Simulation exercises and practical transfer • Use of digital resources to deepen target language skills • Continuation of skills acquisition after passing the module in the sense of lifelong learning • *immersion* as part of study and practical projects abroad
Instrumental competence	Application of • Theories and methods in exercises • Models on case studies of the organizational framework • Theoretical knowledge applied to specific company examples • linguistic means and rhetorical patterns for English-language presentation projects • appropriate rhetorical strategies for tasks in the areas of *socializing, problem solving* and English-language discussions • Systematic analysis of use cases and their special features • Problems relevant to organizational issues through exercises, case studies and discussions • Practical topics (interpretation of misunderstandings, conflicts in intercultural situations) with reference to the theory learned
Systemic competence	Assessment and reflection of • Lecture styles and means of presentation • Management and leadership situations • Team situations and team roles • Ideas and their realization in the group • own cultural orientations in business management fields of action and to change perspectives • Presentations by other students in the sense of a peer feedback process to strengthen the exchange on different options for conveying the presented content

Key qualifications taught

Communication, presentation and argumentation skills (for German and English-speaking work contexts), ability to deal with conflict, ability to work in a team, independence, commitment, ability to give feedback, basic skills for digital collaborative work.

Contents

The module consists of three courses. The course "Business English 1" takes place weekly. Students learn how to conduct telephone calls appropriately and in a goal-oriented manner in their own fields of work, how to establish and maintain positive social contacts, how to represent their own points of view effectively in meetings, how to present their own project ideas or concerns to their respective employers effectively, taking into account internationally accepted conventions, and how to discuss and solve problems in teams appropriately. The content of this specialization is geared towards teaching these skills. In the area of written communication, special emphasis is placed on strategically effective email communication in professional contexts.

The course "Communicating, Presenting, Lecturing" is offered as a two-day block course. Social skills, i.e. the ability to communicate adequately and effectively with people or groups in the professional environment and to engage with them, form the fundamental basis for successful professional activity alongside technical and methodological skills. The course teaches the skills of conversation, lecturing, presenting and communication. Students acquire theoretical knowledge about communication processes in everyday life and at work and can analyze these using models. In group exercises, they learn to argue in a goal-oriented and convincing manner. The design and structure of presentations, as well as the audience-oriented, structured and comprehensible presentation are developed on the basis of theory and simulated in practice.

The course "Teamwork and Diversity" is offered as a three-day block course. In terms of content, the focus here is on working together in analog, digital and international projects. Students acquire research-based knowledge about team roles, developments and dynamics as well as insights into

conflict processes and targeted interventions. Didactic exercises support the acquisition of skills for self-reflection and for analyzing social team processes. The focus here is on diversity, the importance and recognition of social diversity and its appreciation and integration in corporate contexts.

The acquisition of the required skills is by no means completed with the degree course. In this respect, appropriate space is given to the ability for lifelong learning in Independent study.

Teaching methods

Seminar-style teaching discussions in various social forms (plenary, pair and group work), video feedback, role plays, project work in teams, team presentations, work with interactive learning software and online resources in the self-learning language lab with close reference to the lesson content and guided feedback processes (blended learning), independent further development of selected general language skills with the help of digital and analog learning resources as required (see placement test, see below).

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content:

English: Groups for English-language courses are formed on the basis of a computer-based placement test, the results of which are not included in the assessment of the corresponding examinations. The test is used to ensure homogeneous groups and helps to diagnose language deficits at an early stage and to offer propaedeutic courses. The English language components require previous general language skills at level B2 of the Common European Framework of Reference for Languages (CEFR).

Forms of examination

Assignments

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Andjelkovic, Sonja (2019): Interkulturelle Teams führen. Diversität intelligent und kreativ nutzen. Stuttgart: Schäffer-Poeschel Verlag

Allhoff, Dieter W./Allhoff, Waltraud (2016). Rhetorik und Kommunikation, München: Ernst Reinhardt Verlag.

Edding, Cornelia; Schattenhofe, Karl (2020): Einführung in die Teamarbeit. Dritte Auflage. Karl Auer VerlagMütze-Niewöhner, S. u.a. (Hrsg.) (2021): Projekt- und Teamarbeit in der digitalisierten Arbeitswelt. Herausforderungen, Strategien und Empfehlungen. Berlin: Springer Vieweg

Mütze-Niewöhner, Susanne et al (Hg.) (2021): Projekt- und Teamarbeit in der digitalisierten Arbeitswelt Herausforderungen, Strategien und Empfehlungen. Springer Vieweg.

Schulz von Thun, Friedemann (2014). Miteinander reden 1 -Störungen und Klärungen. Allgemeine Psychologie der Kommunikation, Reinbek: Rowohlt Taschenbuch Verlag.

English language resources on Business English:

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-ROM), Harlow: Pearson Longman (SET BOOK for Business English I!).

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Independent study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Sweeney, Simon (2003). English for Business Communication, Second Edition, Cambridge: CUP.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

Business English: Presentation; by digital publishing [Lernsoftware], ASIN: 3897472805.

Further individual reading recommendations in the area of Business English are made after the evaluation of the placement tests. A wide range of additional teaching materials (e.g. module-related glossaries and exercises) are made available to students for Independent study on the OpenOLAT learning platform. There is also an annotated list of useful online media to reinforce the content of Business English I.

Module STM 11 Sustainable Transformation Management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 11	150 h	5 CP	1st semester	each winter semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Prof. Dr. Christian Ganseuer

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated exercise	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Sustainable Transformation Management B.A.

Learning outcomes and competencies

One of the great challenges of our time is to ensure appropriate living and working conditions for present and future generations all around the globe. To do so, todays world needs to tackle various challenges, such as climate change, limited resources, wars and their impact, poverty and hunger, economic instability, extreme weather conditions and several more in a VUCA-world. These challenges call for a holistic transformation in the way states, economies and societies are organized and governed.

The need for transformation in the face of the influences of the VUCA world and global challenges will be investigated. The initial stage of the course will involve an examination of the distinction between change and transformation, as well as an investigation into the conceptualization of the term transformation. The course provides students with an understanding of the various stages of transformation processes as they manifest in different contexts, including state, economy, society and on different levels (economical, ecological, social).

In the context of looking at real examples of transformation processes, students not only learn how to apply theoretical background of transformation management and its methods. Rather, they also learn how to select the appropriate method for upcoming decision problems and how to use it to solve them.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Synchronous and asynchronous digital communication and learning capability • Articulating and expressing ideas, questions and thoughts effectively in written (and verbal) form • Group work and discussions with English as working language in Breakout-Sessions or individual group meetings • Working in virtual groups, taking into account appropriate communication strategies in international contexts
Knowledge acquisition	• Overview of the main challenges that make (sustainable) transformations urgent and important • Knowledge of the course, success factors and obstacles of transformation processes in different contexts • Knowledge of the design of sustainable transformation processes

	• Knowledge of planning and implementing transformation processes • Knowledge of the UN's Sustainable Development Goals (SDGs)
Deepening knowledge	Deepening knowledge through: • Processing of practical examples • Reading and dealing with relevant documents and literature • Evaluating and analysing materials to extract relevant information and form personal interpretations and reflections • Partially self-paced learning and immersion in a topic
Instrumental competence	• Evaluating and analyzing materials to extract relevant information and form personal interpretations and reflections • Application competence by transferring theory to case studies • Application competence by using gained knowledge to analyze transformation processes • Taking different perspectives and viewpoints on an issue, weighing them up and forming an opinion.
Systemic competence	• Categorization of facts and making decisions while taking into account the three pillars of sustainability • Using holistic and interdisciplinary thinking approaches • Developing measures for improving sustainabie transfromations and mapping out a pathway for their implementation

Key qualifications taught

The course equips students with the ability to gain an integrated understanding of transformation processes, develop and communicate a well-informed perspective, and select effective methods for problem-solving.

Contents

- Provision of a fundamental understanding of transformation processes
- Various existing forms of transformation, origins/causes of transformation
- Designs and implementation of transformation processes
- Different transformation strategies
- Success factors and obstacles of transformation processes in different contexts
- Different contexts and levels (Three Pillars of Sustainability) of transformation and their interdependencies
- Discussion of different sustainability frameworks, especially the 2030 Agenda for Sustainable Development and the SDGs

Teaching methods

The course employs a mixed teaching approach, combining elements of the flipped classroom with traditional lectures and occasional collaborative group work. In the flipped classroom phases, students engage in independent learning to prepare for in-class discussions and exercises.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: none

Forms of examination

Portfolio, consists of: Mind-Map (group-work) with presentation (video), Learning Portfolio (14-16 pages), Assignment over 350 words

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

AtKisson, A. (2010). The Sustainability Transformation: How to Accelerate Positive Change in Challenging Times (1st ed.). Routledge. https://doi.org/10.4324/9781849775700

Grin, J., Rotmans, J., & Schot, J. (2010). Transitions to Sustainable Development: New Directions in the Study of Long Term Transformative Change (1st ed.). Routledge. https://doi.org/10.4324/9780203856598

Holling, C. S., Gunderson, L. H., & Ludwig, D. (2002). In quest of a theory of adaptive change. *Panarchy: Understanding transformations in human and natural systems*, *3*, 21-22.

Kaschny, M., Nolden, M., Springer International Publishing, & Springer International Publishing. (2018). Innovation and Transformation Basics, Implementation and Optimization. Springer.

Lessem, R., & Schieffer, A. (2016). *Transformation management: Towards the integral enterprise*. Routledge.

Mersmann, F., Wehnert, T., Göpel, M., Arens, S., & Ujj, O. (2014). *Shifting paradigms : unpacking transformation for climate action ; a guidebook for climate finance & development practitioners.* Wuppertal Institute for Climate, Environment and Energy. http://nbn-resolving.de/urn/resolver.pl?urn:nbn:de:bsz:wup4-opus-55188

Polanyi, K.(1944). *The great transformation: the political and economic origins of our time*. Beacon Press, Boston

Szelagowska, A., Pluta-Zaremba, A., Szelagowska, A., & Pluta-Zaremba, A. (2021). *The Economics of Sustainable Transformation*. Taylor and Francis.

Module STM 12 Basics of Innovation Management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 12	150 h	5 CP	1st semester	each winter semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated exercise	64 h	86 h	approx. 60-80 Stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Innovation is a pivotal factor in the pursuit of competitive advantage, economic growth and societal progress. This course offers an introduction to innovation and its management from an economic, entrepreneurial, governmental and societal perspective. The objective of the module is to provide students with a comprehensive understanding of the fundamental definitions, approaches, methods and strategies required to manage innovation in a dynamic environment.

In this context, the term innovation is given a definition and different related terms, such as the types of innovation and the degree of innovation, are addressed. The significance of innovation within our systems and its managerial implications are elucidated.

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

- Assess the importance of innovations
- Evaluate the significance and role of innovation management
- Take relevant external factors for innovation into consideration
- Discuss different innovation management strategies, processes and methods
- Identify potential factors influencing the success of the innovation management approaches
- Develop and communicate informed recommendations in the field of innovation management
- Independently study and deepen knowledge in specific areas of innovation management on the basis of the fundamentals that have been learned in order to solve specific issues
- Design an innovation process that incorporates the techniques and approaches that have been learned

Skills acquisition

Learning objective	Contribution to the objective
Social and communication skills	• Practicing to convey ideas clearly and listen actively in order to be able to respond deliberately

	• Fostering skills for effective group dynamics, negotiation, and consensus-building through group discussions and a group project
Knowledge acquisition	• Fundamental knowledge of innovation, its significance and the functioning of innovation processes (in economy, state and society) • Knowledge of selected innovation management strategies, processes and frameworks • Knowledge of objectives and success factors of innovation management
Deepening knowledge	• The theoretical fundamentals of innovation are complemented by examples and explanations to help to deepen their understanding • Deepening knowledge through: • Application of techniques and approaches that have been presented in the module • Further self-study • Joint examination of particular elements of innovation management within the context of group work
Instrumental competence	• Competence to evaluate various methodologies/techniques for managing innovation and identify a suitable approach for a given context • Design and delivery of a clearly structured and convincing presentation, including visual support • Academic Integrity: Adherence to scientific standards
Systemic competence	• Structured assessment of (external) influences and conditions that influence innovation management • Developing solutions that integrate different ideas and approaches into a coherent whole • Ability to evaluate, critically question and reflect on information • The combination of diverse data sources to construct a logical and well-supported argument

Key qualifications taught

The module is designed to equip students to recognize potential for inventions and develop initial approaches to transform these into innovations. The curriculum enables students to gain familiarity with a range of instruments and strategies pertaining to innovation management, equipping them with the ability to initiate or support such processes in economy, state and society.

Contents

- Definition of the term innovation, types and the degree of innovation are adressed
- Introduction on how innovation processes work and how they can be governed; creating the big picture of innovation
- The significance of innovation within our systems and its managerial implications are elucidated
- Basic understanding of the innovation management process in terms of strategy, organisation and innovation culture is delivered
- Introduction into a variety of innovation management approaches, methods and practices
- Influencing factors on innovation and resistance on innovation will be explored
- Illustration of the stages of an innovation process
- Key success factors and challenges associated with innovation management

Teaching methods

Lecture with integrated exercise, flipped classroom, peer learning in form of a group project which results in a presentation, discussions in small groups during lectures and exercises.

Prerequisites

Formal:

Content: none

Forms of examination

PFP, consists of: Group presentation (15-20 minutes), Assignment (5 Pages)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Chen, J., Yin, X., & Mei, L. (2018). Holistic innovation: An emerging innovation paradigm. *International Journal of Innovation Studies*, *2*(1), 1-13.

Dodgson, M., Gann, D., & Phillips, N. (eds). (2013. *The Oxford Handbook of Innovation Management*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199694945.001.0001

Drucker, P., & Maciariello, J. (2014). *Innovation and entrepreneurship*. Routledge.

Fagerberg, J. (2005). *The Oxford handbook of innovation*. Oxford University Press.

OECD. (2005). *Governance of Innovation Systems: Volume 1: Synthesis Report*. OECD Publishing. Paris. https://doi.org/10.1787/9789264011038-en.

OECD. (2005). *Governance of Innovation Systems: Volume 2: Case Studies in Innovation Policy*. OECD Publishing. Paris. https://doi.org/10.1787/9789264013452-en.

OECD. (2005). *Governance of Innovation Systems: Volume 3: Case Studies in Cross-Sectoral Policy*. OECD Publishing. Paris. https://doi.org/10.1787/9789264035720-en.

OECD. (2015). *The Innovation Imperative: Contributing to Productivity, Growth and Well-Being*. OECD Publishing. Paris. https://doi.org/10.1787/9789264239814-en.

Škudienė, V., Li-Ying, J., Bernhard, F., Edward Elgar Publishing Verlag, & Edward Elgar Publishing Verlag. (2020). *Innovation management perspectives from strategy, product, process and human resources research*. Edward Elgar Publishing.

Tidd, J., & Bessant, J. R. (2020). *Managing innovation: integrating technological, market and organizational change*. John Wiley & Sons.

Module B 21 Investment and Financing

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 21	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Michael Berken	Prof. Dr. Michael Berken

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated exercise	48 h	102 h	approx. 150-180 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

In this course, students first learn the basics of finance against the background of a typical investment process. This includes the financial functions and sources of financing. These are simulated as part of a case study using integrated financial and liquidity management. In this context, the types and reasons for investment, general financing options and payment transactions are also discussed. In addition, the general influence of business process design on investment and thus capital requirements is illustrated in the case study.

The common static and dynamic investment calculation methods are presented for the assessment of investment projects. In the area of static methods, these include the cost comparison calculation, the profit comparison calculation, the profitability calculation and the amortization calculation. In the dynamic area, these are the net present value method, the internal rate of return method and the annuity method.

In the context of numerous case studies, students not only learn how to apply the investment calculation methods. Rather, they also learn how to select the appropriate method for upcoming decision problems and how to use it to solve them. This is also made possible, for example, by the fact that the advantages and disadvantages associated with each static and dynamic investment calculation method are explained. Against this background - especially the disadvantages of the respective methods - students learn how to combine several methods, especially dynamic methods, to achieve the best possible investment appraisal.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Joint exercises, case studies • Discussions in plenary

Knowledge acquisition	• Acquisition of knowledge about financial functions and sources of financing • Acquisition of knowledge about the selection and solution-oriented use of static and dynamic investment calculation methods for the evaluation of investment projects • Acquisition of knowledge about Excel-based financial and liquidity management including simulation • Getting to know the scope of action
Deepening knowledge	• Discussion of the content taught using case studies • Understanding the use of the instruments as a manager • Understanding the importance of business process design for investment and financial requirements
Instrumental competence	• Deepening knowledge through joint Excel-based simulation of investment and financing with special consideration of business process design • Consolidation of knowledge through practical examples • Application competence by transferring the theory of investment and financing to other professional fields of activity (value-added functions)
Systemic competence	• Assessment of complex problems in management situations • Integrative problem-solving skills for complex problems

Key qualifications taught

Teaching basic business management skills for the sustainable development of results-oriented management know-how.

Technical and methodological competence, analytical thinking, economic thinking and action, ability to reduce complexity and develop cause-and-effect relationships, development of alternative courses of action and their evaluation in complex problem situations.

Contents

Fundamentals of finance and financing, investment process, financial and liquidity management including simulation, investment types, reasons and possibilities, influence of business processes on investment and capital requirements, fundamentals of investment assessment with static and dynamic investment calculation methods, presentation of the advantages and disadvantages of investment calculation methods, selection, combination and use of suitable investment calculation methods to solve investment problems in terms of selection and replacement problems.

Teaching methods

Question-based teaching with many integrated exercises and case studies. Excel-based simulation of investment (capital requirements) and financing with integrated financial and liquidity management. Literature and other learning opportunities study and evaluation.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: Applied Mathematics (Module B 11, 1st semester), Introduction to Economics and Law (Module B 13, 1st semester)

Forms of examination

Exam, 90 min.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

- Blohm, H., Lüder, K., Schaefer, C.: Investition - Schwachstellenanalyse des Investitionsbereichs und Investitionsrechnung, München,
- Drees-Behrens, C.; Kirspel, M.: Finanzmathematik, Investition und Finanzierung: Aufgaben und Fälle, Wien,
- Gräfer, H.; Schiller, B.; Rösner, S.: Finanzierung - Grundlagen, Institutionen, Instrumente und Kapitalmarkttheorie, Berlin,
- Kleinebeckel, H: Finanz- und Liquiditätssteuerung - Leitfaden eines Controlling-Praktikers zur bilanzorientierten Liquiditätssteuerung, München,
- Olfert, K.: Investition (Kompendium der praktischen Betriebswirtschaft), Ludwigshafen,
- Zischg, K.: Praxishandbuch Investition, Wien,

always in the latest edition

Module B 12 Information technology

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 12	150 h	5 CP	1st semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Julia Daecke	Prof. Dr. Julia Daecke

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Compulsory module	Lecture, presentations, practical exercises	48 h	102 h	approx. 150-180 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

Today, all relevant operational processes are recorded, processed and communicated using EDP. Thanks to the Internet, computers and computer networks are gaining additional importance as global information, control and management tools. For this reason, the natural use and understanding of the limits of IT is a basic requirement for every decision-maker.

Students are given an overview of the fundamentals of computer science, both on the technical side in terms of hardware and software and in terms of application in a business environment. This includes hardware technologies as well as an overview of various software systems and their structure. In addition, the basics of modern communication networks are presented.

Students are informed about the various levels of information processing in companies and are able to assess which devices can be used in which area, both from a practical point of view in the various areas of application and from the point of view of data security and data protection. They will learn the basics of security instruments and how to assess them.

In order to be able to contribute to the design of software systems from the user's perspective later on, you will gain knowledge of the procedures and instruments used in software development and develop a basic understanding of the problems of cooperation between developers and users of IT systems.

Students acquire skills in assessing the relevance of IT applications for their own company and their availability when using network-based services such as cloud computing in order to make decisions when selecting external services in the area of hardware and company applications. This includes knowledge of hardware and software redundancy as well as data transmission

technologies. Skills for assessing the risk potential of transferring company-relevant data on the Internet are also taught.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Discussions in plenary • Blended learning • Joint exercises
Knowledge acquisition	• Getting to know the basics of computer science • Acquiring skills to classify algorithms • Knowledge of the possibilities and limitations of databases • Getting to know programming • Learning methods for classifying security-relevant information in the IT system • Knowledge of the most important components of computer systems • Knowledge of the historical development of computer science • Get to know the latest trends and developments in computer science • Getting to know security concepts • Deepening knowledge through discussions in the plenum • Acquiring knowledge about how (internet) search engines work • Acquiring knowledge about the functioning of computer & computer systems • Deepening knowledge through concrete practical examples • Getting to know the presentation of information • Getting to know operating systems and their different characteristics • Getting to know different database systems • Consolidation through practical examples (SQL) • Getting to know and using SQL • Knowledge of the professional field of a business analyst • Knowledge of professional fields in IT in general • Knowledge of basic programming • Knowledge of algorithms and their representation • Deepening knowledge through various practical cases • Knowledge of the structure of computer networks • Knowledge of security on the Internet
Deepening knowledge	• Reading selected original texts and case studies • Deepening knowledge through online self-tests • Understanding the relevant aspects of the company organization • Deepening knowledge through practical examples • Description of typical (e-business-related) business cases • Description of algorithms • Independent development and presentation of algorithms • Independent development of database queries
Instrumental competence	• Application of theories, tools and methods in exercises • Application of concepts for the representation of algorithms in exercises • Systematic analysis of database use cases and their special features • Application skills by transferring theory to other professional fields of activity • Understanding structural and procedural organizational systems and visual implementation of these systems

Systemic competence	• Assessment of databases and their realization in the plenum • Presentation and discussion in plenary • Assessment and limits Hardware • Ability to evaluate security-relevant information in IT/on the Internet • Ability to develop your own algorithms

Key qualifications taught

Through the organization and structure of the module, students should acquire the following key competencies in addition to their subject-specific qualifications: Personal initiative, methodological competence, analytical and logical thinking and problem-solving skills

Contents

- Introduction and history: terms, tasks, organization and historical development of the use of IT systems in the business environment
- Structure of computer systems: Basic structure of current systems in various fields of application
- Presentation of information in computer systems: Digitization of data from the areas of text, numbers, images and videos or films Problematization of different languages and measurement systems in worldwide use
- Introduction to operating systems: Structure and possible applications, relationships between hardware and operating systems
- Databases and SQL: Necessity of the special processing of structured data and large amounts of data in the business environment, structure of current databases, application of the SQL language
- Introduction to the basics of programming: programming languages, different approaches to translation, areas of application
- Data networks and the Internet: Basic structure of the systems, introduction to data transmission techniques, problems and possible solutions
- Data security and data protection: definition, understanding of the necessity, presentation of the dangers for persons and companies, means for the realization of data security and the legally required data protection.
- operational application systems: Presentation of different application areas of data processing in the operational environment.

Teaching methods

- Questioning-discussing - developing lessons
- Calculation examples
- Exercise examples
- Case studies
- Current documentation
- Independent study of Literature and other learning opportunities

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: none

Forms of examination

Exam, 90 min.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

- H.P. Gumm, M. Sommer: „Einführung in die Informatik“, 10th edition, Oldenburg Verlag, 2012

- Hans Robert Hansen; Gustaf Neumann: Wirtschaftsinformatik 1 2 Grundlagen und Anwendung
- Tobias Kollmann: E-Business - Grundlagen elektronischer Geschäftsprozesse in der Net Economy
- Claudia Lemke, Walter Brenner & Kathrin Kirchner: Einführung in die Wirtschaftsinformatik Band 2, Springer Gabler (available as an e-book in the online catalog of the Campus Remagen)
- Current articles/videos/contributions from various media via the Campus Remagen online tool/database

Module B 23 Statistics/Methodology of Empirical Economic and Social research

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 23	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Florian Smuda	Prof. Dr. Florian Smuda

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with exercises	112 h	38 h	approx. 150-180 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

Students learn the central methods of descriptive and inductive statistics. After successfully completing the module, students will be able to, among other things

- determine the scaling and feature type of features of interest,
- to create tabular frequency distributions,
- calculate and interpret suitable statistical parameters (mean values, measures of dispersion),
- Analyze correlations between several characteristics,
- calculate and interpret confidence intervals,
- perform parametric hypothesis tests and
- apply all of the above methods and procedures to large amounts of data with the help of SPSS.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Interpreting and expressing facts and figures in an understandable way

	• Recognize mistakes in presentations of results and name criticism objectively • Group discussions • Discussions in plenary
Knowledge acquisition	• Knowledge of basic descriptive and inductive statistical methods • Fundamentals of probability theory • Software-supported data analyses
Deepening knowledge	• Joint consideration of practical examples • Joint processing of exercises • Independent completion of exercises and presentation of results
Instrumental competence	• Application of statistical and empirical methods to concrete examples • Application of theories, tools and methods in exercises • Software-supported data analysis with SPSS • Application competence by transferring theory to case studies • Analysis skills of problems through exercises, case studies and discussions
Systemic competence	• Assessment of external statistical/empirical studies • Evaluation and discussion of ideas and their realization in the group • Assessment of the possibilities and limitations of statistics/empiricism • Evaluation of the solutions developed in groups

Key qualifications taught

Confident application of descriptive and inductive statistical methods; software-supported data analysis with SPSS; knowledge of conducting independent statistical or empirical studies.

Contents

Basic concepts, tabular and graphical representations, mean values, measures of dispersion, concentration analysis, two-dimensional frequency distributions, contingency measures, correlation measures, regression analysis, index numbers, basics of probability theory, inductive analysis methods (confidence intervals, hypothesis tests, etc.).

Teaching methods

Lecture with accompanying exercise groups and tutorials

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: Module Applied Mathematics (B 11), 1st semester

Forms of examination

Exam, 90 min.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination. The module is worth 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities (selection)

- Wewel, Max C. and Blatter, Anja: Statistik im Bachelor-Studium der BWL und VWL - Methoden, Anwendung, Interpretation, 4th updated edition, Pearson

Module STM 14 Macroeconomics

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 14	150 h	5 CP	2nd semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Sarah Lichtenthäler	Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with integrated exercises	64 h	86 h	approx. 150-180 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Upon completion of the module, students will know the fundamentals of macroeconomic thinking and macroeconomic theories. Within this module, students acquire the ability to assess the current economic situation, to analyse the causes of unemployment, inflation and economic growth, and to evaluate the effectiveness of economic policy measures.

The interrelationship of the various topics covered in the module will be brought to the students' attention. After participating in the module students will be able to recognize the importance and complexity of bridging the gap between theory and practice.

The module provides an overview of the economic policy controversies surrounding the role of the state and the central bank in macroeconomic management. Furthermore, students are equipped with the tools to systematically analyze the impact of the international context on macroeconomic issues.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Discussions in plenary • The module encourages students to articulate their perspectives on macroeconomic issues and economic policy measures in a coherent and systematic manner, and to engage in discourse • Presenting macroeconomic findings to peers • Ability to formulate ideas for improving the overall economic situation
Knowledge acquisition	• Exploring different topics of macroeconomics in the short, medium and long run, such as: – Business cycles, fiscal and monetary policy – Inflation and labour market – Economic growth, Globalization • Introduction to a wide range of macroeconomic indicators • Knowledge of economic calculation approaches
Deepening knowledge	Deepening knowledge through: • Internet- and literature-based research on macroeconomical topics

	• Engaging with and remaining informed about the latest developments in economic and monetary policy • Applying theoretical knowledge in exercises
Instrumental competence	• Transfer of basic economic concepts and methods to specific situations • Competence in the use of economic data for business decision-making processes, such as economic indicators, growth forecasts or monetary policy decisions by central banks • Analytical and critical thinking competence practised by dealing with more complex topics
Systemic competence	• Ability to read and understand economic accounting systems such as national accounts and balance of payments • Using scientific methodology of macroeconomic analysis and its applications to address real issues • Understanding the interrelationship of different topics and their indicators

Key qualifications taught

Students will be able to estimate (quantitatively) the impact of policy decisions on macroeconomic outcomes, comprehend the interrelationship between different macroeconomic topics, and make well-informed decisions regarding macroeconomic matters.

Contents

- Introduction to macroeconomics and fundamental concepts/terminology
- Economic growth
- Introduction to New Economics
- Labour market and unemployment
- National accounts, including balance of payments and alternative methods of measurement
- Business cycle (definition, phases, indicators of economic performance, etc.)
- Introduction to fiscal policy
- Inflation, banks and monetary policy
- Foreign trade and globalisation
- Economic policy

Teaching methods

The lecture will be complemented by integrated exercises and plenary discussions, as well as group work and question-based learning approaches.

Prerequisites

Formal:

Content: none

Forms of examination

PFP, consists of: Assignment over 1200 words, Assignment over 1500 words with accompanying presentation (8-10 minutes), Podcast or presentation (min. of 20 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Aghion, P. & Howitt, P. W. (2008). *The Economics of Growth*. MIT Press.

Arestis, P. & Sawyer, M. (2011). *New Economics as Mainstream Economics.* In Palgrave Macmillan UK eBooks. https://doi.org/10.1057/9780230307681

Bade, R. & Parkin, M. (2020). *Foundations of Economics*. Pearson.

Mankiw, N. (2019), *Macroeconomics* (10th ed.), Macmillan international higher education, New York, NY.

Mankiw, N. G. (2023). *Principles of Economics*. Cengage Learning.

Mitchell, W., Wray, L. R., & Watts, M. (2019). *Macroeconomics*. Macmillan International Higher Education.

Williamson, S. (2018). *Macroeconomics* (6th ed., global ed., The Pearson series in economics). Harlow, England.

Partial study plan International Competence

Overview

One module must be selected. Elective modules in the PO, which are offered every semester:

B 25 International Competence				
..01	International Competence: Business and Communication	5 ECTS	5 SWS	PFP o AS
..02	International Competence: Language and Business Culture	5 ECTS	5 SWS	PFP o AS
..03	International Competence: Languages	5 ECTS	5 SWS	PFP o AS

The list of elective modules is not exclusive. Other current elective modules are:

B 25 International Competence				
..04	International Competence: Working Internationally	5 ECTS	5 SWS	PFP o AS
..05	International Competence: Asia	5 ECTS	5 SWS	PFP o AS
..06	International Competence: Europe	5 ECTS	5 SWS	PFP o AS

Learning outcomes/skills

This module addresses cross-functional competencies for international business environments with a specific focus on management tasks and functions. As the complexity of the professional environments is constantly increasing, this module is designed to enable students to tackle these tasks and develop the social, linguistic and international skills required for success as well as enabling them to focus on strategic fields and geographical regions for their internationalization such as the European Union, the United States and Asia. Students are encouraged to choose a focus which is in line with their own long-term goals and perspectives.

Students will be offered a chance to develop their intercultural teamwork skills and the ability to analyze and assess their own performance in corporate environments. Creativity and the ability to manage conflict and change will be enhanced. International job search skills and competencies required for integration into international teams will be covered as well.

Depending on their own choices and Literature and other learning opportunities, students can develop their communication skills in English or Spanish, two world languages of Business Communication In addition, they can learn about specific regions and cultures and the respective business environments. Some of the electives are compatible with the curriculum of the English Language Certificate offered at HS Koblenz, University of Applied Sciences. This optional extra qualification is a well-established tool to encourage students to boost their language skills by completing a relevant curriculum and taking a standardized external examination (TOEFL) documenting their language skills for future job applications. It follows the concept of offering assessment for learning in addition to delivering assessment of learning.

The relevance of the skills and competencies covered is obvious both for small and medium-sized enterprises and for large international companies.

Key qualifications taught

- Integrated problem solving, initiative, independent learning
- Intercultural communication skills for an international business environment
- Presentation skills and negotiation skills for international contexts
- Collaboration, conflict management and leadership skills
- Critical, ethical, and sustainable thinking and analytical skills
- Strategic use of technologies for international communication
- Individually customized strategies for internationalization (lifelong learning).

Contents

Cf. individual descriptions of Modules 01-06.

Teaching methods

Cf. individual descriptions of Modules 01-06.

Prerequisites

Formal: Full-time students in the Faculty of Business and Social Sciences at Campus Remagen Remagen.

Academic: The skills and competencies covered in Module B 14.

Forms of examination

Cf. individual descriptions of Modules 01-06.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the respective module. One module must be selected.

The partial curriculum is included in the total number of 180 ECTS credits with 5 ECTS credits.

Literature and other learning opportunities

Cf. individual descriptions of Modules 01-06.

Module B 25.01 International Competence: Business and Communication

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.01	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Dr. Elmar-Laurent Borgmann Brandon Davenport Jens Andreas Faulstich

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module caters for students who would like to prepare for real-life workplace challenges in international companies.

Learning outcomes and competencies

Students will be setting up a simulated company to market a service internationally. This means that the various strands of business communication and intercultural communication are brought together and tried out in a realistic setting. The design of this "virtual company" aims to provide students with integrated business communication skills in multicultural company with more than 5 different nationalities involved. This will raise students' awareness of international management tasks as well as enabling them to develop their cross-cultural awareness and communicative abilities. The simulation facilitates the development of the students' logistics skills, IT skills, presentation skills and teamwork ability. The service that the company offers will cover disciplines such as international marketing or event management. The international simulation may also focus on how to help institutions organize events professionally.

Building up on the linguistic and intercultural skills acquired in Module B14, students will expand their business vocabulary and the range of relevant standard phrases for typical business tasks and routines, especially in situations such as interacting with customers, sustaining negotiations and presenting their companies/products. They will familiarize themselves with international job search methods and application procedures in order to prepare for study abroad semesters, international internships and international academic projects. They will also develop their written skills in order to deal with typical academic assessment methods at our partner universities.

In order to increase employability in modern cross-cultural work places and boost interpersonal skills, there will be an explicit focus on intercultural communication. Using interactive teaching methods and classroom situations with at least 5 different nationalities present, the module will give students the chance to learn about the theory of intercultural communication and put their newly acquired knowledge into practice in concrete simulations and case studies. The theory of intercultural incidents and lived practice-examples described by students will be interlaced - so that

students can develop the relevant competencies for working, studying and living in a global business environment by through taking an active part in role-plays and discussions.

Communication skills for international experience include the opportunity to prepare for and take the Test of English as a Foreign Language (TOEFL®) in the context of the Institutional Testing Program. It aims to introduce students to the basic structure of the test and show them ways of preparing for this situation. Special emphasis will be placed on the grammar skills required for the successful completion of the "Structure and Written Expression" section of the test. Substantial practice for the listening and reading sections of the test will boost students' academic vocabulary and their awareness of the skills required for a successful academic experience. As a result, students are able to assess their own ability to study in an English-speaking environment and to organize their successful study abroad semester or international internship. They are able to assess individual strengths and weaknesses accurately and they are able to select and utilize different types of resources in order to develop their language skills both in class and outside the classroom.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • form departments and lead them to success • present collaborative results in groups • deal with conflict and challenges • prepare business meetings and press conferences • analyze and reflect on business skills • prepare a job interview reflecting on skills and qualities • write appealing essays to express own views and insights on topics related to own academic interests • use appropriate strategies for international job search and application procedures • sell ideas and win people over to one's own project proposals • clarify misunderstandings • use critical incidents in order to extract and illustrate intercultural theories • look at own culture from a different perspective • embrace diversity in groups • analyze and describe intercultural differences for documentation (e.g. in a podcast) • explain, analyze and make recommendations for a situation where a student was the object of a cultural stereotype • create a positive atmosphere in intercultural encounters • clarify questions concerning grammar, lexis and problem-solving strategies in teams
Language competence	Ability to use • appropriate signposting language for presentations • suitable linking language for essays and academic papers • business vocabulary for standard situations • international conventions governing citations and lucid documentation of sources • advanced grammatical structures of written English • lexical and grammatical relationships between the items and concepts expressed in standard written English • appropriate connecting words to express relationships • correct English word order • TOEFL test-taking skills, e.g. strategic listening for main ideas, listening for details explicitly stated, listening for implications, completing sentences, spotting mistakes, reading for detail, identifying signal words, etc.
Knowledge acquisition	Knowledge of • hierarchies and structures of multinational companies and institutions

	• communication about goals and priorities • components of press releases and press conferences • graduate attributes and management skills regular questions in job interviews • selected grammar topics (identified on a need-to-know basis and linked to integrated practice) online resources for in-depth language study • relevant theories on communication and culture (e.g. monochronic vs. polychronic behavior) • models of intercultural dimensions (Hofstede) different leadership competences (e.g. consensual vs. adversarial) • the significance of the Common European Framework of Reference for Languages • the meaning and usability of TOEFL test scores typical structures and contents of academic listening and reading materials
Deepening knowledge	Knowledge of • strategies to move from virtual encounters to real encounters • strategies for effective and positive customer contacts • strategies for documenting progress of departments • online resources for in-depth language study • resources for individual research on the areas of language and intercultural communication • habits, customs and values in different cultural environments • the nature and influence of stereotypes on business • resources for individual language work • strategies for the preparation of documentation for international applications requiring proof of proficiency in the English language
Instrumental competence	Application of the theoretical knowledge in • case studies and group simulation exercises • authentic conversations in international settings / with international participants • case studies and role plays • blog posts, email communication, memos and invitations • real life case studies and group simulation exercises • authentic conversations in international settings / with international participants • new test materials (e.g. TOEFL)
Systemic competence	Evaluation of • real life company conflicts • Human Resources decisions on business success • business English situations and intercultural incidents • culturally coded behavior patterns • personal individual skills and abilities • personal potential for future development

Key qualifications taught

Team-building skills, entrepreneurial skills, motivation skills, ambition, allowing and admitting mistakes, courage and risk-taking, conflict management skills, resilience, "can-do"-attitude, analytical skills, international English and communication skills, distinction of different registers, social and intercultural competences, integrated listening skills, text production skills, reading skills, conflict management skills, job search and assessment center skills, analytical skills, presentation skills, teamwork skills, international communication skills, analytical skills, integrated listening skills, text production skills, reading skills, time management skills.

Contents

Students will set up a simulated company to market a real-life service (e.g. managing an event, creating a digital application or a marketing campaign) and carry out typical business transactions with internal partners, companies, partner institutions or individuals from at least five different cultures. The international business environment will enable the participants to learn about the linguistic and cultural challenges that managers of multi-national companies have to master. They will learn how to communicate effectively in real life company conflicts and document the progress of their departments to the whole company. Under time constraints, they will practice dealing with international suppliers and customers in a near-realistic situation.

Students will be introduced to successful office work in the English language: telephoning, relevant skills for business meetings and negotiations, written documents for decision support, international application documents (such as cover letter, resume, Literature and other learning opportunities), essay writing skills and virtual communication in blogs, online meetings and similar digital environments.

On the basis of real-life "critical incidents" students train their analytical skills, develop awareness of cultural differences and act accordingly. The intercultural competence gained is both "culture-general" and "culture-specific". Theoretical insights into different working and leadership styles, different perceptions of time, different religions, and different education styles are applied in exercises and in concrete simulations involving active interaction with participants from several other cultures. Students learn to embrace cultural diversity as a competitive advantage and acquire the ability to master difficult intercultural communications problems such as those that arise in international business.

Students learn about the relevance and usability of the standardized TOEFL test and the learning is adjusted to the students' individual needs. Integrated practice for the Listening and the Reading sections of the test is supplemented with skill-building exercises on specific problems tested in TOEFL tests - such as inversion, noun clauses, adjective clauses, prepositional phrases, tenses, conditional clauses, causatives, parallel structures, transitive and in-transitive verbs, impersonal expressions of importance etc. Students discover a variety of resources for self-directed language improvement.

Teaching methods

Interactive talks and in-class discussions, guided pairwork and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback, listening and reading activities based on authentic materials.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B 14. Students must be able to communicate in English.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment. There are no pass thresholds based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-Rom), Harlow: Pearson Longman.

Pocklington, Jackie; Patrik Schulz; Erich Zettl (2007). Das professionelle 1 x 1: Bewerben auf Englisch: Leitfaden mit Tipps und Mustern für den erfolgreichen Eintritt in den internationalen Arbeitsmarkt mit CD-ROM. Berlin: Cornelsen.

Gibson, Robert (2014). Intercultural Business Communication. Cornelsen & Oxford University Press, 2014.

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

TOEFL ITP:

Gear, Jolene and Richard Gear (2002): Cambridge Preparation for the TOEFL Test, 3rd edition, Cambridge: CUP.

TOEFL IBT:

Rogers, Bruce (2007): The Complete Guide to the TOEFL Test. iBT Edition. Boston: Thomson.

Vittorio, Pamela (2011). Testbuilder for TOEFL iBT(TM). Tests that Teach, Student's Book. London: Macmillan.

DIGITAL RESOURCES:

Business English: Meetings. Independent study course + vocabulary trainer with authentic conversation situations and varied exercises for American and British English. Munich: digital publishing [learning software].

A large number of other digital study resources are accessible via our OpenOLAT learning platform.

Module B 25.02 International Competence: Language and Business Culture

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.02	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Dr. Elmar-Laurent Borgmann Brandon Davenport Jens Andreas Faulstich

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module is interesting for students who would like to improve their linguistic and intercultural skills and complete the English Language Certificate offered by Koblenz University of Applied Sciences.

Learning outcomes and competencies

Students design their own individualized "Personal Improvement Plan" to keep their Business English on a high level for their lifelong learning. The focus on strategic managerial interaction in international business environments provides the students with professional skills and business tools (SMART goals, SWOT analysis, etc.) to communicate appropriately in situations characterised by high-tech communication tools, fast-paced change and a high need for media literacy. Students practise managerial vocabulary and phrases required for leadership roles and develop confidence in chairing and documenting meetings with professionally written minutes. Students also design their own "Internationalisation Concept" in order to sound out their options for internationalizing themselves during their studies or later on the job.

Communication skills for international experience also include the opportunity to prepare for and take the Test of English as a Foreign Language (TOEFL®) in the context of the Institutional Testing Program. It aims to introduce students to the basic structure of the test and show them ways of preparing for this situation. Special emphasis will be placed on the grammar skills required for the successful completion of the "Structure and Written Expression" section of the test. Substantial practice for the listening and reading sections of the test will boost students' academic vocabulary and their awareness of the skills required for a successful academic experience. As a result, students are able to assess their own ability to study in an English-speaking environment and to organize their successful study abroad semester or international internship. They are able to assess individual strengths and weaknesses accurately and they are able to select and utilize different types of resources in order to develop their language skills both in class and outside the classroom.

In order to increase employability in modern cross-cultural work places and boost interpersonal skills, there will be an explicit focus on intercultural communication. Using interactive teaching methods and classroom situation with at least 5 different nationalities present, the module will give students the chance to learn about the theory of intercultural communication and put their newly acquired knowledge into practice in concrete simulations and case studies. The theory of intercultural incidents and lived practice-examples described by students will be interlaced - so that students can develop the relevant competencies for working, studying and living in a global business environment through taking an active part in role-plays and discussions.

This module builds on the linguistic and intercultural skills acquired in Module B14. Students will expand their business vocabulary and the range of relevant standard phrases for typical business tasks and routines, especially in situations such as interacting with customers, sustaining negotiations and presenting their companies/products. They will familiarize themselves with international job search methods and application procedures in order to prepare for study abroad semesters, international internships and international academic projects. They will also develop their written skills in order to deal with typical academic assessment methods at our partner universities.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • take an active part in a blended learning environment and develop a "digital presence" on the learning platform • conduct quantitative surveys through interviews • apply business tools such as SMART goal setting and SWOT analysis • conduct one's own project and present mile stones in class • produce fair feedback on others' projects • manage meetings effectively • formulate a "Personal Improvement Plan" • design an Internationalization Strategy • clarify questions concerning grammar, lexis and problem-solving strategies in teams • use critical incidents in order to extract and illustrate intercultural theories • look at own culture from a different perspective • embrace diversity in groups • analyze and describe intercultural differences for documentation (e.g. in a podcast) • explain, analyze and make recommendations for a situation where a student was the object of a cultural stereotype • create a positive atmosphere in intercultural encounters • write appealing essays to express own views and insights on topics related to own academic interests • use appropriate strategies for international job search and application procedures • sell ideas and win people over to one's own project proposals • Clarify misunderstandings
Language acquisition	Ability to use • advanced grammatical structures of written English • lexical and grammatical relationships between the items and concepts expressed in standard written English • appropriate connecting words to express relationships • correct English word order • TOEFL test-taking skills, e.g. strategic listening for main ideas, listening for details explicitly stated, listening for implications, completing sentences, spotting mistakes, reading for detail, identifying signal words, etc. • appropriate signposting language for presentations • suitable linking language for essays and academic papers

	• business vocabulary for standard situations • international conventions governing citations and lucid documentation of sources
Knowledge acquisition	Knowledge of • relevant theories on communication and culture in virtual teams • aggregating own survey results in meaningful reports • documenting meeting outcomes professionally in minutes and giving constructive feedback to others • SMART goal setting and SWOT analysis • models of self-management • the significance of the Common European Framework of Reference for Languages • the meaning and usability of TOEFL test scores • typical structures and contents of academic listening and reading materials • relevant theories on communication and culture (e.g. monochronic vs. polychronic behavior) • models of intercultural dimensions (Hofstede) • different leadership competences (e.g. consensual vs. adversarial) • selected grammar topics (identified on a need-to-know basis and linked to integrated practice) • online resources for in-depth language study
Deepening knowledge	Knowledge of • useful strategies for project management • resources for individual language work • strategies for the preparation of study abroad semesters, international internships or short-term mobility projects (including scholarship opportunities) • resources for individual language work • strategies for the preparation of documentation for international applications requiring proof of proficiency in the English language • resources for individual research on the areas of language and intercultural communication • habits, customs and values in different cultural environments • the nature and influence of stereotypes on business • online resources for in-depth language study • case studies and role plays
Instrumental competence	Application of the theoretical knowledge in • case studies and group simulation exercises • authentic conversations in international settings / with international participants • new test materials (e.g. TOEFL) • real life case studies and group simulation exercises • authentic conversations in international settings / with international participants • blog posts, email communication, memos and invitations
Systemic competence	Evaluation of • business English situations and intercultural incidents • personal individual skills and abilities • personal potential for future development • culturally coded behavior patterns • business English situations and intercultural incidents

Key qualifications taught

Project management skills (tender bids, mile stones, final reports), life-long learning skills, creative and critical thinking, self-improvement and leadership skills, story-telling skills, time management skills, sustainability focus skills, attention to detail, managing an online presence.

Analytical skills, integrated listening skills, text production skills, reading skills, time management skills.

International English and communication skills, distinction of different registers, cultural awareness, intercultural leadership skills, conflict management skills.

International English and communication skills, distinction of different registers, integrated listening skills, text production skills, reading skills, conflict management skills, job search and assessment center skills.

Contents

Students will try out successful leadership in the English language and reflect about their progress: organizing and chairing meetings, initiating, proposing and supervising their own projects, analyzing and giving professional feedback on minutes and email messages. Students use management tools (such as SMART and SWOT) for creating sustainability-focused improvement plans and internationalization strategies and learn how to encourage change and to organize collaboration.

Students learn about the relevance and usability of the standardized TOEFL test and the learning is adjusted to the students' individual needs. Integrated practice for the Listening and the Reading sections of the test is supplemented with skill-building exercises on specific problems tested in TOEFL tests - such as inversion, noun clauses, adjective clauses, prepositional phrases, tenses, conditional clauses, causatives, parallel structures, transitive and in-transitive verbs, impersonal expressions of importance etc. Students discover a variety of resources for self-directed language improvement.

On the basis of real-life "critical incidents" students train their analytical skills, develop awareness of cultural differences and act accordingly. The intercultural competence gained is both "culture-general" and "culture-specific". Theoretical insights into different working and leadership styles, different perceptions of time, different religions, and different education styles are applied in exercises and in concrete simulations involving active interaction with participants from several other cultures. Students learn to embrace cultural diversity as a competitive advantage and acquire the ability to master difficult intercultural communications problems such as those that arise in international business.

Students will be introduced to successful office work in the English language: telephoning, relevant skills for business meetings and negotiations, written documents for decision support, international application documents (such as cover letter, resume, Literature and other learning opportunities), essay writing skills and virtual communication in blogs, online meetings and similar digital environments.

Teaching methods

Interactive talks and in-class discussions, guided pair work and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B 14 Ability to communicate in an English-speaking academic environment.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment. There are no pass thresholds based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-Rom), Harlow: Pearson Longman.

Pocklington, Jackie; Patrik Schulz; Erich Zettl (2007). Das professionelle 1 x 1: Bewerben auf Englisch: Leitfaden mit Tipps und Mustern für den erfolgreichen Eintritt in den internationalen Arbeitsmarkt mit CD-ROM. Berlin: Cornelsen.

Gibson, Robert (2014). Intercultural Business Communication. Cornelsen & Oxford University Press, 2014.

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

TOEFL ITP:

Gear, Jolene and Richard Gear (2002): Cambridge Preparation for the TOEFL Test, 3rd edition, Cambridge: CUP.

TOEFL IBT:

Rogers, Bruce (2007): The Complete Guide to the TOEFL Test. iBT Edition. Boston: Thomson.

Vittorio, Pamela (2011). Testbuilder for TOEFL iBT(TM). Tests that Teach, Student's Book. London: Macmillan.

DIGITAL RESOURCES:

Business English: Meetings. Independent study course + vocabulary trainer with authentic conversation situations and varied exercises for American and British English. Munich: digital publishing [learning software].

A large number of other digital study resources are accessible via our OpenOLAT learning platform.

Module B 25.03 International Competence: Languages

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.03	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Dr. Elmar-Laurent Borgmann Brandon Davenport Jens Andreas Faulstich Angel Just Quiles Araceli González Miranda

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English/Spanish

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module addresses the needs of students who would like to combine a clear focus on Business English with a moderate focus on Spanish in order to acquire a second important world business language.

Learning outcomes and competencies

As one foreign language may not be sufficient for today's global business environment, students will also make their first steps towards mastering a second world business language. They will acquire a good grasp of the basic structures of Spanish grammar in order to communicate in response to a business situation. They will be able to react adequately in everyday situations and show linguistic and cultural competence. Training situations will be taken from business life. The appropriate word fields and phrases are discussed and practiced.

The module builds on the linguistic and intercultural skills acquired in Module B14. Thus, students will expand their English business vocabulary and the range of relevant standard phrases for typical business tasks and routines, especially in situations such as interacting with customers, sustaining negotiations and presenting their companies/products. They will familiarize themselves with international job search methods and application procedures in order to prepare for study abroad semesters, international internships and international academic projects. They will also develop their written skills in order to deal with typical academic assessment methods at our partner universities.

Students design their own individualized "Personal Improvement Plan" to keep their Business English on a high level for their lifelong learning. The focus on strategic managerial interaction in international business environments provides the students with professional skills and business tools (SMART goals, SWOT analysis, etc.) to communicate appropriately in situations characterised by high-tech communication tools, fast-paced change and a high need for media

literacy. Students practise managerial vocabulary and phrases required for leadership roles and develop confidence in chairing and documenting meetings with professionally written minutes. Students also design their own "Internationalisation Concept" in order to sound out their options for internationalizing themselves during their studies or later on the job.

Communication skills for international experience also include the opportunity to prepare for and take the Test of English as a Foreign Language (TOEFL®) in the context of the Institutional Testing Program. It aims to introduce students to the basic structure of the test and show them ways of preparing for this situation. Special emphasis will be placed on the grammar skills required for the successful completion of the "Structure and Written Expression" section of the test. Substantial practice for the listening and reading sections of the test will boost students' academic vocabulary and their awareness of the skills required for a successful academic experience. As a result, students are able to assess their own ability to study in an English-speaking environment and to organize their successful study abroad semester or international internship. They are able to assess individual strengths and weaknesses accurately and they are able to select and utilize different types of resources in order to develop their language skills both in class and outside the classroom.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • follow conversations in Spanish on general topics • use basic Spanish phrases to start, fuel and end a conversation • write appealing essays to express own views and insights on topics related to own academic interests • use appropriate strategies for international job search and application procedures • sell ideas and win people over to one's own project proposals • clarify misunderstandings • take an active part in a blended learning environment and develop a "digital presence" on the learning platform • conduct quantitative surveys through interviews • apply business tools such as SMART goal setting and SWOT analysis • conduct one's own project and present mile stones in class • produce fair feedback on others' projects • manage meetings effectively • formulate a "Personal Improvement Plan" • design an Internationalization Strategy • clarify questions concerning grammar, lexis and problem-solving strategies in teams
Language competence	• basic structures of Spanish • useful Spanish phrases and expressions for routine business situations • adequate Spanish words and phrases for socializing • correct grammatical structures in English and Spanish • appropriate signposting language for presentations • suitable linking language for essays and academic papers • business vocabulary for standard situations • international conventions governing citations and lucid documentation of sources • advanced grammatical structures of written English • lexical and grammatical relationships between the items and concepts expressed in standard written English • appropriate connecting words to express relationships • correct English word order • TOEFL test-taking skills, e.g. strategic listening for main ideas, listening for details explicitly stated, listening for implications,

	completing sentences, spotting mistakes, reading for detail, identifying signal words, etc.
Knowledge acquisition	Knowledge of • selected aspects of business culture in English-speaking and Spanish-speaking countries • typical structures of Spanish business documents • selected grammar topics (identified on a need-to-know basis and linked to integrated practice) • online resources for in-depth language study • relevant theories on communication and culture in virtual teams • aggregating own survey results in meaningful reports • documenting meeting outcomes professionally in minutes and giving constructive feedback to others • SMART goal setting and SWOT analysis • models of self-management • the significance of the Common European Framework of Reference for Languages • the meaning and usability of TOEFL test scores • typical structures and contents of academic listening and reading materials
Deepening knowledge	Knowledge of • resources for individual language work • strategies to follow up in-class activities by using digital resources • online resources for in-depth language study • useful strategies for intercultural project management • resources for individual language work • strategies for the preparation of study abroad semesters, international internships or short-term mobility projects (including scholarship opportunities) • resources for individual language work • strategies for the preparation of documentation for international applications requiring proof of proficiency in the English language
Instrumental competence	Application of the theoretical knowledge in • role plays and discussions in Spanish • social conversations in Spanish • case studies and role plays in English • blog posts, email communication, memos and invitations • group simulation exercises • authentic conversations in international settings / with international participants • new test materials (e.g. TOEFL)
Systemic competence	Evaluation of • personal language skills (Spanish and English) • scope for improvement (Spanish and English) • business English situations and intercultural incidents

Key qualifications taught

Analytical skills, Spanish communication skills, social and intercultural competences, integrated listening skills, text production skills, reading skills, oral skills.

International language and communication skills, distinction of different registers, conflict management skills, job search and assessment center skills.

Project management skills (tender bids, mile stones, final reports), lifelong learning skills, creative and critical thinking, self-improvement and leadership skills, story-telling skills, time management skills, sustainability focus skills, attention to detail, managing an online presence.

Integrated listening skills, text production skills, reading skills, time management skills.

Contents

Students will study Spanish vocabulary, grammar and useful phrases for standard business situations. Reflecting the diversity of Spanish-speaking cultures, almost all Spanish-speaking countries will play a role in the regional information, listening materials and in-class discussions. Following the Common European Framework of Reference for Languages, the learning puts emphasis on classroom engagement, learner autonomy, focus on competencies and portfolio work.

Students will be introduced to successful office work in the English language: telephoning, relevant skills for business meetings and negotiations, written documents for decision support, international application documents (such as cover letter, resume, references), essay writing skills and virtual communication in blogs, online meetings and similar digital environments.

Students will try out successful leadership in the English language and reflect about their progress: organizing and chairing meetings, initiating, proposing and supervising their own projects, analyzing and giving professional feedback on minutes and email messages. Students use management tools (such as SMART and SWOT) for creating sustainability-focused improvement plans and internationalization strategies and learn how to encourage change and to organize collaboration.

Students learn about the relevance and usability of the standardized TOEFL test and the learning is adjusted to the students' individual needs. Integrated practice for the Listening and the Reading sections of the test is supplemented with skill-building exercises on specific problems tested in TOEFL tests - such as inversion, noun clauses, adjective clauses, prepositional phrases, tenses, conditional clauses, causatives, parallel structures, transitive and in-transitive verbs, impersonal expressions of importance etc. Students discover a variety of resources for self-directed language improvement.

Teaching methods

Interactive talks and in-class discussions, guided pair work and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B14. Students must be able to communicate in an English-speaking academic environment. Digital Placement Test Business Spanish in OpenOLAT.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment.

There are no pass limits based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-Rom), Harlow: Pearson Longman.

Pocklington, Jackie; Patrik Schulz; Erich Zettl (2007). Das professionelle 1 x 1: Bewerben auf Englisch: Leitfaden mit Tipps und Muster für den erfolgreichen Eintritt in den internationalen Arbeitsmarkt mit CD-ROM. Berlin: Cornelsen.

Gibson, Robert (2014). Intercultural Business Communication. Cornelsen & Oxford University Press, 2014.

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

Con gusto A 1: Textbook and workbook 2 audio CDs 3-12-514980-9 (EUR 24.99).

Fabiana Hidalgo, Andrea (2009). DELE: Nivel A1 - Preparación al Diploma Español Nivel A1. Madrid: Edelsa Publishing House.

TOEFL ITP:

Gear, Jolene and Richard Gear (2002): Cambridge Preparation for the TOEFL Test, 3rd edition, Cambridge: CUP.

TOEFL IBT:

Rogers, Bruce (2007): The Complete Guide to the TOEFL Test. iBT Edition. Boston: Thomson.

Vittorio, Pamela (2011). Testbuilder for TOEFL iBT(TM). Tests that Teach, Student's Book. London: Macmillan.
DIGITAL RESOURCES:

Business English: Meetings. Self-study course + vocabulary trainer with authentic conversation situations and varied exercises for American and British English. Munich: digital publishing [learning software].

Module B 25.04 International Competence: Working Internationally

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.04	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Dr. Elmar-Laurent Borgmann Brandon Davenport Jens Andreas Faulstich

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module will help students put their competencies in meetings and intercultural communication into practice in real-life international environments by taking part in a simulated company with real international customers and in a short duration International Experience hosted by our university or by one of our partner universities.

Learning outcomes and competencies

The theoretical and social competencies developed in Module B 14 will be deepened by giving the students an opportunity to apply their knowledge through real-life international and intercultural encounters with students and faculty members of partner institution (short-term exchange). This international encounter will enable students to take an even more balanced decision on whether a graduate study program or a study abroad semester in an English-speaking environment should be undertaken. In addition, the students will receive a separate certificate about their joint activities with the students of the respective partner university - which will help them to sharpen their international profile for their future careers.

In order to increase employability in modern cross-cultural work places and boost interpersonal skills, there will be an explicit focus on intercultural communication. Using interactive teaching methods and classroom situations with at least 5 different nationalities present, the module will give students the chance to learn about the theory of intercultural communication and put their newly acquired knowledge into practice in concrete simulations and case studies. The theory of intercultural incidents and lived practice-examples described by students will be interlaced - so that students can develop the relevant competencies for working, studying and living in a global business environment by taking an active part in role-plays and discussions.

Students will be setting up a simulated company to market a service internationally. This means that the various strands of business communication and intercultural communication are brought together and tried out in a realistic setting. The design of this "virtual company" aims to provide students with integrated business communication skills in multicultural company with more than 5 different nationalities involved. This will raise students' awareness of international management

tasks as well as enabling them to develop their cross-cultural awareness and communicative abilities. The simulation facilitates the development of the students' logistics skills, IT skills, presentation skills and teamwork ability. The service that the company offers will cover disciplines such as international marketing or event management. The international simulation may also focus on how to help institutions organize events professionally.

Building up on the linguistic and intercultural skills acquired in Module B14, students will expand their business vocabulary and the range of relevant standard phrases for typical business tasks and routines, especially in situations such as interacting with customers, sustaining negotiations and presenting their companies/products. They will familiarize themselves with international job search methods and application procedures in order to prepare for study abroad semesters, international internships and international academic projects. They will also develop their written skills in order to deal with typical academic assessment methods at our partner universities.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • integrate into international teams • integrate other participants into mixed international teams • anticipate potential areas of conflict and act proactively • use critical incidents in order to extract and illustrate intercultural theories • look at own culture from a different perspective • embrace diversity in groups • analyze and describe intercultural differences for documentation (e.g. in a podcast) • explain, analyze and make recommendations for a situation where a student was the object of a cultural stereotype • create a positive atmosphere in intercultural encounters • Form departments and lead them to success • Present collaborative results in groups • Deal with conflict and challenges • Prepare business meetings and press conferences • Analyze and reflect on business skills • Prepare a job interview reflecting on skills and qualities • write appealing essays to express own views and insights on topics related to own academic interests • use appropriate strategies for international job search and application procedures • sell ideas and win people over to one's own project proposals • Clarify misunderstandings
Language competence	• appropriate signposting language for presentations • suitable linking language for essays and academic papers • business vocabulary for standard situations • international conventions governing citations and lucid documentation of sources
Knowledge acquisition	Knowledge of • selected partner universities and the academic settings • higher education in different countries and regions • historical, economic and political facts about selected countries and regions • relevant theories on communication and culture (e.g. monochronic vs. polychronic behavior) • models of intercultural dimensions (Hofstede) • different leadership competencies (e.g. consensual vs. adversarial) • hierarchies and structures of multinational companies and institutions • communication about goals and priorities

	• components of press releases and press conferences • graduate attributes and management skills • regular questions in job interviews • selected grammar topics (identified on a need-to-know basis and linked to integrated practice) • online resources for in-depth language study
Deepening knowledge	Knowledge of • resources for research on higher education institutions • resources for individual language work • strategies to move from virtual encounters to real encounters • strategies for the preparation of study abroad semesters, international internships or short-term mobility projects • resources for individual research on the areas of language and intercultural communication • habits, customs and values in different cultural environments • the nature and influence of stereotypes on business • strategies to move from virtual encounters to real encounters • strategies for effective and positive customer contacts • strategies for documenting progress of departments • online resources for in-depth language study
Instrumental competence	Application of the theoretical knowledge on • authentic conversations in international settings / with international participants • real life case studies and group simulation exercises • authentic conversations in international settings / with international participants • case studies and group simulation exercises • authentic conversations in international settings / with international participants • case studies and role plays • blog posts, email communication, memos and invitations
Systemic competence	Evaluation of • international academic encounters both in Germany and abroad • intercultural incidents • culturally coded behavior patterns • real life company conflicts • Human Resources decisions on business success • business English situations and intercultural incidents

Key qualifications taught

English negotiation skills, social and intercultural competences, intercultural teamwork skills, integrated listening skills, text production skills, reading skills, conflict management skills, analytical skills, international English and communication skills, distinction of different registers, cultural awareness, intercultural leadership skills, conflict management skills, team-building skills, entrepreneurial skills, motivation skills, ambition, allowing and admitting mistakes, courage and risk-taking, conflict management skills, resilience, "can-do" attitude, international English and communication skills, distinction of different registers, social and intercultural competences, reading skills, job search and assessment center skills.

Contents

This module explicitly encourages cooperation with selected partner universities. The partner university will send students and/or lecturers to our university and/or invite students of our university for a short-term mobility. The short-term direct interaction with international academic partners will be organized by International Affairs in conjunction with students and it will feature academic lectures and workshops as well as social and cultural activities. Participants will be prepared for the different academic environment, analyzing similarities and differences, understanding the different types of academic requirements and routines in the respective new

setting, learning about the respective host cultures and guest cultures as well as reviewing the personal learning process and growth.

Students will set up a simulated company to market a real-life service (e.g. managing an event, creating a digital application or a marketing campaign) and carry out typical business transactions with internal partners, companies, partner institutions or individuals from at least five different cultures. The international business environment will enable the participants to learn about the linguistic and cultural challenges that managers of multi-national companies have to master. They will learn how to communicate effectively in real life company conflicts and document the progress of their departments to the whole company. Under time constraints, they will practice dealing with international suppliers and customers in a near-realistic situation.

On the basis of real-life "critical incidents" students train their analytical skills, develop awareness of cultural differences and act accordingly. The intercultural competence gained is both "culture-general" and "culture-specific". Theoretical insights into different working and leadership styles, different perceptions of time, different religions, and different education styles are applied in exercises and in concrete simulations involving active interaction with participants from several other cultures. Students learn to embrace cultural diversity as a competitive advantage and acquire the ability to master difficult intercultural communications problems such as those that arise in international business.

Students will be introduced to successful office work in the English language: telephoning, relevant skills for business meetings and negotiations, written documents for decision support, international application documents (such as cover letter, resume, Literature and other learning opportunities), essay writing skills and virtual communication in blogs, online meetings and similar digital environments.

Teaching methods

Interactive talks and in-class discussions, guided pair work and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B14. Ability to communicate in an English-speaking environment.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

A prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment. There are no pass thresholds based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-Rom), Harlow: Pearson Longman.

Pocklington, Jackie; Patrik Schulz; Erich Zettl (2007). Das professionelle 1 x 1: Bewerben auf Englisch: Leitfaden mit Tipps und Mustern für den erfolgreichen Eintritt in den internationalen Arbeitsmarkt mit CD-ROM. Berlin: Cornelsen.

Gibson, Robert (2014). Intercultural Business Communication. Cornelsen & Oxford University Press, 2014.

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

DIGITAL RESOURCES:

Business English: Meetings. Independent study course + vocabulary trainer with authentic conversation situations and varied exercises for American and British English. Munich: digital publishing [learning software].

The students will be provided with a wide range of additional tailored information resources, case studies and interactive exercises through the learning platforms OpenOLAT and Moodle.

Module B 25.05 International Competence: Asia

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.05	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Dr. Elmar-Laurent Borgmann Brandon Davenport Jens Andreas Faulstich Heinz-Wilhelm Schaumann Prof. Dr. Magdalena Stülb Dr. Gabriele Wolff

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English/German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module is designed for students who would like to focus on international and regional studies and would like to place special emphasis on the Caucasus region.

Learning outcomes and competencies

This module builds up on the skills acquired in Module B 14.

The objective of the course is to equip students with theoretical and practical knowledge on the issues and challenges of global politics, economy, and demographic issues in the context of globalization and global governance. Students analyze issues and challenges from a global perspective and come up with solutions through group discussions and individual research.

The module will also focus on topics ranging from healthcare in America and Europe, to collegiate sports and their impact on professional sports, to research based on the economics principles. Furthermore, students will examine and discover facts and statistics through readings, will learn methods and theories, practice interview skills as well as have group discussions. If possible, students will organize a fieldtrip to Berlin and will have a chance to participate in several interview processes related to international aspects of German politics. Students will be responsible for giving a group presentation on an international topic.

The students acquire knowledge about social, cultural, political and economic structures in two economically relevant regions of the world: Southeast/East Asia and the South Caucasus countries Georgia, Azerbaijan and Armenia. Beyond the country-specific background knowledge, the students will also learn about basic methods of intercultural comparison and the respective categories, which will also help them to critically reconsider their own assumptions and implicit

categories. Thus, the students will also boost their culture-general and cross-national competencies.

In addition, the theoretical and social competencies developed in Module B14 will be deepened by giving the students an opportunity to apply their knowledge through real-life international and intercultural encounters with students and faculty members of partner institution (short-term exchange). This international encounter will enable students to take an even more balanced decision on whether a graduate study program or a study abroad semester in an English-speaking environment should be undertaken. In addition, the students will receive a separate certificate about their joint activities with the students of the respective partner university - which will help them to sharpen their international profile for their future careers.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • take an active part in seminar discussions • present and discuss current challenges in politics, economy and society • elicit meaningful responses in structured interviews • present collaborative results in groups • present factual and statistical information • engage in debates and present international facts and statistics • work in mixed-nationality teams to develop contributions addressing topics concerning the Caucasus and Southeast and East Asia • discuss reports provided by guest speakers and peers • integrate into international teams • integrate other participants into mixed international teams • anticipate potential areas of conflict and act proactively
Knowledge acquisition	Knowledge of • international economic structures • current challenges in politics, economy and society • international relations. • global institutions like the World Health Organization (WHO). • background facts about global challenges • cultural, economic, political and social facts about the South Caucasus and Southeast and East Asia historical background to current developments • selected partner universities and the academic settings • higher education in different countries and regions • historical, economic and political facts about selected countries and regions
Deepening knowledge	Knowledge of • study resources for global economic policy, global governance and global demographic issues • research on economic principles • major challenges caused by current political developments involving Europe, Russia and the United States • current economic trends in the South Caucasus region and in Southeast and East Asia • resources for research on higher education institutions • resources for individual language work • strategies to move from virtual encounters to real encounters • strategies for the preparation of study abroad semesters, international internships or short-term mobility projects
Instrumental competence	Application of the theoretical knowledge in • academic papers • group presentations

	• specific case descriptions • academic debates and discussions • techniques for interviews with specialists and those with a first-hand knowledge • relevant facts and statistics • hypotheses on key economic issues • individual research topics • case studies based on companies in the Caucasus region and in Southeast and East Asia • authentic conversations in international settings / with international participants
Systemic competence	Evaluation of • the impact of transnational networks on business success • relevant facts and statistics • hypotheses on key economic issues • the impact of transnational cooperation on the economy of the Caucasus states and in Southeast and East Asia • international academic encounters both in Germany and abroad

Key qualifications taught

Analytical skills, presentation skills, academic writing skills, research skills, international English and communication skills, distinction of different registers, social and intercultural competencies, intercultural leadership skills, integrated listening skills, text production skills, reading skills, conflict management skills, English negotiation skills, intercultural teamwork skills, integrated listening skills, text production skills, reading skills, conflict management skills.

Contents

In the context of their international studies, students will learn about current political and economic developments with a focus on challenges and potential conflicts. They will engage in information research and develop alternatives for action and potential solutions to conflicts.

The students will be introduced to appropriate methods for active research on current topics and knowledge areas. This way, they will develop their ability to conduct expert interviews, hone their general presentation skills on topics related to international business and boost their ability to analyze and present factual/statistical information.

Economic networks with Southeast and East Asian countries are of great importance to Europe. Germany in particular has become one of the most important European trading partners for China and for various countries in Southeast Asia. Intercultural competences, basic knowledge of historical and current developments in these countries contributes to a better understanding of the contextual factors of business relationships.

The relations between the European Union and the former Soviet Countries of the Southern Caucasus have grown not only in terms of quantity, but also in terms of profile and goal orientation - and their main aim is the political and economic stabilization of this region. As a result, the activities of German companies have increased considerably.

In this course, the Southeast and Eastern Asian regions and the three Southern Caucasus states mentioned above will be introduced from a historical perspective, but also with a focus on current economic, social and political development processes. The focus will be placed on the host country of the international experience linked to this module.

This module explicitly encourages cooperation with selected partner universities. The partner university will send students and/or lecturers to our university and/or invite students of our university for a short-term mobility. The short-term direct interaction with international academic partners will be organized by International Affairs in conjunction with students and it will feature academic lectures and workshops as well as social and cultural activities. Participants will be prepared for the different academic environment, analyzing similarities and differences, understanding the different types of academic requirements and routines in the respective new

setting, learning about the respective host cultures and guest cultures as well as reviewing the personal learning process and growth.

Teaching methods

Interactive talks and in-class discussions, guided pair work and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback.

Parts of the module will be delivered in team teaching involving two lecturers and expanded by experience reports from students who are familiar with Azerbaijan and Georgia and Asia. Students focus on individual research topics and share their results with the other students in class. Guest speakers will be invited in order to integrate practical challenges for companies and policy-makers into the classroom.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B14. Ability to communicate in an English-speaking environment.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

A prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment. There are no pass thresholds based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Gumppenberg, von Marie-Carin/ Steinbach, Udo (Hg.) (2010): Der Kaukasus: Geschichte, Kultur, Politik. Beck'sche Reihe.

Kaufmann, Rainer (2000): Kaukasus. Prestel-Verlag

Hofmann, Tessa (2006): Annäherung an Armenien. Geschichte und Gegenwart. Beck'sche Reihe.

Babajew, Aser (2014): Weder Krieg noch Frieden im Südkaukasus. Hintergründe, Akteure, Entwicklungen zum Bergkarabach-Konflikt. Nomos

Reiter, Erich (Hg.) (2009): Die Sezessionskonflikte in Georgien. Böhlau Verlag

Rammig-Leupold, Gisela (2013): Armenien. Land am Ararat. Geschichte, Religion und Tradition. Mitteldeutscher Verlag.

Vorlaufer, Karl (2016): Südostasien: Geographie, Geschichte, Wirtschaft, Politik. Darmstadt: WBG

DIGITAL RESOURCES:

Business English: Meetings. Independent study course + vocabulary trainer with authentic conversation situations and varied exercises for American and British English. Munich: digital publishing [learning software].

The students will be provided with a wide range of additional tailored information resources, case studies and interactive exercises through the learning platforms OpenOLAT and Moodle.

Module B 25.06 International Competence: Europe

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 25.06	150 h	5 CP	2nd semester	every semester	1 semester

Module supervisor	Lecturers
Dr. Elmar-Laurent Borgmann	Brandon Davenport Jens Andreas Faulstich Heinz-Wilhelm Schaumann Angel Just Quiles Araceli González Miranda

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	80 h	70 h	25 Stud.	English/German/Spanish

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

This module is ideal for students who would like to place a clear focus on Business Spanish while also learning about European Integration and developing their professional communication skills in English.

Learning outcomes and competencies

This module builds up on the skills acquired in Module B 14.

Students will learn and understand the process of European integration, the structures and the work and functioning of the European Union and the relevant policy areas with special regard to economic policy. EU law and its influence on national law and the importance for companies will be the main focus. In particular, students discuss developments in the EU and provide developed solutions for discussion.

As one foreign language may not be sufficient for today's global business environment, students will also make their first steps towards mastering a second world business language. They will acquire a good grasp of the basic structures of Spanish grammar in order to communicate in response to a business situation. They will be able to react adequately in everyday situations and show linguistic and cultural competence. Training situations will be taken from business life. The appropriate word fields and phrases are discussed and practiced.

Building up on this basic command of the Spanish language, students familiarize themselves with advanced structures of Spanish grammar and lexis and gain confidence in handling communicative standard situations in business life. They learn how to express everyday needs adequately and

acquire linguistic, cultural and communicative competence for their professional work environments. They are familiar with the corresponding vocabulary and useful phrases.

This module builds on the linguistic and intercultural skills acquired in Module B14. Students will expand their business vocabulary and the range of relevant standard phrases for typical business tasks and routines, especially in situations such as interacting with customers, sustaining negotiations and presenting their companies/products. They will familiarize themselves with international job search methods and application procedures in order to prepare for study abroad semesters, international internships and international academic projects. They will also develop their written skills in order to deal with typical academic assessment methods at our partner universities.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Ability to • coordinate tasks in student teams • communicate steps of achievement and milestones effectively • provide constructive criticism and peer feedback • follow conversations in Spanish on general topics • use basic phrases to start, fuel and end a conversation • communicate on topics of general interest and basic business topics • make enquiries and clarify questions in Spanish • write appealing essays to express own views and insights on topics related to own academic interests • use appropriate strategies for international job search and application procedures • sell ideas and win people over to one's own project proposals • Clarify misunderstandings in English
Language competence	• basic structures of Spanish • useful Spanish phrases and expressions for routine business situations • adequate Spanish words and phrases for socializing • correct grammatical structures in English and Spanish • some advanced structures of Spanish • appropriate signposting language for presentations • suitable linking language for essays and academic papers • business vocabulary for standard situations • international conventions governing citations and lucid documentation of sources
Knowledge acquisition	Knowledge of • the EU economic and legal environment and its structures • important stakeholders and institutions for European business • selected EU policy areas and their impact on business • selected aspects of business culture in English-speaking and Spanish-speaking countries • typical structures of Spanish business documents • selected grammar topics (identified on a need-to-know basis and linked to integrated practice) • online resources for in-depth language study
Deepening knowledge	Knowledge of • resources for individual research and academic work • issues and challenges surrounding European integration • resources for individual language work • strategies to follow-up in-class activities by using digital resources • online resources for in-depth language study
Instrumental competence	Application of the theoretical knowledge on

	• case studies and group simulation exercises • authentic conversations in international settings / with international participants • discussions during a class excursion to the EU Parliament in Luxembourg • role plays and discussions • social conversations • role plays and discussions • social conversations • case studies and role plays • blog posts, email communication, memos and invitations
Systemic competence	Evaluation of • current and future developments in the EU • alternatives for policy design and solutions to problems • personal language skills • scope for improvement • business English situations and intercultural incidents

Key qualifications taught

analytical skills, teamwork skills, presentation skills, conflict management skills, Spanish communication skills, social and intercultural competences, integrated listening skills, text production skills, reading skills, oral skills, basic mediation skills, integrated listening skills, job search in the context of a Spanish-speaking country, critical reflection skills of global economic issues in Spanish, international English and communication skills, distinction of different registers, social and intercultural competences, integrated listening skills, text production skills, reading skills, conflict management skills, job search and assessment center skills.

Contents

In this module, students will be provided with an explicit European perspective on their areas of expertise. During their interactive cooperation in teams, they will conduct targeted information research on international political, economic, and social developments in Germany and other EU member states. This way they will learn about current EU integration issues and challenges and discuss them in class.

Students will study Spanish vocabulary, grammar and useful phrases for standard business situations. Reflecting the diversity of Spanish-speaking cultures almost all Spanish-speaking countries will play a role in the regional information, listening materials and in-class discussions. Following the Common European Framework of Reference for Languages the learning puts emphasis on classroom engagement, learner autonomy, focus on competencies and portfolio work.

Students will practice recognizing and applying basic structures of Spanish. They will analyze linguistic materials and sample documents for business situations (Spanish application documents, publications on various aspects of business, advertising, ...). They will apply the new vocabulary to communicative tasks and improve their oral skills through in-class practice and role plays. They will learn about the diversity of Spanish-speaking cultures and countries and listen to recordings representing different regional accents and pronunciation patterns.

Students will be introduced to successful office work in the English language: telephoning, relevant skills for business meetings and negotiations, written documents for decision support, international application documents (such as cover letter, resume, Literature and other learning opportunities), essay writing skills and virtual communication in blogs, online meetings and similar digital environments.

Teaching methods

Interactive talks and in-class discussions, guided pair work and small-group assignments, blended learning formats, analysis of video case studies, exercises to enable self-reflection and understand stereotypes, simulation of business communication situations, text discussions, text production with individual feedback.

Prerequisites

Formal: Full time B.A. students in the Faculty of Business and Social Sciences.

Academic: Skills developed in Module B14. Ability to communicate in an English-speaking environment.

Forms of examination

Examination in the form of assignments (consisting of four written units of equal weighting).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the assignment, which are equally weighted in the module assessment. There are no pass thresholds based on the individual units of the assignment.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Johnson, Christine (2005). Intelligent Business Intermediate. Skills Book (With CD-Rom), Harlow: Pearson Longman.

Pocklington, Jackie; Patrik Schulz; Erich Zettl (2007). Das professionelle 1 x 1: Bewerben auf Englisch: Leitfaden mit Tipps und Mustern für den erfolgreichen Eintritt in den internationalen Arbeitsmarkt mit CD-ROM. Berlin: Cornelsen.

Emmerson, Paul (2013). Email English, Second Edition with a new social media section and a phrase bank of useful expressions. London: Macmillan.

Hughes, John (2010). Telephone English: Includes phrase bank and role plays, London: Macmillan.

Murphy, Raymond (2015). English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Students of English. Fourth Edition.

Powell, Mark (2014). In company 3.0. Intermediate Student's Book Pack Premium. London: Macmillan.

Ungerer, Friedrich. Gerhard E. H. Meier. Klaus Schäfer (2009). A Grammar of Present-Day English. Stuttgart: Klett.

Con gusto A 1: Lehr und Arbeitsbuch 2 Audio-CDs 3-12-514980-9 (EUR 24.99).

Fabiana Hidalgo, Andrea (2009). DELE: Nivel A1 - Preparación al Diploma Español Nivel A1. Madrid: Edelsa Verlag.

DIGITAL RESOURCES:

Business English: Meetings. Independent study course + vocabulary trainer with authentic

Conversational situations and varied exercises for American and British English. Munich: digital publishing [learning software].

The students will be provided with a wide range of additional tailored information resources, case studies and interactive exercises through the learning platforms OpenOLAT and Moodle.

Module: STM 15 Design Thinking for Innovation & People

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 15	150 h	5 CP	2. semester	Each summer term	1 semester

Module supervisor	Lecturers
Prof. Dr. Fee Steinhoff	Prof. Dr. Fee Steinhoff

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	seminar-based teaching with integrated exercises	48h (block seminars)	102h (incl. Peer-to-peer coaching)	60-80 stud.	German

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

In this module, STM students focus on achieving specific learning outcomes and developing key competencies in the context of design thinking. Participants will acquire skills needed to proficiently plan and implement design thinking projects for innovation and people. Specific practical experience is provided by execution and reflection on a design sprint, self-management practices and a peer-to-peer coaching approach. The group-based learning approach in the module fosters the development of competencies in knowledge acquisition, exchange and collaboration within diverse groups. Throughout the course, the students receive individual feedback and peer-to-peer coaching reflecting their problem-solving, communication/ facilitation and self-management competences.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Students are able to • contribute to group-based problem-solving, group discussions, and group facilitation • communicate and exchange knowledge interdisciplinary • support others with peer-to-peer coaching
Knowledge acquisition	Students know • main concepts within design thinking • methods & case studies focusing on innovation & people • recent topics within design thinking
Deepening knowledge	Students enhance their knowledge by • working on and reflecting contemporary case studies • group discussions • peer-to-peer coaching
Instrumental competence	Students are able to • apply design thinking concepts in practical settings • applicate problem-solving management techniques • implement & facilitate design thinking sprints
Systemic competence	Students recognize and evaluate

	• design thinking processes from an organizational & individual perspective • interdependence of design thinking for innovation and people

Key qualifications taught

Professional, methodical and social competences, specific communication, facilitation & coaching skills, analytic skills: problem structuring/ problem solving, theory-practice transfer.

Contents

In this module, STM students are introduced to the most established schools of thought within design thinking. It responds to the growing importance of issues and phenomena that relate to innovation, which have arisen under the conditions of increasing market dynamics due to globalization and digital transformation. Furthermore, the module focuses on self-management, a concept that gained in importance in the current trends of agile management & projects. On the basis of case studies, interactive group work and discourse, students will gain insights in the challenges faced by companies and individuals. By providing reality-based contexts, this module aims at providing students with the basic equipment of design thinking for innovation and people.

The course consists of 2 parts:

Design thinking for 1. innovation and 2. people

1. Design thinking for innovation

Innovation development is probably the most important but also most risky activity within a firm. Across companies many years and millions of dollars are spent developing products or services that on average fail far more often than they succeed. On the other hand, leading companies manage to bring out successful new products with a great and sustainable customer value. The primary purpose of this course is to provide students with an in-depth understanding of current best practices in design thinking for customer-oriented new products and services. Participants will learn about and apply innovative tools along the process of exploration, ideation, prototyping & testing.

The course reflects the following topics:

- Introduction to design thinking
- Design thinking phases & tools
- Implementation of a design sprint
- Overview to facilitation techniques etc.

2. Design thinking for people

Originally design thinking was developed for creating customer-oriented new solutions to business problems and challenges. In the past years the concept was leveraged to application to people's lives. The strategies and techniques support people to make live more fulfilling by having the courage to look at the current situation and to think, act and take advantage of life's opportunities.

The course reflects the following topics:

- Introduction to 3 pillars of self-management: Self-reflection, self-leadership & self-fulfillment
- Identification of individual self-/ change management challenges
- Application of "design your life" mindset and tools
- Continuous reflection and individual support in peer-to-peer coaching groups etc.

Teaching methods

Lectures, group work, presentations, case studies, exercises & coaching

Learning is achieved through interactive lecturing, discussions, group work, presentations and feedback sessions. Working with specific design challenges and individual exercises students will actively put their knowledge about design thinking for innovation & people into practice.

Prerequisites

Formal: Registered student at the WiSo department of the Campus Remagen for the bachelor's program "Sustainable Transformation Management".

Content: none

Forms of examination

Term paper (10-12 pages) with oral exam (in groups, 20 minutes per person)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Slide scripts and case materials will be provided.

Exemplary recommendations for further reading on design thinking for innovation:

Lewrick, M., Link, P., Leifer, L., (2018), Das Design Thinking Playbook – Mit traditionellen, aktuellen und zukünftigen Erfolgsfaktoren (engl: The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems).

Knapp, J., Zeratsky, J. & Kowitz, B. (2016), Sprint: Wie man in nur fünf Tagen neue Ideen testet und Probleme löst (engl.: Sprint – How to solve big problems and test new ideas in just 5 days).

Exemplary recommendations for further reading on design thinking for people:

Burnett, B., Evans, D. (2016), Mach was Du willst: Design Thinking furs Leben. Ein Manifest für nichtlineare Lebensläufe (engl.: Designing your Life – How to build a well-lived, joyful life).

Lewrick, M., Thommen, J.-P., Leifer, L. (2019), Das Design Your Future Playbook: Veränderungen anstoßen, Selbstwirksamkeit stärken, Wohlbefinden steigern (engl.: The Design Thinking Life Playbook: Empower Yourself, Embrace Change, and Visualize a Joyful Life).

Module STM 16 Coaching Applied Scientific Methods

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 28	150 h	5 CP	6th semester	Each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture and exercises	64 h	86 h	approx. 60-80 students	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Upon completion of the module, students

- possess knowledge of the steps involved in the preparation, conduct, evaluation, and written documentation of scientific research
- are capable of choosing and applying suitable research methods for dealing with their questions
- know how to access relevant literature and how to incorporate it into research projects
- are familiar with methods for scientifically evaluating and interpreting the data obtained
- have an understanding of the standards and practices that are considered to be the appropriate norms for scientific work
- are aware of the fundamental components of a scientific text and the typical structure that such texts follow

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Developing an understanding of different work styles, opinions and perspectives • Avoiding misinterpretation by using careful, understandable and targeted wording • Giving and receiving feedback in a respectful way • Posing questions in a manner that is both probing and constructive
Knowledge acquisition	Knowledge of: • Research methods and their differences • The steps involved in the preparation, conduct, evaluation, and Written documentation of scientific research • Ethical considerations in research • Citation techniques • The structural design of scientific papers
Deepening knowledge	Deepening knowledge through: • joint question-and-answer sessions • joint and individual analsysis of examples • Joint processing of exercises

	• Independent completion of exercises and presentation of results
Instrumental competence	• Development of scientific research questions • Selection of a suitable research method to address the research question • Practical implementation (methodological competence) of theory
Systemic competence	• Transfer of the acquired knowledge and expertise in order to develop one's own research project • Understanding the connections between theory, methodology and practice through examples • Understanding of the overall structure of a scientific project and its associated written documentation

Key qualifications taught

Students acquire practical knowledge and skills to independently plan, execute, document and present research projects.

Contents

Literature research, evaluation and acquisition

Citation techniques

Content and language requirements for an academic paper

Structural and linguistic design of academic texts (including research questions and hypotheses)

Research techniques: The differences between qualitative and quantitative research and when to use each type of research

Fundamentals of qualitative, quantitative and other research methods, their application and analysis (data collection and analysis)

Scientific principles (in particular objectivity, validity and reliability)

Planning and conducting a research project: Project planning, time management, data protection and ethical considerations

Presentation of software and tools that may be useful

Teaching methods

Lecture and exercises. Interactive teaching method with space for questions and feedback.

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consists of: Assignments (total of 13 pages), test (20 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Graff, G. & Birkenstein, C. (2024). *They say, I say: The moves that matter in academic writing* (6th Edition). New York: WW Norton.

Häder, M. (2022). *Empirical Social Research: An Introduction*. Springer Wiesbaden. https://doi.org/10.1007/978-3-658-37907-0

Hunziker, S. & Blankenagel, M. (2024). *Research Design in Business and Management: A Practical Guide for Students and Researchers.* Springer Gabler Wiesbaden. https://doi.org/10.1007/978-3-658-42739-9

Neuman, W.L. (2020). *Social Research Methods: Qualitative and Quantitative Approaches* (8th Edition). Pearson.

Saunders, M., Lewis, P., & Thornhill, A. (2023). *Research methods for business students* (Ninth edition). Pearson.

Module STM 17 Social and Sustainable Entrepreneurship

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 17	150 h	5 CP	3rd semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Seminar	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

By the end of this module, students will be able to distinguish the characteristics and unique challenges of social and environmental innovations and business models. They will know how to understand and design impact-driven, hybrid business models that address social, environmental, and economic goals. Additionally, students will strengthen their ability to collaborate effectively in diverse, interdisciplinary teams and leverage the value of varied perspectives and backgrounds. These approaches foster creative problem-solving, critical thinking, and effective teamwork.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Collaborate effectively within diverse, interdisciplinary teams • Communicate and present/pitch ideas clearly and persuasively
Knowledge acquisition	• Develop a clear understanding of various types of innovation and business models. • Acquire the skills to design hybrid business models that effectively integrate diverse strategic goals
Deepening knowledge	• Gain critical insights into the structure and dynamics of impact-oriented business models
Instrumental competence	• Develop business models using tools such as the Business Model Canvas • Build competencies in measuring and effectively communicating social and environmental impact
Systemic competence	• Understand complex interdependencies across social, ecological, and economic systems

Key qualifications taught

1. Develop an entrepreneurial mindset
2. Knowledge in creative problem-solving and design thinking methodologies
3. Ability to think across disciplines and integrate diverse perspectives
4. Increase collaboration and communication skills in team-based environments

Contents

1. Fundamentals of Sustainability, Entrepreneurial Thinking, and Sustainable Business

- Core concepts of sustainability (e.g., SDGs, ESGs, circular economy)
- Developing an entrepreneurial mindset
- Identifying and assessing entrepreneurial opportunities for sustainability and social impact

2. Innovation and Design Thinking

- Types of innovation (technological, social, sustainable, etc.)
- Creativity techniques such as design thinking to develop solutions
- Unique characteristics and challenges of social and sustainable innovations

3. Impact-Oriented Business Models

- Understanding hybrid and mission-driven business models
- Application of practical tools (e.g., Social Business Model Canvas, Value Proposition Canvas)
- Revenue generation and financial sustainability in social and sustainable ventures

4. Measuring and Communicating Impact

- Tools and methods for assessing impact (e.g., Social Return on Investment, ESG-indicators)
- Reporting, communicating, and visualizing impact to diverse stakeholders

5. Managing Challenges in Social and Sustainable Entrepreneurship

- Addressing financial challenges, scaling strategies, and mission drift

Navigating ecosystem requirements: networks, funding, policy, and partnerships

Teaching methods

This module emphasizes experiential learning through collaborative group work in intercultural projects. A diverse set of methods is employed, including design thinking workshops, small case studies, guest lectures from practitioners, peer-to-peer learning and presentations/pitching.

Prerequisites

Formal: None

Content: None

Forms of examination

Portfolio, consists of: Assignments (total of 12-15 pages), oral examination (15-20 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

- Bennett, V., Dixon, C. & Green, KJ. (2024). Sustainable Entrepreneurship and Social Innovation. Kruger Brentt Publisher Uk. Ltd.
- Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. *Wiley.*

- Porter, M. E., & Kramer, M. R. (2006). Strategy and society: the link between corporate social responsibility and competitive advantage. Harvard Business Review, 84(12), 78–92.
- Osterwalder, A., Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons.

Module STM 18 People Innovation and Organizational Development

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 18	150 h	5 CP	3rd semester	Each winter semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Raphael Breidenbach	Prof. Dr. Raphael Breidenbach

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture	64 h	86 h	approx. 60-80 stud.	

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The module offers a comprehensive insight into modern and innovative approaches to personnel and organizational development. It shows how both disciplines can be strategically linked. It is fundamental to recognize that companies are essentially a "people's business" and that entrepreneurial success depends largely on the skills, motivation and commitment of employees. To ensure long-term success and sustainable innovative strength, it is crucial to make targeted investments in employees and promote a culture that supports continuous learning, innovation and a willingness to change. In addition, structural measures must be taken to ensure that employees can perform their tasks within a conducive organizational framework.

Participants in this module learn about innovative tools and methods of personnel development, ranging from digital learning to agile development processes. They will also learn how to design future-oriented organizational development that meets the needs of employees and increases the company's performance. The focus is on the development of an integrative, flexible corporate culture and on techniques for motivating, promoting and developing employees in a targeted manner.

This module prepares students to work both strategically and practically in personnel development and organizational development and to successfully help shape the future requirements of companies.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Discussions in plenary • Blended learning • Joint exercises
Knowledge acquisition	• Knowledge of the central theories, concepts and models of personnel and organizational development and knowledge of their significance for corporate strategy and innovation processes • Knowledge of selected approaches to innovative forms of HRM • Explaining organizational development processes such as agile transformations, hybrid working models and innovation cultures and supporting their implementation • Contributions to the promotion of employee motivation and loyalty as well as the design of talent development measures • Knowledge of change management and change processes

	• Analyzing the role of corporate culture in change processes and assess its impact on HR systems and processes. • Knowledge of agile and creative methods of collaboration and problem solving
Deepening knowledge	• Reading selected original texts and case studies • Deepening knowledge through further self-study • Deepening knowledge through practical examples • Exchange and discussion (forum) among the student body
Instrumental competence	• Application of theories, tools and methods in exercises • Application skills by transferring theory to other professional fields of activity • Deepening knowledge by working on selected practical problems • Independent evaluation of studies on selected topics
Systemic competence	• Ability to contextualize management actions in the organizations with reference to the specifics of the field of action • Ability to analyze case studies and practical examples in order to critically reflect on innovative personnel and organizational development approaches and evaluate their success criteria • Reflection of cultural characteristics in the design of plans and measures

Key qualifications taught

Through the organization and structure of the module, students should acquire the following key skills in addition to their subject-specific qualifications: Personal initiative, methodological competence, analytical and logical thinking and problem-solving skills

Contents

Introduction to personnel and organizational development

- Basic concepts, theories and models of personnel and organizational development
- Importance of personnel and organization as strategic success factors
- Current trends

Innovative personnel development methods

- Agile working methods (design thinking, systemic design)
- Talent management and succession planning
- Competencies for the future: building "future skills"
- Continuous performance management

Organizational development and culture

- Shaping and promoting a learning and innovation-oriented corporate culture
- Change management: approaches and tools for the successful implementation of change processes
- Corporate culture in the digital age and diversity

Promotion of employee engagement

- Leadership and its influence on organizational development
- Promoting personal responsibility, commitment and motivation
- Empowerment, co-creation and participation models
- Coaching and mentoring/reverse mentoring as instruments of personnel development

Strategies for a flexible working environment
- Hybrid working and new work concepts

Talent and skills management
- Identification and promotion of key competencies
- Methods for talent selection and retention
- Career planning in dynamic working environments

Practical projects and case studies
- Analysis and discussion of real company projects in personnel and organizational development
- Reflection on examples of best practice and innovative approaches

Evaluation and measurement of development measures
- Options for evaluation and success monitoring
- Continuous improvement through feedback systems and lessons learned

Teaching methods

- Questioning-discussing - developing lessons
- Exercise examples
- Case studies
- Independent study of literature

Prerequisites

Formal:

Content: none

Forms of examination

Exam (150 minutes) or Project (12-15 pages)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities:

Accompanying and learning materials (online) OpenOlat.

Pia-Maria Thoren (2017): Agile People: A Radical Approach for HR & Managers.

Frederic Laloux (2015): Reinventing Organizations: Ein Leitfaden zur Gestaltung sinnstiftender Formen der Zusammenarbeit.

Jon Younger, Norm Smallwood (2016): "Agile Talent: How to Source and Manage Outside Experts.

Dark Horse (2016): Digital Innovation Playbook

Amy C. Edmondson (2018): The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth.

Simone Kauffeld, Daniel Spurk (eds.) (2019): Handbuch Karriere und Laufbahnmanagement.

Edgar H. Schein und Peter Schein (2018): Organizational Culture and Leadership.

Soumyasanto Sen (2020): Digital HR Strategy: Achieving Sustainable Transformation in the Digital Age.

Bernd Oestereich, Claudia Schröder (2020): Agile Organisationsentwicklung - Handbuch zum Aufbau anpassungsfähiger Organisationen.

Gerhard Westermayer (2021): Organisationsdesign 4.0 von A-Z.

Gunther Wobser (2022): Agiles Innovationsmanagement. Dilemmata überwinden, Ambidextrie beherrschen und mit Innovationen langfristig erfolgreich sein.

Marion Willems (2022): Empowerment von Mitarbeitern und Teams in Organisationen. Ein systemischer Ansatz.

Georg Michalik, Volker Schulte (2023): Co-Creation Learning.

Bernd Oestereich und Claudia Schröder (2023): Essenzen agiler Organisationsentwicklung: Das Wichtigste zu kollegialer Führung.

Tricia Cleland Silva, Paulo de Tarso, Fonseca Silva (2023): Making Sense of Work Through Collaborative Storytelling. Building Narratives in Organisational Change.

Daniela Freudenthaler-Mayrhofer (2023): Future Focused Innovation. Mit zukunftsfähigen Innovationen die Welt von morgen mitgestalten.

Rolf Franken, Swetlana Franken (2023): Wissen, Lernen und Innovation im digitalen Unternehmen. Mit Fallstudien und Praxisbeispielen.

Florian Rustler (2023): Denkwerkzeuge der Kreativität Und Innovation.

Dominique René Fara (ed.) (2023): Future ready People & Culture

Dark Horse (2023): Future Organization Playbook

Eva Schielein (2024): Positive Organizing. Organisationskompetenz für die Begleitung von Veränderungsprozessen.

Andrea Ludwig (2024): Organisationales Lernen und Digitalisierung. Lernen von und in Organisationen unter dem Einfluss der digitalen Transformation.

Heike Markus (2024): Das Unternehmen der Zukunft – digital und nachhaltig. Wie sich Unternehmen flexibel und agil aufstellen können.

Georg Schreyögg, Daniel Geiger (2024): Organisation. Grundlagen moderner Organisationsgestaltung. Mit Fallstudien.

Jürgen Sammet, Jacqueline Sammet (2024): Good Learning - Guide zur agilen Lernbegleitung in Unternehmen.

Maren Müller, Hazel Gruenewald (2024): Upskilling und Reskilling für die Personalentwicklung. Kompetenzen der Zukunft erkennen und Personal erfolgreich qualifizieren

Markus H. Dahm, Johannes Heydenreich (2024): Co-Creation in der Creator Economy.

Josef Herget, Herbert Strobl (eds.) (2024): Unternehmenskultur in der Praxis. Grundlagen – Methoden – Best Practices.

Klaus Rainer Kirchhoff, Sönke Niefünd, Julian A. von Pressentin (2024): ESG: Nachhaltigkeit als strategischer Erfolgsfaktor.

Jens Grundei (2024): Organization Design. Systematische Gestaltung der Unternehmensorganisation.

Judith Andresen (2024): Agile Organisationsentwicklung.

Andrea Kuhfuss, Patrick Runge (2024): Innovation im Unternehmen erlebbar machen. AGILE INNOVATION SPRINT.

Justus Lücke et al. (eds.) (2024): Zukunft im Unternehmen gestalten. Trends analysieren und Strategien umsetzen.

Module STM 19 Sustainability and Environmental Management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 19	150 h	5 CP	3rd semester	Each winter semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Sarah Lichtenthäler	Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Seminar with integrated exercises	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Urgent sustainability and environmental challenges require societies, governments and organizations to address and develop appropriate actions.

The curriculum provides students with an understanding of corporate sustainability and environmental management, while also offering a more comprehensive perspective that incorporates societal and governmental considerations.

Students are provided with the fundamental skills to create, implement and evaluate sustainability and environmental measures for various contexts. Moreover, this module is designed to equip students with and understanding of the requirements that companies face with regard to sustainability environmental management, as well as the strategies and methods that can be utilized to implement a sustainable approach within an organization.

Upon completion of this module, students will be familiar with various indicators of sustainability and environmental management. Students will be able to apply an informed understanding of sustainability and environmental issues in their decision-making processes.

Learning objective	Contribution to the objective
Social and Communication skills	• Students are enabled to use subject-specific terms in a targeted manner through participation in discussions and exercises • Fostering skills for effective group dynamics, negotiation, and consensus-building through group discussions and exercises • Communicating ideas and concepts orally and in writing • Presenting summaries and position statements to the course
Knowledge acquisition	Knowledge of: • Environmental and sustainability challenges • Concepts of corporate sustainability management • Selected sustainability and environmental frameworks, concepts and standards • Sustainability goals • Indicators of sustainability and environmental management
Deepening knowledge	Deepening knowledge through: • The analysis of practical examples • Joint excercises • Independent exploration of selected topics • Group discussions and group work

Instrumental competence	• Application of the theoretical knowledge on (real) scenarios • Critical thinking competence is fostered through challenging questions • Structured thinking and writing • Creating holistic concepts or reports on sustainability
Systemic competence	• Students are stimulated to think in an interconnected way, in order to handle complex issues appropriately • Analytical and critical thinking competence practised by dealing with more complex topics • A holistic assessment of the significance and consequences of decisions and sustainability measures is promoted, also on a political level

Key qualifications taught

The objective of this module is to stimulate and prepare students to engage in more comprehensive and forward-thinking methodologies, particularly with regard to the interrelated topics of sustainability and environmental issues.

Contents

Foundations of sustainability and environmental management in companies and organizations (such as NGOs, Gov-Orgs)

Environmental Management Systems

Global environmental challenges, impact of human activities on natural environments and the climate

Natural resource management, introduction to circular economy

Introduction to environmental policy and governance

Common environmental and sustainability standards

Major concepts of corporate sustainability management (SBSC, CSR, TBL, etc.)

Sustainability Governance (ESG)

European and UN sustainability goals and frameworks

Teaching methods

Questioning-discussing – developing seminar lessons, case studies and group discussions.

Prerequisites

Formal:

Content: None

Forms of examination

Term paper, minimum of 15 pages

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Henriques, A., & Richardson, J. (Eds.). (2004). The Triple Bottom Line: Does It All Add Up (1st ed.). Routledge. https://doi.org/10.4324/9781849773348

Horrigan, B., Edward Elgar Publishing, & Edward Elgar Publishing. (2010). *Corporate social responsibility in the 21st century debates, models and practices across government, law and business*. Edward Elgar. https://doi.org/10.4337/9781849805278

UN General Assembly. (2015). Transforming our World: The 2030 Agenda for Sustainable Development. United Nations.

Module STM 20 Digital Transformation

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 20	150 h	5 CP	3rd semester	each winter semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Various digital technologies are rapidly changing todays world, reshaping the global economy and society. The digital advancements can enable innovative business models, new approaches in public administration, and social change. However, they also raise critical questions about ethics, inclusion, and the societal impacts of technological disruptions.

Understanding these dynamics, knowing strategies to foster digital transformations is essential for future leaders who will shape the digital future and every employee, whether in private enterprises, public institutions, or nonprofit organizations.

The module is interdisciplinary, incorporating elements from a range of disciplines, including computer science, business administration, economics, psychology, and sociology. This approach is designed to address the complexities of the topic in reality adequately.

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

- Understand the concept of digital transformation and its significance
- Develop an appropriate strategy for a planned digital transformation process under consideration of enabling and limiting factors of such processes
- Identify and evaluate the challenges and opportunities presented by digital transformation, and to develop strategies for addressing these issues

Skills aquisition

Learning objective	Contribution to the objective
Social and Communication skills	• During the joint study of practical examples students practice to use adequate technical terms in discussions • Communicating with AI in an effective manner • Formulation of ideas, measures and strategies
Knowledge acquisition	Knowledge of: • The term Digital Transformation and its basic meaning • A selection of (key) technologies • Origins, drivers and effects of digital transformation in society and business • Strategies for successful digital transformations (including change management and other topics) • Chances and risks of digital transformation

	• The role and impact of digital transformation at various levels, including the state, society, organisations and individuals
Deepening knowledge	Deepening knowledge through: • Familiarization with selected technologies and tools • Dealing with relevant literature/texts • Joint and self study of practical examples
Instrumental competence	• Students engage in critical questioning and reflection on ethical and sustainability issues in relation to digital transformation • Operating generative AI to develop ideas • Awareness of the use of AI and its opportunities and risks
Systemic competence	• Assessing the situation and developing a possible strategy to promote digital transformation processes in this context • Understanding the interrelationship of different topics and their influence on digital transformation processes (and vice versa) • Assessment of the potential for integrating digital tools and new processes to enhance efficiency/effectivity

Key qualifications taught

The objective of the module is to equip students with the requisite knowledge and skills to maneuver the digital transformation from the dual perspectives of both an employee and a creator.

Contents

- Definition, basic concept and stages of digital transformation
- Difference between digitization and digital transformation
- Origins, drivers and effects of digital transformation in society and business
- Success factors and obstacles for digital transformation processes
- Introduction to a selection of (key) technologies which are transforming the digital landscape (e.g. AI and machine learning, IoT, Big Data)
- Illustrative examples of how various technologies are already being utilised by both administrative bodies and commercial enterprises
- Overview of strategies for digital transformation and enabling factors (e.g. change management, agility, culture, leadership) in organizations and society
- Ethics and sustainability considerations for digital transformations
- Influence of digital advancements on the modern workplace
- Digitization in public administrations: E-government, administration 4.0 and utilisation of technologies
- Use of technologies for societal needs, presentation of interesting examples

Teaching methods

Questioning-discussing - developing lessons. The module combines joint and independent study modes.

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consists of: Assignments (total of 10 pages), creative output with a short oral/video presentation (5-10 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Cioca, L.-I., Ivascu, L., Filip, F. G., & Doina, B. (Eds.). (2024). *Digital Transformation: Technology, Tools, and Studies*. Springer Nature Switzerland.

Falk, S., & Mathew, G. (2017). Technology for Good: Innovative Uses of Emerging Technologies to Address Social Challenges. In *Digital Government: Leveraging Innovation to Improve Public Sector Performance and Outcomes for Citizens* (pp. 39-62). Cham: Springer International Publishing.

Greenway, A., Terrett, B., Bracken, M., & Loosemore, T. (2021). *Digital Transformation at Scale : Why the Strategy Is Delivery* (Second edition). London Publishing Partnership.

Lips, M. (2019). Digital Government: Managing Public Sector Reform in the Digital Era (1st ed.). Routledge. https://doi.org/10.4324/9781315622408

Trenerry, B., Chng, S., Wang, Y., Suhaila, Z. S., Lim, S. S., Lu, H. Y. & Oh, P. H. (2021). Preparing Workplaces for Digital Transformation: An Integrative Review and Framework of Multi-Level Factors. *Frontiers in Psychology, 12.* https://doi.org/10.3389/fpsyg.2021.620766

Vial, G. (2021). Understanding digital transformation: A review and a research agenda. *Managing digital transformation*, 13-66.

Partial study plan STM 21 Elective: Regional Transformation Studies

Overview

One module has to be chosen from the following lists. Elective modules in the PO, which are offered every semester:

21.01	Transformation of coal mining regions: Ruhr region	5 ECTS	4 SWS	HAM
21.02	Relocation of capitals to planned cities	5 ECTS	4 SWS	HAM
21.03	EU Cohesion Policy in Practice	5 ECTS	4 SWS	

The list of elective modules is not exclusive. Other current elective modules are:

Learning outcomes/skills

Building on the transdisciplinary Sustainable Transformation modules, graduates can choose an elective module from a catalogue of modules to achieve a moderate functional specialization without being restricted to a specific field and geographic area of activity. The focus here should be more on practical application in different contexts and geographical regions than in the compulsory courses.

Modules offered under the opening clause ensure the necessary openness and flexibility to take appropriate account of the rapid changes in economic and social conditions and the resulting issues. Moreover, it enables different regional experts to offer modules that analyze current regional transformations.

Key qualifications taught

Gaining knowledge of regional transformations that took place in different geographical areas of the world or that are still happening and therefore deepening knowledge in the field of transformation management. Development of specialized and complex transdisciplinary and methodological skills, analytical thinking, holistic and sustainable thinking and action. Taking a comprehensive view of regions, identifying synergies, chances and risks. Assessing problems and developing and weighing possible solutions. Ability to evaluate measures before, during and after implementation.

Structured writing and presentation skills.

Contents

These can be found in the descriptions of the respective modules.

Teaching methods

The differentiated use of the spectrum of different forms of teaching results from the descriptions of the respective modules.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: These can be found in the descriptions of the respective modules.

Forms of examination

These can be found in the descriptions of the respective modules.
Rating The prerequisite for the awarding of ECTS points is passing the examination for the respective module. One module must be selected. The partial curriculum is included in the total number of 180 ECTS credits with 5 ECTS credits.
Literature and other learning opportunities These can be found in the descriptions of the respective module.

Module 21.1 Transformation of coal mining regions: Ruhr region

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 21	150 h	5 CP	3rd semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Throughout the course of this elective, students learn about the transformation process of the Ruhr region during the last (seven) decades.

The Ruhr region and its economic growth have long been dominated by coal mining and steel production. Since the coal crisis and the severe economic problems it created, the region has undergone and is still undergoing a structural change away from coal mining. The transformation of the Ruhr region away from coal is a complex process that has been in progress since the 1960s and is taking place at economic, social, environmental and cultural levels.

In this module, the elements of structural change of the Ruhr region will be analysed from the perspective of general theories of transformation, as well as regional processes of change. In addition, measures to support structural change, their communication and implementation are evaluated for their success.

In doing so, students will develop an understanding of the factors that need to be considered in the practice of transformations. Moreover, students learn to use theoretical models on practical examples and therefore the limitations of theoretical models. Students will learn about examples of transformation at regional, urban and organisational levels.

Skills aquisition

Learning objective	Contribution to the objective
Social and Communication skills	• During the joint and interactive study of practical examples students practice to use adequate terms and develop relevant questions • Presentation of findings, ideas and criticism • Formulation of a formed opinion on a given transformation approach
Knowledge acquisition	Knowledge of: • Political, organisational and social transformation approaches, strategies and mechanisms • Methods for regional structural change • (Long-term) transformation of the economy in the Ruhr region (role of universities, …) • Selected sustainable transformation initiatives (in the Ruhr region) • Complex interplay of social, ecological and economic change activities for a holistic transformation • Categorization of applied change management measures through theoretical models

	• Different types of structural policy
Deepening knowledge	Deepening knowledge through: • Joint and self study of practical examples • Discussions in plenary • Dealing with relevant literature/texts/articles • Further investigation of transformation measures during an excursion
Instrumental competence	• Students engage in critical questioning and reflection on transformation measures and change management approaches • Reflection on the success and possible improvements of measures • Combining theoretical principles with practical and real-world requirements
Systemic competence	• Assessing the situation and developing measures and a possible strategy • Understanding the complex interrelationships in change processes in a regional context • Assessment of the potential of complex transformation processes

Key qualifications taught

Students apply theoretical knowledge to a complex practical case, learning how to critically engage with theoretical models and gain practical implications for future (regional) transformation initiatives at economic, environmental and social levels.

Contents

- In-depth study of change and transformation management models and methods for various contexts
- Categorization of applied change management measures through theoretical models
- Coordination concepts and strategies for complex and interrelated transformation processes with a multitude of stakeholders, taking into account various levels and the big picture (Ruhr region as an example, critical reflection on the example)
- Different types of structural policy: conservative, supportive and forward-looking structural policy
- Transformation management on a regional level: Theoretical foundations and practical implications
- Comprehensive analysis of the transformation process of the Ruhr area:
  - Evaluation of the collaboration between individual cities
  - Examination of various individual structural change measures
  - Instruments of sustainable sectoral economic change (universities, …)
  - Review of the entire transformation process and the synergy of the individual measures across different levels
  - Further aspects and examples

Teaching methods

Seminar and workshop format, group discussions, joint excursion

Prerequisites

Formal:

Content: None

Forms of examination

Term paper (12-15 pages) with a supplementary oral examination (15 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Acuti, D., Bellucci, M. (2019). Resilient Cities and Regions: Planning, Initiatives, and Perspectives. In: Leal Filho, W., Azeiteiro, U., Azul, A., Brandli, L., Özuyar, P., Wall, T. (eds) Climate Action. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. https://doi.org/10.1007/978-3-319-71063-1_21-1

Dahlbeck, E., Gärtner, S., Best, B., Kurwan, J., Wehnert, T., & Beutel, J. (2022). Analysis of the historical structural change in German hard coal mining Ruhr area. *Climate Change, 30/2021*.

Grabher, G. (1993). The weakness of strong ties: the lock-in of regional development in the Ruhr Area. *The Embedded Firm: On the Socioeconomics of Industrial Networks*. Routledge.

Hassink, R.,& Kiese, M. (2021). Solving the restructuring problems of (former) old industrial regions with smart specialization? Conceptual thoughts and evidence from the Ruhr. *Rev Reg Res 41*, 131–155. https://doi.org/10.1007/s10037-021-00157-8

Hiatt, J. M. (2006). *ADKAR: A model for change in business, government, and our community*. Prosci Learning Center Publications.

Koschatzky, K., & Stahlecker, T. (Eds.) (2019). *Innovation-based regional change in Europe: Chances, risks and policy implications*. Fraunhofer Verlag.

Kotter, J. P. (1996). *Leading change.* Harvard Business Review Press.

Module 21.2 Relocation of capitals to planned cities

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 21	150 h	5 CP	3rd semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The relocation of capitals to planned cities is a process that is initiated by governments for a variety of reasons. Examples of such relocation processes can be found in both historical and contemporary contexts. Such relocations entail particularly complex transformation processes. Due to the long-term nature of the transformation, it is particularly interesting to examine how states approach and support these changes and to evaluate the communication and implementation for their success.

As a fairly recent and much discussed example, the relocation of the capital from Jakarta to Nusantara in Indonesia will be discussed and analyzed in depth in this elective module. In consideration of the specific circumstances surrounding the capital city's relocation, the associated criticism, and the creation of a new city, this example presents a broad array of potential subjects for analysis.

The elements of the relocation process will be analyzed from the perspective of general theories of transformation, as well as regional processes of change. In doing so, students will develop an understanding of the factors that need to be considered in the practice of transformations. Moreover, students learn to use theoretical models on practical examples and therefore the limitations of theoretical models. Students will learn about examples of transformation at regional, urban and organizational levels. The examination will offer illustrative examples of best practice and insufficient examples from which the students can learn for their possible future activities in transformation management.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• During the joint and interactive study of practical examples students practice to use adequate terms and develop relevant questions • Presentation of findings, ideas and criticism • Formulation of a formed opinion on a given transformation approach
Knowledge acquisition	Knowledge of: • Political, organisational and social transformation approaches, strategies and mechanisms • Methods for regional structural change • (Long-term) transformation of the former capital and measures to sustain the economy • Selected sustainable transformation initiatives (regarding the former and new capital)

	• Complex interplay of social, ecological and economic change activities for a holistic transformation • Categorization of applied change management measures through theoretical models
Deepening knowledge	Deepening knowledge through: • Joint and self study of practical examples • Discussions in plenary • Dealing with relevant literature/texts/articles • Joint critical reflection on the transformation approaches and their effects
Instrumental competence	• Students engage in critical questioning and reflection on transformation measures and change management approaches • Reflection on the success and possible improvements of measures • Combining theoretical principles with practical and real-world requirements
Systemic competence	• Assessing the situation and developing measures and a possible strategy • Understanding the complex interrelationships in change processes in a regional context • Assessment of the potential of complex transformation processes

Key qualifications taught

Students apply theoretical knowledge to a complex practical case in an international context, learning how to critically engage with theoretical models and gain practical implications for future (regional) transformation initiatives at economic, environmental and social levels.

Contents

- In-depth study of change and transformation management models and methods for various contexts
- Categorization of applied change management measures through theoretical models
- Coordination concepts and strategies for complex and interrelated transformation processes with a multitude of stakeholders, taking into account various levels and the big picture (Jakarta/Nusantara as an example, critical reflection on the example)
- Transformation management on a regional level: Theoretical foundations and practical implications for the management of the former and new capital city
- Comprehensive analysis of the transformation process resulting of the relocation of the capital and its public authorities:
  - Evaluation of the creation and activation of the new planned capital city and its acceptance
  - Examination of various individual change measures
  - Instruments of sustainable economic and social change in the former capital city
  - Review of the entire transformation process and the synergy of the individual measures across different levels
  - Further aspects and examples

Teaching methods

Seminar-style teaching discussions in various social forms (plenary, pair and group work), project work in groups

Prerequisites

Formal:

Content: None

Forms of examination

Term paper (12-15 pages) with a supplementary oral examination (15 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Dewi, M. (2023). The Future Of Jakarta As A Global Business City After The Relocation Of Indonesia's Capital To Borneo. *Journal of Digitainability, Realism & Mastery (DREAM)*, *2*(07), 35-40.

Farida, F. (2021). Indonesia's capital city relocation: A perspective of regional planning. *Jurnal Perspektif Pembiayaan Dan Pembangunan Daerah*, *9*(3), 221-234.

Hiatt, J. M. (2006). *ADKAR: A model for change in business, government, and our community*. Prosci Learning Center Publications.

Kodir, A., Hadi, N., Astina, I. K., Taryana, D., & Ratnawati, N. (2021). The dynamics of community response to the development of the New Capital (IKN) of Indonesia. In *Development, Social Change and Environmental Sustainability* (pp. 57-61). Routledge.

Kotter, J. P. (1996). *Leading change.* Harvard Business Review Press.

Rachmawati, R., Haryono, E., Ghiffari, R. A., Reinhart, H., Permatasari, F. D., & Rohmah, A. A. (2021). Best practices of capital city relocation in various Countries: Literature review. In *E3S Web of Conferences* (Vol. 325, p. 07004). EDP Sciences.

Shimamura, T., & Mizunoya, T. (2020). Sustainability prediction model for capital city relocation in Indonesia based on inclusive wealth and system dynamics. *Sustainability*, *12*(10), 4336.

Syaban, A. S. N., & Appiah-Opoku, S. (2023). Building Indonesia's new capital city: an in-depth analysis of prospects and challenges from current capital city of Jakarta to Kalimantan. *Urban, Planning and Transport Research, 11*(1). https://doi.org/10.1080/21650020.2023.2276415

Module 21.3 EU Cohesion Policy in Practice

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 21	150 h	5 CP	3rd semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

According to the European Commission Website “Cohesion policy is the EU's main investment policy. It plays a key role in reducing disparities between EU regions to promote economic, social, and territorial cohesion, and making the EU more competitive, sustainable, and equitable. “.

Regional disparities are one of the most persistent challenges facing the European Union.
This module examines EU Cohesion Policy as the primary instrument through which the European Union attempts to manage these transformations.
It aims to create an overview over reasons for cohesion policy, current funding schemes, practical implementation and implications and examples. Students will learn to critically assess the current actions of the EU, possible tensions between EU vs. national interests and to interpret data on the effectiveness of used instruments. The material covered will be reinforced through a practical example of a region, which may also include a field trip.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Presenting complex policy content clearly and concisely to an informed audience • Engaging respectfully and critically with diverse stakeholder opinions on a topic
Knowledge acquisition	Knowledge of: • The historical development, objectives and instruments of EU Cohesion Policy • Regional disparities in Europe • The funding system • The architecture of the structural funds • Focus areas and content of the current funding schemes • Different transformations and strategies • Critical perspectives
Deepening knowledge	Deepening knowledge through: • Analyzing statistical data and reports on European cohesion policy • Assessing and evaluating at least one particular example of a region • Critial reflections on the EUs approach to minimize disparities • Applying theoretical frameworks on real examples
Instrumental competence	• Interpreting data (e.g., Kohesio and Eurostat) on the cohesion policy and projects (including empirical methods)

	• Analyzing concrete programs in terms of its strategic logic, target groups and expected outcomes
Systemic competence	• Critically evaluating if the current funding schemes creates incentives for new projects or primariliy funds projects that would have been realized anyways • Reflecting on the gap between policy ambition and regional reality • Knowledge transfer and holistic annalysis: Applying theory and frameworks from other modules on the funding scheme and cohesion projects of the EU

Key qualifications taught

Students gain a solid understanding of EU Cohesion Policy instruments and regional development governance, equipping them to critically evaluate, manage and implement real funding programs in professional practice. They develop applied skills in evidence-based argumentation, policy communication and the ability to present complex policy content clearly and concisely, using one European region as an in-depth case study throughout the module.

Contents

- Foundations: The historical development and theoretical basis of EU Cohesion Policy, regional disparities in Europe and the debate between convergence and divergence
- The Funding System: The architecture of the structural funds, multi-level governance, partnership principle and the usual project cycle
- Transformation in Practice: How Cohesion Policy responds to economic, rural, urban and cross-border transformation, using different frameworks and strategies for different regions
- Critical Perspectives: Evaluation evidence, national vs. EU interests and the political influence on funding allocations
- Empirical Methods: Analyzing statistical data and reports on the topic

Teaching methods

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consisting of

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Bachtrögler, J., Fratesi, U., & Perucca, G. (2020). The influence of the local context on the implementation and impact of EU Cohesion Policy. Regional Studies, 54(1), 21-34. DOI: 10.1080/00343404.2018.1551615.

Fiaschi, D., Lavezzi, A. M., & Parenti, A. (2018). Does EU cohesion policy work? Theory and evidence. Journal of Regional Science, 58(2), 386-423.

McCann, P., & Ortega-Argilés, R. (2021). EU cohesion policy: the past, the present and the future. In EU Cohesion Policy and Spatial Governance (pp. 17-25). Edward Elgar Publishing.

Piattoni, S., & Polverari, L. (Eds.). (2016). Handbook on Cohesion Policy in the EU. Edward Elgar Publishing.

Further Literature and other learning opportunities can be found under Open OLAT.

Module STM 22 Elective: Language competence

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 22	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Seminar			approx. 20 stud. per seminar	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Students acquire basic language skills in a foreign language to further prepare them for communicating in an international work context. By the end of the course, they are able to formulate simple sentences and introduce themselves in the language. Further information can be found in the descriptions of the individual modules in the **CCS-Catalogue (CCS_Modulhandbuch_SoSe_2022)**.

Students who possess native proficiency in one language are expected to enroll in the other language.

The following options are available:

- German as a foreign language for exchange students A1-B2 (Foreign students are strongly encouraged to join a German-course according to their level)
- All foreign languages at CCS except English

Key qualifications taught

CCS_Modulhandbuch_SoSe_2022

Contents

CCS_Modulhandbuch_SoSe_2022

Teaching methods

CCS_Modulhandbuch_SoSe_2022

Prerequisites

Formal:

Content: None

Forms of examination

CCS_Modulhandbuch_SoSe_2022

E.g. Exam (90 minutes) and oral examination (15-20 minutes for two people)
Prerequisites for awarding credits The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.
Literature and other learning opportunities -

Module STM 23 Global Economies in Transition

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 23	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Sarah Lichtenthäler	Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture with (occasional) integrated exercises	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The economies of states are in a constant state of flux, undergoing minor changes on a regular basis. However, in numerous cases, states have undergone and continue to undergo substantial, consequential changes that exert a profound influence on the nation's overall economy.

This module aims at developing students' understanding of the (currently) large-scale transformation processes of many countries' economies. Different forms of economic transitions will be considered and illustrated by practical examples.

The module's objective is to equip students with the analytical skills necessary to comprehend economic transition processes at the state level. It aims to facilitate the assessment of the impact of these processes on society and the environment while also cultivating the identification of opportunities and risks associated with related actions. Additionally, students are guided in the development of targeted recommendations for action and strategies that align with a successful transformation process.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Discussion in plenary • Joint processing of case studies • Recognizing and acknowledging different perspectives
Knowledge acquisition	Knowledge of: • Approaches to sustainable economics • The existance of various forms of economic transitions in different nations (with diverse backgrounds) • Factors affecting economies, the impact of globalization on economies • Examples of economic transition processes and success/interfering factors • An outlook on the future of economic transitions
Deepening knowledge	Deepening knowledge through: • Discussing past and present examples of economic transitions • Joint processing of theories, methods and case studies • Independent study of materials/texts/literature

Instrumental competence	• Application of the theories to case studies • Application of theories, tools and methods in exercises
Systemic competence	• Assessment of sustainable economic approaches and suitable measures • Assessment of risks and chances of intended changes that (re-)shape the economy • Reflection of different economic transition strategies and methods in different contexts • Holistic analysis of changes in a nation's economic system and its impact on various stakeholders

Key qualifications taught

In this module, students acquire the skills to evaluate significant (sustainable) transitions in a nation's economy, weigh up opportunities and risks, and develop strategies for the successful implementation of changes, whereby they are inspired by successful case studies.

Contents

Theoretical foundations:

- Definition of the term transition in economics (various forms, e.g. sectoral change of the economy, transformation from planned to market economies, technological transitions, …)
- Disadvantages of neoclassical basic assumptions
- Approaches to sustainable economics
- Different ideas of a sustainable economy: Circular Economy, Doughnut Economy, Green Economy and further ideas
- Sustainability in the context of growth and development: micro and macro aspects
- Key exogenous and endogenous factors affecting economies (division into short, medium and long-term)
- The impact of economic globalisation on individual economies
- Challenges of authoritarian versus democratic systems in transition
- Transitions in emerging and developing economies
- Prospects for the future: what might economic transition look like?

Analysis of relevant practical examples:

- Selected historical and current examples of (sustainable) transitions of economies (e.g. Government Pension Fund in Norway, Smart Nation Singapore, post-socialist economies of the former Soviet Union, further examples)
- Examination of advantages and disadvantages of certain economic arrangements in countries, possible necessity for change
- Comparative analyses: success and failure stories

Teaching methods

Lecture with occasional integrated exercises, including a case study method (analysing past and present examples to test and clarify the theoretical content that has been learned).

Prerequisites

Formal:

Content: None

Forms of examination

Assignments: Two Assignments over 90 minutes each, Assignment (5 pages, +/- 10%)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Berglöf, E., & Roland, G. (Eds.) (2024). *The Economics of Transition: The Fifth Nobel Symposium in Economics.* Palgrave Macmillan London. https://doi.org/10.1057/978-1-349-74092-5

Hvidt, M. (2013). Economic diversification in GCC countries: past record and future trends. LSE Research Online Documents on Economics. https://eprints.lse.ac.uk/55252/1/Hvidt%20final%20paper%2020.11.17_v0.2.pdf

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist.* Chelsea Green Publishing.

Module B 61.13 Management of Technology

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.13	150 h	5 CP	4th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Mareike Heinzen	Prof. Dr. Mareike Heinzen Nika Kimeridze

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Lecture	64 h	86 h	approx. 25 Stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

New technologies are changing companies and entire industries at a rapid pace. New technologies are becoming a competitive factor, making technology management an increasingly important function within companies. Technology management combines questions of corporate management with technical knowledge. Students first learn about the processes and instruments of strategic and operational technology management and how to apply them for implementation. In particular, topics such as technology lifecycles, technology portfolios, technology roadmaps, scenario and trend analyses, as well as the protection, utilization and transfer of technological knowledge are covered. The course is based on best practices and case studies.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Group discussions • Discussions in plenary • Presentation of the discussion results • Joint processing of case studies
Knowledge acquisition	• Knowledge of the most important basic concepts and theories of technology management • Knowledge of processes and instruments of strategic and operational technology management • Knowledge of the challenges of practical implementation • Knowledge of technology development, evaluation and protection
Deepening knowledge	• Processing of selected case studies • Guest lectures by executives from technology management
Instrumental competence	• Application of the theories to case studies • Creation of a presentation

	• Initiating controversial discussions
Systemic competence	• Assessment of new technologies and their consequences for companies and society • Evaluation of information sources in Literature and other learning opportunities and the Internet

Key qualifications taught

Professional, methodological and social skills, problem structuring, analytical thinking, critical handling of sources, theory-practice transfer

Contents

- Differentiation between technology and innovation management
- Corporate and technology strategy
- Technology life cycles and trends
- Technology management tools (e.g. roadmapping, patent analysis, radar)
- Technology development and evaluation
- Protection of intellectual property

Teaching methods

Seminar and workshop format, group discussions, group work with presentations

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for the Bachelor's degree program.

Content: None

Forms of examination

Oral examination (20 minutes alone and 20 minutes in a group = 40 minutes)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Boutellier, Roman, and Mareike Heinzen. Growth Through Innovation: Managing the Technology-Driven Enterprise. Springer Science & Business Media, 2014.

Spath, D./ Lindner, C./ Seidensticker, S.: Technologiemanagement, Grundlagen, Konzepte, Methoden, Stuttgart, 2011

Gerpott, Strategisches Technologie- und Innovationsmanagement. 2nd edition, 2005

Schuh, G. / Klappert, S.: Technologiemanagement, Berlin/ Heidelberg 2011

Further Literature and other learning opportunities can be found under Open OLAT.

Partial study plan STM 25 Elective: Applied International Economics

Overview

One module has to be chosen from the following lists. Elective modules in the PO, which are offered every semester:

25.01	(Trade) Cooperation Frameworks & Regional Partnerships	5 ECTS	4 SWS	PFP
25.02	Financial Transformation and Economic Resilience	5 ECTS	4 SWS	W
25.03	Global Value Chains and Fragmentation	5 ECTS	4 SWS	MÜ

The list of elective modules is not exclusive. Other current elective modules are:

Learning outcomes/skills

Building on the transdisciplinary Sustainable Transformation modules, graduates can choose an elective module from a catalogue of modules to achieve a moderate functional specialization without being restricted to a specific field of activity. The focus here should be more on practical application than in the compulsory courses.

Modules offered under the opening clause ensure the necessary openness and flexibility to take appropriate account of the rapid changes in economic and social conditions and the resulting issues. The range of modules targets a diversity of economic issues, both at the national level and beyond, and highlights their significance for societies, regions, and organizations.

Key qualifications taught

Deepening and applying specialized economic knowledge. Development of specialized and complex theoretical knowledge and methodological skills. Economic and sustainable thinking and action on different levels (worldwide, national level, regional level, ...). Evaluating interdependencies, forming informed and strategic decisions. Analytical and logical thinking and decision-making, development of alternative courses of action and their evaluation in problem situations. Transdisciplinary thinking skills and communicating information and decisions in a structured and well-founded way (in writing and/or verbally).

Contents

These can be found in the descriptions of the respective modules.

Teaching methods

The differentiated use of the spectrum of different forms of teaching results from the descriptions of the respective modules.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: These can be found in the descriptions of the respective modules.

Forms of examination

These can be found in the descriptions of the respective modules.

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the respective module. One module must be selected. The partial curriculum is included in the total number of 180 ECTS credits with 5 ECTS credits.
Literature and other learning opportunities These can be found in the descriptions of the respective module.

Module 25.01 (Trade) Cooperation Frameworks & Regional Partnerships

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 25	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Various free trade agreements and zones across the world are currently shaping our globalised world and the world economy. These agreements have impact on trade flows, countries dynamics and political developments and therefore on companies and societies. Recent developments show the effects of changes made to these agreements and highlight the differences between protectionism and free trade.

This module is designed to bring awareness to the students about the most important existing trade agreements, their effects on regional development and risks and challenges arising from these frameworks. Additionally, other cooperation treaties going beyond trade will be discussed, such as the European Union. Students will gather an understanding of the interconnectivity of countries from a transdisciplinary view, including economic, social, political and technological factors.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Developing and presenting well-informed and convincing statements regarding international cooperation issues • Taking responsibility for their own and group performance • Constructive teamwork and finding shared consensus • Listening to other points of views and expressing their own opinion on topics
Knowledge acquisition	Students earn knowledge of: • The existence of various (trade) cooperation agreements around the globe and their effects • Key aspects of trade agreements • International Interrelations • Different types of trade policies • Other forms of international cooperations
Deepening knowledge	• Chances and risks of (trade) cooperation agreements • Consequences of international agreements on regional levels, including social and environmental impacts
Instrumental competence	• Forming well-informed arguments for and against specific cooperation agreements, considering individual countries situations and sustainability aspects • Applying learned knowledge and methods to new situations developing worldwide

Systemic competence	• Understanding the interconnectivity between countries economies, the development of regions within these countries and societal developments • Transdisciplinary thinking approach, considering effects of measures on numerous levels

Key qualifications taught

Students completing this module will be able to analyse the far-reaching consequences of the formation and termination of (trade) agreements and perform a weighted consideration of the usefulness of such agreements on different levels.

Contents

Trade cooperation agreements:

- Differences between various forms of trade agreements: Regional Trade Agreements (RTA's), Preferential Trade Agreements (PTA's), Free Trade Agreements (FTA's), etc.
- Contents of such agreements
- Chances/risks and advantages/disadvantages arising from trade agreements
- Role of the WTO
- Impact on further levels of cooperation in research, development, technology and innovation

Other cooperation agreements:

- Possible forms of cooperation in other areas and examples:
- EU, ECCU
- Security and defense agreements, such as NATO, SCO, ANZUS
- G7 & G20
- BRI
- etc.

Case studies of (un-) successful cooperation agreements:

A few selected ones will be discussed, the following list names examples:

- TTIP, FTA between Australia and the European Union, Mercosur,
- USMCA, AfCFTA, RCEP,
- EU internal market,
- NATO, SCO, ANZUS, G7 & G20
- etc.

Consideration of regional development, social and environmental effects:

- Environmental consequences of free trade and CO2 reduction strategies
- Potential consequences of international cooperations for regions and their economies and society
- Social effects resulting from liberalization
- How can people be successfully integrated into and benefit from free trade?

- Taking economic imbalances (industrialized, emerging and developing countries) into account when evaluating cooperation agreements

Teaching methods

Interactive seminar lessons including individual and group work, case studies, the presentation of findings and discussions in plenary.

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consists of: Group presentation (10 minutes per person) with an accompanying hand-out (1 page), written assignments (total of 14 pages, including a protocol)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Baccini, L. (2019). The economics and politics of preferential trade agreements. *Annual Review of Political Science*, *22*(1), 75-92.

Freund, C., & Ornelas, E. (2010). Regional trade agreements. *Annu. Rev. Econ.*, *2*(1), 139-166.

Huang, Y. (2016). Understanding China's Belt & Road initiative: motivation, framework and assessment. *China economic review*, *40*, 314-321.

Kinne, B. J. (2018). Defense cooperation agreements and the emergence of a global security network. *International Organization*, *72*(4), 799-837.

Looney, R.E. (Ed.). (2018). *Handbook of International Trade Agreements: Country, regional and global approaches* (1st ed.). Routledge. https://doi.org/10.4324/9781351046954

Maggi, G. (2014). International trade agreements. In *Handbook of international economics* (Vol. 4, pp. 317-390). Elsevier.

Rodrik, D. (2018). What do trade agreements really do?. *Journal of economic perspectives*, *32*(2), 73-90.

Schulhof, V., Van Vuuren, D., & Kirchherr, J. (2022). The Belt and Road Initiative (BRI): What will it look like in the future?. *Technological Forecasting and Social Change*, *175*, 121306.

Further literature will be provided at the beginning of the module via the OpenOlat learning platform.

Module 25.02 Financial Transformation and Economic Resilience

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 25	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The globally experienced effects of economic crises and problems with pension systems arising in some countries underline the importance for economies to build resilient financial systems. Financial and economic systems do not only need to be improved based on current conditions, but also prepared for uncertain future events in order to provide stability to society.

During the course of this module, economic and financial theory and practical examples from around the world will be used to examine how this responsibility can be adequately met. A range of possible measures are discussed and analyzed through SWOT and Pestel analysis. In this context, the different conditions and needs of various countries and regions will be taken into account in order to develop appropriate case-by-case decisions.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Goal-oriented asking of questions • Successfully merging different opinions into one result • Respectful and constructive discussion skills • Expressing their own arguments and opinions
Knowledge acquisition	Knowledge of: • Determinants of financial and economic resilience • Various financial and economic risks • Adaptive capacity and system robustness • Measurements for financial and economic resilience • Different strategies to increase economic resilience • Financial developments arising from digitization • Possible future developments and resilience considerations
Deepening knowledge	Deepening knowledge through: • The analysis of matching case-studies and simulations • A comprehensive analysis of the exogenous and endogenous variables affecting financial and economic stability • The consideration of fiscal, monetary, structural and institutional resilience
Instrumental competence	• Competence to evaluate the sustainability, resilience and possible risks of financial and economic decisions • Using SWOT and Pestel analysis in order to make well-informed and reasoned decisions
Systemic competence	• Integrating lifelong learning and continuously incorporating new insights and examples into decision-making

	• Problem-solving ability: Developing structured solutions to challenges and being able to take a decision on an informed basis

Key qualifications taught

Students develop an understanding of the effects of financial vulnerabilities on economic volatility and learn to assess financial and economic innovations based on their potentials, risks and applicability in order to develop more resilient systems and economies. Students will be equipped to recognize international differences

Contents

- Definition of the term “resilience” and its meaning in the context of economies
- Core dimensions of economic resilience: Adaptive capacity and system robustness (micro and macro level)
- Endogenous and exogenous risks and shocks
- Strategic sovereignty to strengthen resilience?
- Political reforms to foster resilience: Education, innovation, pension systems ….
- Measurability of resilience, selected existing indices
- Current financial transformations: Effects of new digital currencies, digital financial developments and digitalization of the financial markets
- Digital and sustainable transformation and financial resilience: Challenges and chances
- Future outlook: What do economies need to be resilient? What will make them resilient?
- Case studies and specific examples: E.g., Sovereign Wealth Funds (various countries), Danish flexicurity model, Costa Rica's sustainable development strategy,…
- Utilization of PESTEL and SWOT analysis

Teaching methods

Interactive seminar with integrated exercises, incorporating individual opinion-forming, simulations, case-studies, questioning, discussions in plenum and consensus finding with numerous people.

Prerequisites

Formal:

Content: None

Forms of examination

Term Paper (15-20 pages)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Akberdina, V. (2023). Economic Resilience Determinants Under Shocks of Different Origins. In V. Kumar, E. Kuzmin, W.B. Zhang, Y. Lavrikova (eds), Consequences of Social Transformation for Economic Theory: EASET 2022 (pp. 75-84). Springer, Cham. https://doi.org/10.1007/978-3-031-27785-6_6

Briguglio, L., Cordina, G., Farrugia, N., & Vella, S. (2006). Conceptualizing and measuring economic resilience. *Building the economic resilience of small states, Malta: Islands and Small States Institute of the University of Malta and London: Commonwealth Secretariat*, 265-288.

Hamid, F. S., Loke, Y. J., & Chin, P. N. (2023). Determinants of financial resilience: insights from an emerging economy. *Journal of Social and Economic Development*, *25*(2), 479-499.

Oyadeyi, O. O., Ibukun, C. O., Arogundade, S., Oyadeyi, O. A., & Biyase, M. (2024). Unveiling economic resilience: exploring the impact of financial vulnerabilities on economic volatility through the economic vulnerability index. *Discover Sustainability*, *5*(1), 253.

Poonia, R.C., Prabu, P., Maheshwari, A., Malhotra, A., Gupta, V. (2025). AI Enhanced Global Economic Resilience: Predicting and Mitigating Financial Crises. In S. Kumar, S. Hiranwal, R. Garg, S. Purohit (eds), Proceedings of International Conference on Communication and Computational Technologies: ICCCT 2024 (pp. 267-279). Springer, Singapore. https://doi.org/10.1007/978-981-97-7426-5_20

Rouzet, D., Sánchez, A. C., Renault, T., & Roehn, O. (2019). Fiscal challenges and inclusive growth in ageing societies. *OECD Economic Policy Papers*, (27), 1-69. OECD Publishing, Paris. https://doi.org/10.1787/c553d8d2-en.

Module 25.03 Global Value Chains and Fragmentation

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 25.03	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Understanding global value chains and fragmentation is essential for grasping how modern economies are interconnected, how value creation is distributed worldwide, and how globalization shapes economic resilience and sustainability.

Students will gain a solid understanding of how global value chains (GVCs) have evolved and how economic theories explain their structures and impacts. They will learn to analyze and evaluate GVCs in terms of trade, governance, sustainability, and policy dimensions across different country contexts.

By the end of the module, students will be able to apply analytical tools, interpret empirical data, and critically assess the risks, opportunities, and future trends of global production networks.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Discussing trade-offs between efficiency, resilience and sustainability • Engaging critically with opposing views – free trade vs. economic nationalism • Collaboratively working towards a shared goal and dividing tasks • Presenting findings and ideas and using appropriate terminology
Knowledge acquisition	Understanding: • the evolution and key concepts of GVCs • the most important theoretical foundations of GVCs • Governance structures, power distributions of GVCs • Economic and social implications of Global Value Chains and fragmentation across different country groups and situations
Deepening knowledge	Deepening knowledge through: • Analyzing the effects of GVCs on productivity, wages and income distribution • Assessing the role of sustainability, resilience and risk management on modern value chains • Critically evaluating the effects of geopolitical tensions, tariffs and tendencies towards protectionism • Comparing different patterns through data

Instrumental competence	• Identifying vulnerabilities and dependencies in supply chain structures • Critically assessing complex trade and production structures and communicating interdependencies • Using economic reasoning to interpret suggested policies and political or market changes
Systemic competence	• Using theoretical, empirical and policy insights to form a holistic understanding of GVC dynamics • Reflect on ethical, environmental, and social dimensions of global production networks • Develop strategic perspectives on how firms and countries can position themselves within GVCs

Key qualifications taught

Students gain analytical skills to dissect global value chains, identify risks and power dynamics, and assess economic-security and sustainability implications. They learn to critically evaluate data and case studies to derive practical policy and business recommendations.

Contents

- Evolution of GVCs
- Theoretical Foundations of GVCs (e.g. comparative advantage and fragmentation theory)
- Connections to multinational enterprises and trade liberalization
- Mapping and Measuring Global Value Chains
- Governance structures, power and policies in GVCs
- Economic Impacts of GVCs: E.g., for developed, emerging and developing countries; wages, productivity, income distribution
- Sustainability and resilience in GVCs
- Risks, opportunities and tariffs & protectionism
- Perspectives on globalization and regional perspectives

Teaching methods

Seminar which encourages active participation, theory-practice-transfer and collaborative work in a group.

Prerequisites

Formal: None

Content: None

Forms of examination

Individual short presentation (~5 minutes) and a case study with presentation in a group (~20min. per group).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Cigna, S., Gunnella, Vanessa, Quaglietti, Lucia, & Europäische Zentralbank. (2022). Global value chains : measurement, trends and drivers. Frankfurt am Main]: [Europäische Zentralbank].

Eugster, J., Jaumotte, F., MacDonald, M., & Piazza, R. (2022). The effect of tariffs in global value chains. Washington, D.C. https://doi.org/https://doi.org/10.5089/9798400201158.001

Garg, A., Jain, A., Singh, M., & Al-Turjman, F. (Eds.). (2024). Smart Global Value Chain: Future Innovations (1st ed.). CRC Press. https://doi.org/10.1201/9781003461432

Humphrey, J. (2019). Global value chains. Cheltenham, UK Northampton, MA. https://doi.org/https://doi.org/10.4337/9781788114448

Lee, J. M., Ibarra Olivo, J. E., Lavoratori, K., & Li, L. (2023). Inequality, Geography and Global Value Chains. Cham. https://doi.org/https://doi.org/10.1007/978-3-031-24090-4

Ponte, S., Gereffi, G., & Raj-Reichert, G. (2019). Handbook on global value chains..Edward Elgar Publishing.

World Trade Organization. (2025). Global Value Chain Development Report 2025. WTO.

Module STM 26 Technical Assessment

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 26	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Seminar	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Under the conditions of global economic structures and global supply and production chains, the question of the sustainability of products, services and developments arises. In addition, skills and self-positioning in the fields of human-technology interaction and technology assessment are essential for industrial engineers who are involved in global research, development, planning and sales processes during their careers.

After completing the module, students will be able to adopt, reflect on and apply the perspective of technology assessment and social, ecological and economic sustainability in their specialist contexts. They are familiar with key theories of the sociology of technology and have undertaken application-oriented case study work on the global challenges, in the context of which they transfer the theories to practice.

Interdisciplinary skills: Communication, presentation and argumentation skills (for German and English-speaking work contexts), ability to deal with conflict, ability to work in a team, initiative, independence, commitment, ability to give feedback.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	Training and practical experience in • Group work and discussions with English and German as working languages • Presentation and joint discussion of group results • Plenary discussions, exercises • Work in groups (in virtual and face-to-face groups), taking into account appropriate communication strategies in international contexts • Joint processing of case studies
Knowledge acquisition	Knowledge of • Technology and society • Sociology of technology • Technology assessment • Global sustainability
Deepening knowledge	Deepening knowledge through

	• Joint processing of case studies • Joint processing of practical examples • Simulation exercises and practical transfer
Instrumental competence	Application of • Theories and methods in exercises • Models on case studies of the organizational framework • Theoretical knowledge applied to specific company examples • Systematic analysis of use cases and their special features
Systemic competence	Assessment and reflection of • Lecture styles and means of presentation • Management and leadership situations • Team situations and team roles • Ideas and their realization in the group • own cultural orientations in business management fields of action and to change perspectives • Perception of ambiguity and how to deal with it

Key qualifications taught

By learning the basics of technology assessment and prospective technology evaluation, students deal with the ethical and sociological framework of their future careers. They deal with the theoretical foundations and empirical fields of technology assessment and can apply this to the great challenges of energy, climate and big data in case studies. Classifying their own work within the framework of global sustainability requires students to be tolerant of ambiguity and willing to reflect.

Contents

Concrete learning contents are:

Sociology of technology

a) Technology and society
b) Technology as desired progress
c) Unintended consequences: Risks and side effects
d) Pressure to adapt to technology
e) Technology conflicts

Technology assessment

a) Expectations of technology assessment
b) The practice of technology assessment
c) History of technology assessment
d) TA today: organizational forms and fields of practice
e) Participatory technology assessment

Case studies in technology assessment

a) Energy
b) Autonomous driving
c) Big Data

d) Climate

Technology and global sustainability

a) Concept of sustainability: social, ecological, economic
b) Phenomena of the sustainability discourse:
    a. Consumption and the post-growth economy
    b. Resources and energy
    c. Supply and production chains
    d. Money and the global financial system
    e. World population and world order

Teaching methods

Seminar-style teaching discussion in various social forms (plenary, pair and group work), project work in teams, team presentation.

Seminar-based and question-based teaching, exercises and case studies, independent study of literature supported by a learning management system (OpenOLAT).

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio/Assignments: Group presentation (10 minutes per person) with an accompanying term paper (10 pages per person including reflection), learning protocol (~5 pages)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Grunwald, A. (2019): The inherently democratic nature of technology assessment. Science and Public Policy 46, 5: 702–709; DOI: 10.1093/scipol/scz023

Grunwald, A.; Kopfmüller, J. (2012): Nachhaltigkeit: Eine Einführung. 2.aktualisierte Aufl. Frankfurt a.M.:
Campus

Grunwald, A. (2022): Technikfolgenabschätzung. Einführung. 3., vollständig aktualisierte und erweiterte Auflage, Baden-Baden: Nomos.

MacKenzie, Donald und Judy Wajcman (Hg.): The Social Shaping of Technology. Second edition, Buckingham: Open University Press 1999.

Mut zur Nachhaltigkeit / z.T. Wuppertal Institut für Klima, Umwelt, Energie (2011):
7 didaktische Module zu Nachhaltige Entwicklung; Konsum;
Ernährung/Wasser/Weltbevölkerung;Ressourcen/Energie;Klima/Ozeane;Wirtschaft/Neue Weltordnung; Geld und Weltfinanzsystem, 2008-2011.

Rammert, Werner: Technik aus soziologischer Perspektive. Opladen: Westdt. Verlag. Band 1: 1993, Band 2: 2000.

Weyer, J. (2009): Techniksoziologie. Genese, Gestaltung und Steuerung sozio-technischer Systeme. Weinheim: Juventa.

Welzer, H.; Wiegandt, J. (2011): Perspektiven einer nachhaltigen Entwicklung. Fischer, Frankfurt/M.

Module STM 24 Planetary Health and Empirical Research Methods

Overview

Nr.	Workload	Credits	Semester of study	Frequency of offer	Duration
STM 24	150h	5 CP	3rd Semester		1 Semester

Module supervisor	Lecturer
Prof. Dr. Christof Schenkel-Häger	Prof. Dr. Christof Schenkel-Häger Prof. Dr. Magdalena Stülb

Type of module	Event type	Contact hours	Self study	Planned group size	Language
Mandatory	seminar-based teaching	64 h	86 h	ca. 60 Stud.	English

Module use

Bachelor-Studiengang Gesundheits- und Sozialmanagement (Vertiefungsmodul)

Bachelor-Studiengang Gesundheits- und Sozialmanagement dual (Vertiefungsmodul)

Bachelor Sustainable Transformation Management (Basismodul)

Learning outcomes and competencies

The module is aimed at students who want to explore the topics of health and social integration as a prerequisite for social change. Both content-related and methodological aspects are considered.

The module teaches the skills to understand and critically reflect on current transformation processes in the areas of the environment, society and the economy in their interaction with individual and public health. Students acquire knowledge and expertise in “Planetary Health” and apply it using qualitative methods of empirical social research.

Acquisition of Competences

Learning Target Level	Course contribution
Social and Communication competence	Students are able to • actively participate in group discussions and broader debates, contributing meaningful insights and perspectives. • collaborate effectively within teams to engage in and resolve case studies as well as real-world projects. • analyze and discuss topics related to sustainability and corporate social responsibility, particularly within the framework of planetary health.
Knowledge acquisition	Students are familiar with • the key concepts and current trends in planetary health. • the principles and application of qualitative research methods.
Knowledge enhancement	Students expand their knowledge by • researching facts, gathering and analyzing information, and solving problems based on specific questions. • reading extensively and deepening their understanding of qualitative research methods, including their applications, strengths, and limitations.
Instrumental competence	Students demonstrate their ability to • apply scientific research methods effectively. • utilize techniques for developing research designs, creating interview guides, conducting qualitative text analysis, and presenting findings.

	• implement methods for concept development, process management, and transformation management. • Apply sustainability-oriented concepts to real-world practical scenarios.
Systemic competence	Students are able to evaluate: • the categorization of topics related to social and planetary responsibility ("citizenship"). • the transformation of practical issues into scientific research questions. • the use and suitability of empirical methods in health research.

Key skills taught

Scientific and research-oriented thinking and action, professional and methodological expertise, analytical thinking and the ability to simplify complex issues while identifying cause-and-effect relationships, translating theoretical knowledge into practical applications, enhancing presentation and discussion skills, concept development and expertise in transformation management, applying and critically evaluating empirical social research methods.

Contents

Multidimensional Integrative Approach to Planetary Health: Exploring the Sustainable Development Goals (SDGs), the EU Green Deal, and the psychological dimensions of the Planetary Health framework. Role of Change Agents: Examining the transformative roles of companies and individuals. Fields of Action and Activity: Identifying key areas for impactful change. Corporate Social Responsibility (CSR): Understanding its significance and implementation. Personal Resilience: Building strategies for individual resilience in the context of Planetary Health.

Introduction to Qualitative Social Science Research Methods: Fundamentals of qualitative research, including the development of research designs. Practical Application: Hands-on experience with data collection through interview techniques, data transcription, and analysis using category formation and coding. Presentation of Results: Developing skills for oral and written presentation of findings.

Teaching forms

Interactive, question-and-answer-based lectures. Development-oriented teaching approaches. Plenary discussions to encourage collaborative learning. Topic-specific guest lectures by experts. Excursions to research sites for hands-on testing of data collection methods. Group work involving poster creation and presentations. Guided and independent case studies.

Participation requirements

Formal: Registered student at the WiSo department of the Campus Remagen for the bachelor's programs “Sustainable Transformation Management” and “Healthcare and Social Management”.

Content-based: None

Type of examination

Oral Assessment (2x15 minutes)

Assessment

Prerequisite for the awarding of ECTS credits is the passing of the examination performance for the module. The module is included with 5 ECTS in the total of 180 ECTS credits.

Literature and other learning opportunities

- Al-Delaimy, W., Ramanatahn, V., Sorondo, MS: Health of People, Health of Planet and Our Responsibility: Climate Change, Air Pollution and Health, Springer-Verlag 2020

- Silverman, David: Doing Qualitative Research, SAGE Publications, 2021
- Miles, Matthew, B.; Huberman, Michael A; Saldana, Jonny: Qualitative Data Analysis: A Methods Sourcebook, SAGE Publications, 2019

Module P (STM) Practical Phase

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
P (STM)	750 h	25 CP	5th semester	every semester	min.21 weeks

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Prof. Dr. Christian Ganseuer Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory					

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The Bachelor's program in Sustainable Transformation Management includes a practical study phase within the standard period of study, which can usually be completed as an internship (domestic or abroad) or replaced by a start-up phase. In a start-up project, students found a start-up instead of completing a traditional internship. The practical study phase comprises a period of at least 20 weeks in all forms (internship abroad, domestic internship, start-up phase).

The practical phase in this program serves to connect theoretical knowledge with professional practice. Through this, students experience firsthand what challenges, opportunities, resistances, unexpected events and dynamics actually exist due to real-world conditions.

The following competences can be acquired during an internship in a domestic organization:

During the domestic internship, students gain an insight into the real everyday life of a company, NGO, start-up or Gov-Organization. They are actively involved in working life and contribute to the value creation of an organization with their work performance. This enables students to immerse themselves in German professional environments while developing valuable industry connections. The students should be able to apply and reflect on the competences and theoretical knowledge imparted during their studies in practice. Furthermore, they should acquire relevant practical knowledge that will facilitate a later career entry.

The following competences can be acquired during an internship in an organization abroad:

The competency acquisition corresponds to that of a domestic internship; however, students become familiar with the work culture of another country and thereby establish international professional contacts. Moreover, students can further develop and deepen their intercultural skills and knowledge during their stay abroad. A special focus is placed on the development of communicative competences. Students learn to deal with other cultures and integrate themselves accordingly.

For both types of internships, it must be proven that the activity of the internship is directly related to business administration or to any kind of sustainability or transformation topics. In cases of doubt, the supervisor is responsible to assess if the internship position meets this requirement.

The following competences can be acquired during a start-up project:

This entrepreneurial path offers a comprehensive learning experience where students develop essential skills including opportunity recognition, business model development, strategic planning and resource mobilization. Founding a start-up requires students to acquire competencies across multiple business functions while navigating real-world challenges that foster resilience, creative problem-solving and adaptive thinking.

Supervision of the practical study phase by professors is necessary in any case. For this purpose, students must contact a professor of their choice who officially accompanies them as a supervisor and is available for questions and reflection during the practical phase. The supervising person from the university must also be entered in the contract for the practical study phase and notified to the examination office.

Form of application for domestic internship and internship abroad: https://www.hs koblenz.de/fileadmin/media/fb_wirtschafts_sozialwissenschaften/Pruefungsamt/Praxissemester/Anmeldung_Praxisphase_englisch_06-25.pdf.

Form of application for the founding-/start-up-phase: https://www.hs koblenz.de/fileadmin/media/fb_wirtschafts_sozialwissenschaften/Studiengaenge_WiSo/MLI/Anmeldung_Gruendungsphase_Englisch_2025.pdf

Key qualifications taught

Professional and methodological competence, analytical thinking, economic thinking and action, ability to reduce complexity, development of cause-and-effect relationships, development of alternative courses of action and their evaluation in problem situations, ability to transfer theory to practice, communicative and intercultural skills.

Contents

At least 21-week internship or start-up project.

Professors and staff are free to arrange supervision according to individual requirements (e.g. offering attendance events at the university).

Teaching methods

-

Prerequisites

Formal: Registered student at the the Faculty of Business and Social Sciences of Hochschule Koblenz in Remagen for the bachelor's program Sustainable Transformation Management

Content: None

Forms of examination

Internship with an organization at home or abroad: Writing an internship report according to the specifications of the respective supervisor. Proof of activity related to business administration, sustainability or transformation (management) or other contents of the study program.

Foundation phase: For the evaluation of the foundation phase, formal confirmation of the foundation, participation in idea or equivalent competition as well as a business plan must be submitted. Documents on progress made and a report on the activities must be submitted.

The detailed regulations for the practical phase can be found on the website of the Examination Office: http://www.hs-koblenz.de/rac/fachbereiche/wiso/pruefungsamt-wiso/bachelor-of-arts/praxissemester-ba/

Prerequisites for awarding credits The prerequisite for the awarding of ECTS credits is passing the coursework for the module. The module counts for 25 ECTS credits towards the total of 180 ECTS credits. The module is not included in the calculation of the overall grade.
Literature and other learning opportunities -

Module C (STM) Consulting Project

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
C (STM)	150 h	5 CP	5th semester	every semester	One semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Prof. Dr. Christian Ganseuer Prof. Dr. Sarah Lichtenthäler

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory					

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The Bachelor's program in Sustainable Transformation Management includes a consulting project that accompanies the practical study phase. Students will identify a practical problem, analyze it using relevant theoretical frameworks, and develop evidence-based recommendations. The module bridges academic knowledge and professional practice through structured guidance and independent project work.

In case students can not identify suitable challenges or cases in their internship or start-up-project, the lecturers will provide a case.

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

- Identify and formulate relevant research questions from practical business contexts
- Apply appropriate theoretical frameworks and academic concepts to real-world problems
- Conduct independent research and analysis combining theory and practice
- Communicate findings effectively through professional presentations

There are workshop sessions before the project phase to prepare students on how a consulting project works, which methods can be used and what kind of theory-practice-transfer is required to solve real-world problems and present them in a convincing manner.

At the end of the semester, the findings of the students will be presented in plenum and will be followed by a short Q&A. Students will receive feedback on their performance as a consultant.

Skills aquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Professional presentation skills for convincingly communicating analysis results and recommendations • Consulting skills in dialogue with practice partners during the project phase
Knowledge acquisition	During the preparation sessions, students acquire knowledge on: • Understanding of consultancy methodologies and approaches • Knowledge of relevant theoretical frameworks for specific practical problems • Proficiency in literature research to identify appropriate academic concepts

	During the project phase: • Acquisition of domain-specific knowledge through engagement with real organizational challenges
Deepening knowledge	Deepening knowledge through: • Analysis of complex organizational challenges using scientific methods • Development of a differentiated understanding of transferring academic knowledge into practical contexts
Instrumental competence	• Project management and time management skills • Creation of professional project documentation and deliverables • Application of qualitative and quantitative analytical methods
Systemic competence	• Holistic problem analysis by connecting theoretical and practical perspectives • Ability to navigate and integrate multiple stakeholder perspectives and organizational contexts • Development of evidence-based recommendations considering different system levels

Key qualifications taught

Identifying real-world problems and challenges, applying appropriate theoretical frameworks, developing evidence-based solutions and presenting them professionally.

Contents

Preparatory Workshop

The module begins with a preparatory workshop that covers:

- Consultancy methodologies and approaches
- Identifying and framing research questions
- Connecting theory to practice
- Project planning and time management

Project Work

Students work independently on a consultancy project addressing a practical business question. Questions can be sourced through:

- Internship-based projects: Students may identify relevant challenges during their internships or professional placements
- Provided case studies: Students may select from a portfolio of prepared cases representing authentic organizational challenges

Throughout the project phase, students will:

- Define the scope and objectives of their consultancy project
- Conduct literature reviews to identify relevant theoretical frameworks
- Gather and analyze data (qualitative and/or quantitative as appropriate)
- Develop practical recommendations grounded in theory
- Prepare deliverables for assessment

Teaching methods

- Preparatory workshop (instructor-led)
- Independent project work
- Optional consultation hours with module supervisor
- Peer learning and feedback sessions

Prerequisites

Formal: Registered student at the the Faculty of Business and Social Sciences of Hochschule Koblenz in Remagen for the bachelor's program Sustainable Transformation Management

Content: None

Forms of examination

Students are assessed through two interconnected components:

Written Report: A comprehensive paper that presents the problem, theoretical foundation, analysis, and recommendations, ~12 pages

Presentation: An oral presentation of findings and recommendations, demonstrating professional communication skills ~12 minutes (per person)

Both components should demonstrate the integration of theoretical knowledge with practical application and reflect consultancy-level quality in analysis and recommendations.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS credits is passing the coursework for the module. The module counts for 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Block, P. (2011). *Flawless Consulting: A Guide to Getting Your Expertise Used (3rd ed.).* Pfeiffer.

Hunziker, S. & Blankenagel, M. (2024). *Research Design in Business and Management: A Practical Guide for Students and Researchers.* Springer Gabler Wiesbaden. https://doi.org/10.1007/978-3-658-42739-9

Rasiel, E. M., & Friga, P. N. (2001*). The McKinsey Way: Using the Techniques of the World's Top Strategic Consultants to Help You and Your Business*. McGraw-Hill.

Partial study plan STM 27 Elective: Applied Transformation Management

Overview

One module has to be chosen from the following lists. Elective modules in the PO, which are offered every semester:

27.01	Transformational Governance and Stakeholder Involvement	5 ECTS	4 SWS	PFP
27.02	Transformation towards Sustainability Certification	5 ECTS	4 SWS	PFP
27.03	Strategic Business Model Transformation	5 ECTS	4 SWS	PFP

The list of elective modules is not exclusive. Other current elective modules are:

Learning outcomes/skills

Building on the transdisciplinary Sustainable Transformation modules, graduates can choose an elective module from a catalogue to achieve a moderate functional specialization without being restricted to a specific field of activity. The focus here should be more on practical application than in the compulsory courses.

Modules offered under the opening clause ensure the necessary openness and flexibility to take appropriate account of the rapid changes in economic and social conditions and the resulting issues.

Key qualifications taught

Deepening and applying transformation management knowledge. Development of specialized and complex soft and methodological skills, covering different aspects of specific transformations. Intensified acquisition of theory and practical skills in the field of communicating changes, developing a strategy and project management. Sustainable thinking and action, problem-solving skills, learning and applying specific knowledge, holistic assessment of situations and systems. Moving flexibly within rules and frameworks, interconnected thinking, development of advanced leadership and change management skills.

Contents

These can be found in the descriptions of the respective modules.

Teaching methods

The differentiated use of the spectrum of different forms of teaching results from the descriptions of the respective modules.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: These can be found in the descriptions of the respective modules.

Forms of examination

These can be found in the descriptions of the respective modules.

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the respective module. One module must be selected. The partial curriculum is included in the total number of 180 ECTS credits with 5 ECTS credits.
Literature and other learning opportunities These can be found in the descriptions of the respective module.

Module 27.01 Transformational Governance and Stakeholder Involvement

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 27	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 25 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

In today's world, in the face of multiple challenges and complex interrelationships, traditional organizational management is increasingly being replaced by transformative governance and participatory approaches for stakeholders. The effective implementation of transformations is predicated on the presence of compelling leadership and effective collaborative working practices with relevant stakeholders. In all organizational settings, communication mode and a range of methods adapted to the target group are required. Governance in the public sector and in politics has different characteristics from governance in the private sector, since stakeholders have different backgrounds. Regardless of the type of organization: When utilizing the proper approach, beneficial effects such as swarm intelligence can be realized.

This module is designed to prepare students to initiate and support change in a compelling way in their future profession by using hard and especially soft skills. After completing the module students will be equipped to implement participatory stakeholder methods, encourage the change of governance systems and communicate and support such processes in a positive way.

The module goes beyond the defined concept of transformational governance to address how holistic change in organizations, politics and society can be effectively steered and embedded in systems. Students learn about challenges and risks regarding participatory stakeholder methods and different types of governance styles.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Practicing effective communication methods for transdisciplinary and international teams • Ability to convey information and ideas clearly to varying stakeholders with different backgrounds • Audience-specific social and communication methods • Communicating opinions, facts and ideas clearly • Giving and receiving feedback / respectful feedback-culture • Compelling, target-group-specific communication
Knowledge acquisition	Knowledge of: • Different governance styles • Key aspects of successful governance in different organizational contexts • Analyzing and mapping stakeholders • Various methods of stakeholder consultation, communication channels and involvement in decision-making • Tasks and challenges as a change agent

Deepening knowledge	Deepening knowledge: • Building a culture of error management • Deeper exploration of stakeholder analyses and connected risk evaluations • In-depth knowledge of change management methods, transfer and own further development of methodological approaches • Discussion and evaluation of governance models and their realistic implementation
Instrumental competence	• Mapping key stakeholders • Identifying challenges in involving stakeholders and developing possible solutions • Designing and implementing a wide range of participation methods for stakeholders in various contexts
Systemic competence	• Grasping complex structures and interdependencies • Exploring a potential self-image as a transformation agent • Considering different change management approaches, situational adaptation • Implementation of governance models using a division into individual steps

Key qualifications taught

Students learn how organizations and societies can exploit their potential and leverage synergies through innovative governance methods and stakeholder participation opportunities. To implement these concepts, students will be provided with methods, practical tips and skills.

Contents

Governance:

- Definition and framework of transformational governance and related governance-styles
- Distinction between traditional governance and transformational governance
- Difference and connections between governance and leadership
- Experimental governance approaches and current developments
- Case studies and best practices of transformational governance
- Governance at different levels: organizations, society, politics

Stakeholder analysis and management:

- Stakeholder-mapping-techniques
- Power and risk identification
- Challenges in dealing with stakeholders and methods to handle them

Stakeholder engagement:

- Schemes for participatory formats
- Digital participation tools
- Successfully navigating participatory methods and promoting co-creation

Acting as a change agent:

- Promoting and supporting change at the systems level
- Communication techniques
- Handling resistance
- Basic project management methods and application in practical contexts
- Sensitivity to different interests, mediation skills

All content will be taught in a practice-oriented way and deepened through examples and simulations/role-playing.

Teaching methods

Seminar with student-centered and practice-oriented activities, presentations, group work and role-playing with feedback.

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consists of: Group presentation (15 minutes per person), presentation with accompanying written paper (5 pages), assignment (~3 pages). Presentations can be recorded presentations, online presentations or live presentations.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Arnold, G., Ludwick, S., Mohsen Fatemi, S., Krause, R., & Long, L. A. N. (2024). Policy entrepreneurship for transformative governance. *European Policy Analysis*.

Fittko, S. (2024). Die Dringlichkeit einer transformativen Governance im Zeitalter der Meta-Krise. In R. Smolinski (ed), Modernes Innovationsmanagement. Springer Gabler, Wiesbaden. https://doi.org/10.1007/978-3-658-44894-3_7

Franklin, A.L. (2020). Stakeholder Engagement. Springer Cham. https://doi.org/10.1007/978-3-030-47519-2

Gazley, B., & Kissman, K. (2015). Transformational governance: How boards achieve extraordinary change. John Wiley & Sons.

Korhonen-Kurki, K., D'Amato, D., Belinskij, A., Lazarevic, D., Leskinen, P., Nylén, E. J., Pappila, M., Penttilä, O., Pitzen, S., Pykäläinen, N., Turunen, T. & Vikström, S. (2025). Transformative governance: Exploring theory of change and the role of the law. Earth System Governance, 23, 100230.

Rajagopal & Behl, R. (Eds.). Corporate Democracy, Open Innovation, and Growth: Business Transformation in Developing Economies. Palgrave Macmillan Cham. https://doi.org/10.1007/978-3-031-71667-6

Module 27.02 Transformation towards Sustainability Certification

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 25	150 h	5 CP	4th semester	each summer semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Sustainability is a buzzword in the global economy, which is one reason why sustainability certifications and standards have been developed and continue to evolve. These play an important role for organizations for a variety of reasons. In addition, some companies are also under reporting obligations. In order to fulfill reporting obligations and obtain certifications, organizations need experts in this field who can initiate changes in this direction, write reports, and provide expertise to support the auditing processes.

The primary aim of this course is to equip students with the necessary skills and knowledge to prepare organizations for various sustainability audits. The seminar will also instruct students in the methodology of conducting audits. The module also includes the communication of necessary changes with stakeholders leading up to the audits and the successful execution of these improvements. In addition to specialist knowledge, such as the various types of certification, the course also focuses on developing the soft skills that are essential for working in this field.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Target group-specific communication and practice of rhetorical methods of argumentation • Jointly synthesizing expertise in a group • Identifying different stakeholders and engaging with them in a tailored manner • Ability to mediate between positions
Knowledge acquisition	Knowledge of: • Various important sustainability certifications and their fundamental differences • Certification procedures and management • Sustainability reporting duties and the structure of such reports • Making processes more sustainable and developing a strategy • Change agent skills
Deepening knowledge	Deepening knowledge through: • Simulation of situations as a transformative change agent, including communication • Deeper exploration of criticism towards sustainability certification • Discussion of the components of the certifications and reports • Covering the holistic process, including impact measurement

Instrumental competence	• Systemically implementing guidelines • Ability to solve problems in a structured way • Time management skills • Report writing skills
Systemic competence	• Organization-wide and holistic assessment of processes and structures • Initiating and leading change as a change agent • Identifying the right levers to successfully achieve transformation

Key qualifications taught

The fundamental objective of this module is to equip students with the necessary skills and knowledge to prepare organizations for various sustainability audits and reporting duties and to guide them through the auditing process.

Contents

General considerations

- The role of sustainability certification and reporting within the sustainability discourse and political agenda: Macro and micro perspective
- The value of certifications and reports for organizations: a cost-benefit analysis
- Sustainability reporting obligations: Who has a duty to disclose what?
- ESG frameworks: GRI, UN Global Compact, DNK
- ESG-Ratings
- EU regulations: CSRD and SFDR
- Designing processes in a more sustainable way
- Striking a balance between sustainability and profitability
- Key principles for creating a sustainability strategy
- Impact Measurement
- Prospects for sustainability certification and reporting requirements

Certifications

- Certification procedure: Procedure, time frame, order, …
- Eco-Management and Audit Scheme - EMAS
- (DIN EN) ISO 14001: Environmental management systems
- (DIN EN) ISO 50001: Systematic energy management system, ISO 26000: Social responsibility (cannot be certified), DIN SPEC 91436
- Cradle to cradle
- Crossover points between different certifications

Critical reflection

- On the contribution of certifications and reports to true sustainability
- How does authentic sustainability look?

Important related skills

- Structure of sustainability reports
- Guidelines and tips for effective reporting
- Target group-specific rhetorical skills
- Behaviour of a transformational change agent
- Change Management skills

Teaching methods

Interactive seminar including problem-based learning, case study analysis, simulations and hands-on sessions. The Jigsaw method is used to promote individual specialization in sub-areas.

Prerequisites

Formal:

Content: None

Forms of examination

Portfolio, consists of: Presentation (20 minutes), Assignment/Case Study (5 pages), creative output (e.g. podcast, visual presentation of a process, …)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Buchholz, U., Knorre, S. (2023). Change Management. In Internal communication and management. Springer, Wiesbaden. https://doi.org/10.1007/978-3-658-38614-6_13

Florio, C., Panfilo, S., Fiandrino, S. (2025). ESG Performance, Corporate Governance Mechanisms, and ESG Risk Rating: Evidence from Europe. In N. Castellano, F. De Luca, G. D'Onza, M. Maffei, A. Melis (eds), Environmental, Social, Governance (ESG). SIDREA Series in Accounting and Business Administration. Springer, Cham. https://doi.org/10.1007/978-3-031-76618-3_10

Idowu, S. O., Schmidpeter, R., Capaldi, N., Zu, L., Del Baldo, M., & Abreu, R. (Eds.). (2020). *Encyclopedia of sustainable management*. Cham: Springer International Publishing.

International Organization for Standardization. (2015). *Environmental management systems: Requirements with guidance for use*. Intenational Organization for Standardization.

Li, T. T., Wang, K., Sueyoshi, T., & Wang, D. D. (2021). ESG: Research progress and future prospects. *Sustainability*, *13*(21), 11663.

Lozano, R. (2024). Organisational Change Management for Sustainability. In Organisational Change Management for Sustainability. Strategies for Sustainability. Springer, Cham. https://doi.org/10.1007/978-3-031-59622-3_5

Pollman, E. (2024). The making and meaning of ESG. *Harv. Bus. L. Rev.*, *14*, 403.

Module STM 27.03 Strategic Business Model Transformation

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 27	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
N.N.	N.N.

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 25 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

In the VUCA-world and rising sustainability requirements, established business models are under from many sides. In order to stay successful, businesses need to adapt and create resilient and sustainable business models.

Students who complete this module are equipped to critically analyze, evaluate, and actively contribute to business model transformation processes in complex, real-world organizational contexts. They combine strategic thinking with practical tools and reflective capacity. It especially includes the challenges of managing old and new business models simultaneously while focusing on what a future-proof business looks like.

Skills acquisition

Learning objective	Contribution to the objective
Social and Communication skills	• Convincing communication: Crafting messages that move people to action • Active listening • Navigating conflicting agendas
Knowledge acquisition	Knowledge of: • Core concepts and frameworks for analyzing and designing business models • Typologies of business model transformation: incremental adaptation vs. radical reinvention • Key drivers of transformation including digitalization, sustainability pressure, regulatory change, and competitive disruption • Resource allocation during a business model transformation • The organizational and cultural conditions that enable or obstruct transformation • Emerging (sustainable) business model archetypes
Deepening knowledge	Deepening knowledge through: • Historical and contemporary case studies of successful and failed business model transformations • Application of different frameworks on business model transformations • Critical examination of the internal cannibalization dilemma • Looking at trends and global developments to explore future-oriented business models
Instrumental competence	• Apply business model analysis frameworks to diagnose vulnerabilities and opportunities in existing models

	• Develop dual transformation roadmaps that explicitly address the management of old and new model in parallel • Identify and manage internal conflict arising from resource allocation between legacy and innovation streams
Systemic competence	• Evaluate current transformation trajectories against longer-term sustainability scenarios • Distinguish between business models that are sustainable in the narrow sense and those that are genuinely future-proof under conditions of ecological and social pressure • Recognizing inertia created by the current business model and transforming them into a new strategy

Key qualifications taught

Students develop strategic and analytical competencies to assess, design, and manage business model transformation processes, combining frameworks for organizational change with tools for future-oriented and sustainable business model development.

Contents

- Core concepts and frameworks for analyzing and designing business models
- Typologies of business model transformation: incremental adaptation vs. radical reinvention
- Key drivers of transformation including digitalization, sustainability pressure, regulatory change, and competitive disruption
- The concept of organizational ambidexterity (simultaneously exploiting an existing business model while exploring and building a new one)
- Dual operating structures (old and new business model)
- Lookout: Emerging (sustainable) business model archetypes
- Concept of future fitness and trends shaping future business model landscapes

Teaching methods

Seminar with interactive parts, discussions, reflection and journaling.

Prerequisites

Formal: None

Content: None

Forms of examination

Portfolio, consisting of a learning journal (10 pages) and a case (5 pages).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Franz, C., Bieger, T., & Herrmann, A. (2017). Evolving Business Models : How CEOs Transform Traditional Companies. Cham. https://doi.org/https://doi.org/10.1007/978-3-319-48938-4

Kaplan, S. (2012). Business model innovation : how to stay relevant when the world is changing (1st edition). Hoboken, N.J.: John Wiley & Sons, Inc.

Montgomery, J. B., & Van Clieaf, M. (2023). Net zero business models : winning in the global net zero economy. Hoboken, New Jersey.

Pijl, P. van der, Wijnen, R. A. A., Lokitz, J., & John Wiley & Sons Verlag. (2021). Business model shifts : six ways to create new value for customers. Hoboken, New Jersey.

Rudolph, T., & Schweizer, M. (2024). Successful Business Modell Transformations in Disruptive Times : A conceptual framework for established corporations. Berlin. https://doi.org/https://doi.org/10.1515/9783110772111

Further literature will be provided at the beginning of the module via the OpenOlat learning platform.

Module STM 28 International Systems of Innovation and Transfer Management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
STM 28	150 h	5 CP	6th semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Prof. Dr. Christian Ganseuer

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Seminar	64 h	86 h	approx. 60-80 stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Ideas become truly valuable to societies when they find their way into the public sphere and are put into practice. To facilitate this process, systems are being created around the world to promote this development. Therefore, the successful functioning of innovation and transfer systems plays a decisive role in determining how competitive countries and regions are, especially in a rapidly changing world.

By the end of the module, students will understand the underlying principles of innovation and transfer systems, have become familiar with various international systems, and have compared different aspects of these systems. Students learn to orient themselves in different innovation and transfer systems and understand which transfer organizations, mechanisms and policies are active in these systems. Built on this foundation, they shall be enabled to critically examine different international innovation and transfer systems and their components and identify suggestions for improvement.
In particular, national innovation and transfer practices will be examined, but regional and cross-border initiatives will also be explored.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Engaging in critical discussion and making comparisons in plenary sessions and small groups • Clearly formulating and reacting to ideas and criticism • Collaboratively working in groups
Knowledge acquisition	Knowledge of: • Different international innovation and systems and their components

	• Best practices and valuable learnings from around the world regarding innovation and transfer systems • Various models and instruments of fostering innovation and transfer • Ways of measuring the effectiveness of innovation and transfer efforts and their weaknesses
Deepening knowledge	Deepening knowledge through: • Comparing different innovation and transfer systems (and their success) • Critically assessing certain developments and approaches • Discussing different strategies (under consideration of the economic situation of a country) • Developing possible measures to improve an innovation and/or transfer system
Instrumental competence	• Ability to evaluate and perform basic benchmarking of international transfer and innovation systems • Application of frameworks such as the triple/quadruple helix model • Analysis and comparison of national innovation systems • Identification of suitable transfer pathways
Systemic competence	• Understanding innovation systems as complex, adaptive systems • Reflection on one's own role in the innovation system • Analysis of innovation policies and instruments • Designing resilient and sustainable innovation structures

Key qualifications taught

Within this module, students will gain an overview of the German and international innovation and transfer systems in comparison. Building on this, the focus will be on teaching students to critically examine and adopt best practices and approaches for improving individual systems (regional, national and international).

Contents

- Basics of transfer management and partially deepening knowledge of innovation management
- Presentation of different innovation and transfer strategies and approaches from various selected countries, analysis of effectiveness
- Differentiation between the strategies of developing, emerging and developed economies
- International best practices in the context of innovation and transfer management
- How can transfer processes between science, businesses and society be shaped and strategically managed?
- Understanding different forms of support and associated institutions (TTO's, Incubators, TTO alliances, cluster …)
- Cooperation and role of academic institutions and industry (comparison of different countries)
- International transfer: Advantages and opportunities
- Critically reflecting on challenges in international technology and knowledge transfer, e.g., knowledge protection, interculturality, asymmetric markets
- Triple, Quadruple and Quintuple Helix model
- Typical indicators for transfer measurements and problems with measuring (transfer) impact

- Transfer and Impact Orientation as goals of the Horizon Europe program (European Union)
- Ethical, economic, and social considerations in the design of innovation and transfer systems

Teaching methods

Seminar-style teaching method with many activating elements such as group work, plenary discussions and peer presentations.

The module uses controversial questions and reciprocal questioning, among other methods, to convey the content in greater depth.

Prerequisites

Formal: None

Content: None

Forms of examination

Portfolio, consists of: Presentation (20 minutes), two short presentations (5 minutes each), Assignment (3 pages). The presentations can be recorded presentations, online presentations or live presentations.

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Arena, M., Azzone, G., & Piantoni, G. (2022). Uncovering value creation in innovation ecosystems: paths towards shared value. *European Journal of Innovation Management*, *25*(6), 432-451.

Chen, K., Zhang, C., Feng, Z., Zhang, Y., & Ning, L. (2022). Technology transfer systems and modes of national research institutes: Evidence from the Chinese academy of sciences. *Research Policy*, *51*(3), 104471.

Feinson, S. (2003). National innovation systems overview and country cases. Knowledge flows and knowledge collectives: understanding the role of science and technology policies in development, 1, 13-38.

Korányi, R., & Fülöp, Z. D. (2025). Comparative analysis of technology transfer models of Hungary and Israel. *Journal of Open Innovation: Technology, Market, and Complexity*, *11*(2), 100527.

Schmoch, U., Rammer, C., Legler, H. (eds) National Systems of Innovation in Comparison. Springer, Dordrecht. https://doi.org/10.1007/1-4020-4949-1_1

Sinell, A., Iffländer, V., & Muschner, A. (2018). Uncovering transfer–a cross-national comparative analysis. *European Journal of Innovation Management*, *21*(1), 70-95.

Taratori, R., Rodriguez-Fiscal, P., Pacho, M. A., Koutra, S., Pareja-Eastaway, M., & Thomas, D. (2021). Unveiling the evolution of innovation ecosystems: An analysis of triple, quadruple, and quintuple helix model innovation systems in european case studies. *Sustainability*, *13*(14), 7582.

Partial study plan in-depth business administration

Overview

One module has to be chosen from the following lists. Elective modules in the PO, which are offered every semester:

B 61 Advanced Business Administration				
..02	Specialization in Marketing Management and International Marketing	5 ECTS	4 SWS	PFP
..19	Ethics and decision-making	5 ECTS	4 SWS	KL
..20	Tax law for influencers	5 ECTS	4 SWS	HA
..07	Current economic policy - Economic framework conditions for business activities	5 ECTS	4 SWS	HAM

The list of elective modules is not exclusive. Other current elective modules are:

B 61 Advanced Business Administration				
..14	Design / Prototyping	5 ECTS	4 SWS	ME
..15	NPO Management	5 ECTS	4 SWS	HAM
..18	Competition economics	5 ECTS	4 SWS	KL
23	Negotiating for Sustainability	5 ECTS	4 SWS	PFP
25	Instrumental Diversity: Power, Profit, and Inclusion in Global Business	5 ECTS	4 SWS	MÜ
26	Perspectives of Pluralism Economics on Sustainability Transformation	5 ECTS	4 SWS	PFP

Learning outcomes/skills

Building on the basic business administration modules, graduates can choose an elective module from a catalog of up to 12 modules (which are either in English or in German) to achieve a moderate functional specialization without being restricted to a specific field of activity. They should further deepen their knowledge of the framework conditions as well as the business management concepts and possible solutions for business management-relevant issues in self-selected business management functions. The focus here should be more on practical application than in the compulsory courses.

The range of modules highlights aspects that play a special role from a corporate management perspective. In this respect, students are enabled to compile modules into a "special business administration" course, analogous to the "traditional" business administration courses, if they so wish.

The partial curriculum includes courses on economics and economically relevant, in-depth questions of law, which build on the basic modules on law. In this respect, an integrative analysis of economic and legal problems is to be promoted.

Modules offered under the opening clause ensure the necessary openness and flexibility to take appropriate account of the rapid changes in economic conditions and the resulting issues.
Key qualifications taught Deepening basic business knowledge in the direction of management knowledge. Development of specialized and complex technical and methodological skills, analytical thinking, economic thinking and action, ability to reduce complexity, development of cause-and-effect relationships, development of alternative courses of action and their evaluation in problem situations, ability to transfer theory to practice, development of leadership skills. Presentation and discussion skills.
Contents These can be found in the descriptions of the respective modules.
Teaching methods The differentiated use of the spectrum of different forms of teaching results from the descriptions of the respective modules.
Prerequisites **Formal**: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program. **Content**: These can be found in the descriptions of the respective modules.
Forms of examination These can be found in the descriptions of the respective modules.
Rating The prerequisite for the awarding of ECTS points is passing the examination for the respective module. Two modules must be selected. The partial curriculum is included in the total number of 180 ECTS credits with 5 ECTS credits.
Literature and other learning opportunities These can be found in the descriptions of the respective modules.

Module B 61.02 Specialization in Marketing Management and International Marketing

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.02	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Nicole Krautkrämer-Merkt	Prof. Dr. Nicole Krautkrämer-Merkt

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	64 h	86 h	max. 25 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Digitalization has increased the demands on marketing management. The volume of customer-related data is constantly increasing - and at high speed. In addition to traditional marketing knowledge and methods, the rapid collection, analysis and evaluation of a wide range of information in interdisciplinary teams is therefore becoming increasingly important. As it is becoming increasingly difficult for customers to orient themselves and make decisions due to the growing range of products on offer, emotional brand management and consumer psychology are playing an increasingly important role.

After completing this course, students will be able to systematically and efficiently analyze the marketability of an offer or communicative measures and question the results and their transferability to different markets - online and offline. They will also be able to formulate and evaluate an emotional brand positioning.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Group work and discussions • Joint processing of market-related case studies • Presentations and discussions in plenary • Written concise summary of the results
Knowledge acquisition	• Knowledge of the development/conception and strategic planning of marketing concepts, in particular brand communication • Knowledge of the particular advantages and disadvantages of using digital technologies/AI in the area of market analysis and processing (basics) • Knowledge and application of common advertising test methods for estimating market potential ex ante

	• Fundamentals of emotion research
Deepening knowledge	• Deepening knowledge of the methods of qualitative and quantitative market research • Reading selected study results and case studies • Consolidation of knowledge through group work • Consolidation of knowledge through practical examples • Deepening knowledge through systematic written processing of the results
Instrumental competence	• Application of selected analysis methods (online/offline) to specific case studies/data sets • Discussion of automation as a success factor • Systematic analysis of the identified market potential and the representativeness of the results • Discussion and analysis of trends
Systemic competence	• Assessment of the impact of digitalization on marketing management • Ability to reflect on different roles in project team work

Key qualifications taught

Professional, methodological and social skills, analysis, theory-practice transfer

Contents

The ability to systematically analyze and assess the potential of brands, products, services or even entire business models is the key to successful marketing management.

This module therefore focuses primarily on marketing from a strategic (so-called strategic marketing) and analytical perspective (marketing research). Recommendations for action are derived in relation to the marketing mix using case studies, primarily for product creation, advertising, distribution, price and social media.

It gives students an insight into both traditional and digital market analysis.

On this basis, selected concepts and strategies for market entry are jointly developed and evaluated.

Teaching methods

Lecture, question-developing teaching in seminar form, Independent study of texts and group work

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: In terms of content, the course builds on basic knowledge of business management, organization and marketing (see module B 32).

Forms of examination

Portfolio, can for example include: Presentation (30 minutes) or term paper (15 minutes) or exam 60 minutes or equivalents

Rating

A prerequisite for the awarding of ECTS points is passing the examination for the module. This is generated from the individual components of the portfolio examination, which are equally weighted in the module assessment. There are no pass thresholds based on the individual elements of the portfolio examination.

The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Case studies and examples are made available to the students.

In-depth literature is recommended in the seminar to complement the case study(s).

Basic works:

Meffert, Heribert et al (2015): Marketing – Grundlagen marktorientierter Unternehmensführung, Gabler Verlag, Wiesbaden

Bruhn, Manfred (2004): Markenführung, Springer Fachmedien, Wiesbaden

Module B 61.19 Ethics and Decision

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.19	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Olaf Winkelhake	Prof. Dr. Olaf Winkelhake

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	64 h	86 h	approx. 20-25 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

A decision is the conscious choice between several possible courses of action to achieve goals. According to the approaches of decision theory, decision-making behavior can be more or less rational. In this module, students learn about ethical and mathematical/statistical perspectives of the management process of decision-making.

Students acquire skills in the application of decision and game theory tools in the analysis and solution of decision problems.

The high proportion of independent work in this course trains self-learning skills. The attendance phases teach skills in text acquisition and creation. In the area of methodological skills, students acquire application knowledge in the use of e-learning platforms.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Plenary discussions, exercises • Blended learning
Knowledge acquisition	• Knowledge of decision and game theory • Knowledge of economic and business ethics positions
Deepening knowledge	• Understanding the use of the instruments as a manager • Consolidation of knowledge through practical examples
Instrumental competence	• Application of standard economic instruments to questions of business and corporate ethics • Modification of standard economic instruments for questions of business and corporate ethics
Systemic competence	• Ability to identify the stakeholders' own interests

	• Ability to critically examine conflicting objectives and weigh up interests. • Ability to analyze issues/problems relevant to sustainability in a structured manner and to draw conclusions independently

Key qualifications taught

Professional, methodological and social competence, individual competence (time management, problem structuring, problem solving), theory-practice transfer

Contents

- Business and corporate ethics positions
- Psychological decision models, economic decision theory, game theory.

Teaching methods

Question-based teaching in seminar form with integrated exercises, text-based self-study, exercises, blended learning (combination of classroom and online teaching), simulation exercises

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for the Bachelor's degree program "Management, Leadership, Innovation".

Content: The contents of the following previous modules are a prerequisite:

B 11 Applied Mathematics (1st semester)

B 21 Investment and Financing (2nd semester)

Forms of examination

Exam, 60 min.

Rating

The prerequisite for the awarding of ECTS points is passing the examination (60-minute written exam) for the module.

The module is worth 4 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Beck, Hanno (2014): Behavioral Economics - eine Einführung. Springer

Behnke, Joachim (2014): Entscheidungs- und Spieltheorie, Nomos

Kahneman, Daniel (2011): Schnelles Denken, langsames Denken. Siedler

Kauffeld, Simone (Hrsg.) (2018): Arbeits-, Organisations- und Personalpsychologie für Bachelor. 3.

Ausgabe, Springer.

Lütge, Christoph. Wirtschaftsethik, München: Vahlen, 2018.

Noll, Bernd. Grundriss der Wirtschaftsethik - von der Stammesmoral zur Ethik der Globalisierung,

Stuttgart: Kohlhammer, 2010.

Students can download the script via the OLAT learning platform. The script contains exercises and old exam questions with detailed solutions. In courses where a visualizer is used, the pages

are available via OLAT on the same day.

Module B 61.20 Tax law for influencers

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.20	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Torsten Wengel	Prof. Dr. Torsten Wengel

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	64 h	86 h	25 Stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

After attending the course, students should be able to assess the activities of an influencer with regard to tax and accounting obligations in a legally compliant manner.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Group work and discussion • Plenary discussions, exercises • Presentation
Knowledge acquisition	• Knowledge of thematic terminology/language • Learning methods and tools • Knowledge of the possibilities and limits of the issues
Deepening knowledge	• Reading selected original texts (legal texts, annual reports, judgments) • Consolidation of knowledge through practical examples • Independent evaluation of selected legal texts and examples
Instrumental competence	• Use of the tools and methods learned for your own professional activity • Application of theories, tools and methods • Discussion of the content taught using examples • Expansion of application competence by transferring theory to specific companies and market challenges; application competence by transferring theory to case studies • Analytical skills through the application of learned theory in the analysis of practical examples
Systemic competence	• Assessment of the possibilities and limits • Evaluation of the results developed in groups; presentation and discussion of the procedure and the results in the plenum • Ability to analyze operational issues/problems in a structured manner in order to independently derive options for action/solutions

Key qualifications taught

After completing the module, students should be able to independently process and solve operational issues/problems in accounting and tax law in a targeted manner (in accordance with the law). They will thus develop methodological competence in the form of evaluations (theory-practice) and problem-solving skills, as well as their own time management (self-competence).

Contents

The subject of the event is influencer marketing, in which influencers use their internet presence to promote products, brands and services and thus generate revenue. The resulting tax consequences and accounting obligations are the subject of the event. The legal basis will be discussed and the subsequent practical consequences will be taught.

The lecture and smaller seminar topics change and are also geared towards current, developing issues in practice.

Teaching methods

Partly lecture, partly seminar-style teaching and

Group work

Case studies and possibly guest lectures

Presentations of (partial) results

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: None, but knowledge of the contents of the bachelor's courses *Technique of Business Accounting* (Bookkeeping), *Annual Financial Statements and Tax Balance Sheet* and *Business Taxes* is beneficial.

Forms of examination

Term paper (10-15 pages)

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Depending on the subject area; the search for and selection of these is generally the sole responsibility of the students.

Basic standard works are, for example:

- Bornhofen: Buchführung, Gabler-Verlag, Wiesbaden
- • Bussiek/Ehrmann: Buchführung, Kiehl-Verlag, Ludwigshafen
- • Baetge/Kirsch/Thiele: Bilanzen, IDW-Verlag;
- • Berger, Ellrott, Förschle, Hense: Beck´scher Bilanzkommentar, München
- • Falterbaum/Bolk/Reiß: Buchführung und Bilanz, efv;
- • Grefe: Unternehmenssteuern, Kiehl-Verlag;
- • Bornhofen: Steuerlehre 1 und Steuerlehre 2, Gabler-Verlag;
- • Schmidt: EStG – Einkommensteuergesetz Kommentar, München;
- • Pelka/Niemann: Beck´sches Steuerberater Handbuch, München;

- in the latest version -

Module B 61.07 Current Economic Policy - Economic Framework Conditions for Business Management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.07	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Stefan Sell	Prof. Dr. Stefan Sell

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Seminar with integrated exercise	64 h	86 h	20 Stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Using current topics from economic policy as examples, students should take an in-depth look at important economic framework conditions for business activities and learn why it is important to follow these debates. Using specific economic policy topics, they should be able to analyze them in depth, process the reporting, recognize and name the different positions and underlying interests. They should be able to select the most reputable sources possible from the variety of sources available.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Discussions in plenary • Presentation • Processing your own thematic work for the other participants in the seminar in the sense of securing results and at the same time formulating your own discussion in writing • Discussion of own work results with the other participants and the lecturer
Knowledge acquisition	• Knowledge of your own topic • Overview of the other economic policy topics covered in the course • Knowledge of basic research options in the field of current economic policy • Dealing with analytical methods
Deepening knowledge	• Reading selected studies on the individual topics • Consolidation of knowledge through case studies • Independent evaluation of selected examples • Research options on the Internet

Instrumental competence	• Use of the methods learned for professional business activities • Application of theories, tools and methods • Discussion of the content worked on using examples • Application competence by transferring theory to case studies • Analytical skills through the application of learned theory in the analysis of practical examples
Systemic competence	• Ability to analyze economic policy issues/problems in a structured manner and to draw conclusions independently • A structured presentation of their own work results both in front of the plenum and in the form of a didactically prepared results backup for the other participants of the seminar

Key qualifications taught

In this seminar, the students are expected to delve deeper into the content of an economic policy case study and at the same time process it in such a way that they are able to present the results of their discussion in plenary. At the same time, they are expected to prepare a didactically sound written paper that serves to secure the results for the other participants in the course and at the same time work scientifically with regard to the sources to be used.

Contents

Current economic policy topics with particular business relevance are selected for each event. For example, the possible consequences of Brexit for the UK, but also for German companies. The role and significance of the ECB's monetary policy. The changes in the banking landscape in Germany (for example, the discussed merger of Deutsche Bank and Commerzbank or the role of the savings banks and cooperative banks, especially for SMEs and small companies, as well as new providers such as fintech companies). The impact of punitive tariffs in international trade policy. The controversial current account surpluses of the German economy and, as a mirror image, the deficits of other economies. The changes in the automotive industry, which is so important for the German economy. The economic importance of certain sectors such as the skilled trades.

Teaching methods

Class discussion. For the introductory part on economic policy and some selected topics of economic policy, students will be provided with appropriate materials via the course website. Individual selected topics of economic policy are prepared by the participants and presented in plenary in the form of a presentation. To secure the results for all participants, the individual topics will be summarized in the form of a written elaboration, so that all participants will be provided with the elaborations on the individual topics at the end of the course.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program. Interest and desire to deal with and discuss current economic policy issues. The number of participants in the event is limited to a maximum of 20. Registration for the event is required.

Content: None

Forms of examination

Term paper (around 15 pages) with supplementary oral examination (30 minutes and up to 15 minutes discussion in plenum afterwards)

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Participants will be provided with general material via the course website (www.aktuelle-wirtschaftspolitik.de). The lecturer has prepared material references for the individual topics of the

participants, which are then made available in addition to the necessary own research work on the respective topics.

Module B 61.14 Design / Prototyping

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.14	150 h	5 CP	6th semester	every semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Mareike Heinzen	Prof. Dr. Ulrich Kern

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Mandatory	Lecture	64 h	86 h	approx. 20 Stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Prototypes are an important tool in idea/product generation and development in order to interact with various stakeholders, such as users, customers, developers, etc., using a visual and manageable object. In addition to the theoretical basics, the students experience the importance of this interaction by creating their own prototypes. These can either be simple components using 3D printing, applications using wireframes or, in the case of complex prototypes, sketches or simple mock-ups.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Group discussions • Discussions in plenary • Presentation of the discussion results • Joint, interdisciplinary development and processing of prototypes
Knowledge acquisition	• Knowledge of the most important basic concepts and theories of prototyping, user experience and interaction design, design • Basics about 3D printing, app programming, sketching, mock-ups and creating a prototype of this type • Knowledge of the importance of visual learning in e.g. FabLabs or makerspaces as part of the maker movement
Deepening knowledge	• Processing of selected best practices • Deepening through implementation of the selected prototype
Instrumental competence	• Application of the theories to a real prototype • Creation of a presentation • Interdisciplinary discussion
Systemic competence	• Experiencing the importance of prototyping for visually supported interaction and development of new ideas • Trial and error, implementation and error competence

Key qualifications taught

Professional, methodological and social skills, problem structuring, analytical thinking, trial and error skills, theory-practice transfer

Contents

- Design and problem-solving process
- Rapid prototyping
- User Experience Design/ Interaction Design
- Fab Labs/Makerspaces
-
- Creativity and innovation
- Management and teamwork
- Visual communication
- Verbal argumentation
- Presentation and documentation

Teaching methods

Seminar and workshop format, group work with presentations, laboratory work

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for the Bachelor's degree program.

Content: None

Forms of examination

Oral examination (20 minutes alone and 20 minutes in group = 40 minutes)

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Moggridge, B., & Atkinson, B. (2007). Designing interactions (Vol. 17). Cambridge, MA: MIT press.

Houde, S., & Hill, C. (1997). What do prototypes prototype? In Handbook of human-computer interaction (pp. 367-381). North-Holland.

Buxton, B. (2010). Sketching user experiences: getting the design right and the right design. Morgan kaufmann.

Peppler, K., Halverson, E., & Kafai, Y. B. (Eds.). (2016). Makeology: Makerspaces as learning environments (Volume 1) (Vol. 1). Routledge.

Weiterführende Literaturangaben finden Sie unter Open OLAT.

Module B 61.15 Selected issues of NPO management

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.15	150 h	5 CP	6th semester		1 semester

Module supervisor	Lecturers
Prof. Dr. Joachim Birzele	Birzele, Moos, Wengel, lecturers

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	20 Stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The basic functions of management are the same in all organizations. However, NPOs have numerous organizational characteristics that pose specific management problems. Under the broader heading of the module, current topics of NPO management can be flexibly addressed, such as

- Applied tax and accounting topics for NPOs
- Social marketing
- Digitalization in NPO management.

The module provides an overview of the respective topic offered as well as its economic and business fundamentals. Students can then implement a transfer to the operational practice of NPOs.

Skills acquisition:

Learning objective level	Contribution to the objective
Social and Communication skills	• Discussions in plenary • Joint exercises • Blended learning • Joint processing of case studies
Knowledge acquisition	• Knowledge of the respective fundamental business criteria • Dealing with current problems in NPOs
Deepening knowledge	• Reading selected current articles in general or specialist literature. Joint processing based on practical examples
Instrumental competence	• Application of theories and methods in exercises • Transferring selected instruments, e.g. in fundraising, social sponsoring and public relations, to practical examples

Systemic competence	• Assessment of the interaction between internal and external actors in the NPO sector • Ability to assess the mutual influence of the NPO operation system • Achieving knowledge of the autopoietic process character of dynamic organizational behavior

Key qualifications taught

Ability for structural categorization, implementation and final evaluation

organizational operational problems. Ability to take circularity into account

as well as reflexivity of their own actions and their limitations in the micro-, meso- and macro-organizational and business NPO management horizon

Contents

The content varies depending on the topic. In the case of social marketing, for example, the following content can be mentioned:

- Social and political change as a catalyst for the professionalization of NPO management
- Strategic analysis and planning tools
- The extended marketing mix of the 7 Ps.
- Fundraising
- Sponsoring
- Public Relations

Teaching methods

Seminar-based teaching, self-study of texts, exercises, group work and presentations

Prerequisites

Formal: Generally only "Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: none

Forms of examination

Term paper (10-15 pages) with supplementary oral examination (20-30 minutes as a group)

Rating

The prerequisite for the awarding of ECTS credits is passing the examination for the module. The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

Birzele, Joachim; Schmeißer, Sabine: Fundraising: Betriebswirtschaftliche und organisatorische

Grundlagen für die Praxis sozialer Organisationen. Walhalla, Regensburg, 2019

Birzele, Joachim; Thieme, Lutz.: Sozialmarketing. Grundlagen Sozialer Arbeit. Wochenschau,

Schwalbach, 2007.

Bruhn, Manfred: Marketing für Non-Profit-Organisationen. Grundlagen - Konzepte - Instrumente. 2.,

aktualisierte und überarbeitete Auflage. Stuttgart: Verlag W. Kohlhammer (Kohlhammer Edition

Marketing), 2012.

Fundraising Akademie (Hrsg): Fundraising. Springer Gabler, Wiesbaden, 2016, 5. Aufl.

Helmig, Bernd; Boehnigk, Silke: Nonprofit-Management. Vahlen, München, 2019.

Module B 61.18 Competition economics

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B 61.18	150 h	5 CP	6th semester		1 semester

Module supervisor	Lecturers
Prof. Dr. Florian Smuda	Prof. Dr. Florian Smuda

Type of module	Form(s) of event	Contact time	Independent study	Planned group size	Teaching language
Elective	Lecture with exercise	64 h	86 h	approx. 20-30 stud.	German

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Students learn the methodological foundations for analyzing markets in terms of competition economics. After successfully completing the module, students will be able to

- define the markets that are relevant from a company's perspective, both factually and geographically,
- characterize the competitive situation within a market using suitable parameters,
- to record the strategic behavior of market players and assess the associated strategic management decisions,
- measure market concentration and assess it in terms of competition economics, and
- be able to classify the current challenges in competition economics.

Skills acquisition

Learning objective level	Contribution to the objective
Social and communication skills	• Joint processing of exercises and case studies • Discussions in plenary
Knowledge acquisition	• Methods of product and geographic market definition • Different market forms and their special features • Measurement and assessment of market concentration • Antitrust law principles • Special features of digital markets in terms of competition economics
Deepening knowledge	• Reading and processing selected case reports of the German Federal Cartel Office and the Directorate General for Competition of the European Commission. • Working on exercises
Instrumental competence	• Definition of markets relevant to competition economics from the company's perspective

	• Industrial economic models for capturing strategic interdependence in oligopolistic markets • Measurement of market concentration
Systemic competence	• Assessment of the competitive situation in markets • Assessment of strategic management decisions

Key qualifications taught

Development of specific technical and methodological skills in the field of competition economics, analytical thinking, strategic thinking and action, transfer of theoretical models and concepts to practical issues.

Contents

1. repetition/basics of industrial economics and game theory
2. perfect competition
3. monopoly theory
4. oligopoly theory
5. cartels
6. business combinations/mergers
7. methods of product and geographic market definition
8. measurement of market concentration
9. current aspects and challenges in competition economics (digital markets, common ownership, sustainability)

Teaching methods

Lecture with exercise, plenary discussion, independent study of case reports.

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: none

Forms of examination

Written exam (90 minutes)

Rating

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module is worth 5 ECTS credits towards the total of 180 ECTS credits.

Literature and other learning opportunities

- Paul Belleflamme and Martin Peitz: Industrial Organization – Markets and Strategies, Second Edition, 2015, Cambridge University Press
- Stefan Bühler und Franz Jaeger, Einführung in die Industrieökonomik, 2013, Springer

Module B 61.23 Negotiating for Sustainability

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B61.23	150 h	5 CP	6th semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Nils Klindworth

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

Negotiations occur everywhere: in both private and professional contexts. When two co-dependent parties have different interests, negotiations are important so that those interests can be realized. Especially when the topic of sustainability is on the table, it often takes negotiation skills to convince stakeholders and implement suitable measures.

Therefore, this module aims to equip students with the specialized negotiation skills needed to address complex sustainability challenges. Students will learn to navigate multi-stakeholder negotiations where economic, environmental, and social interests often conflict, and develop the ability to craft solutions that balance competing priorities while advancing sustainability goals.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Using psychological tactics to influence the outcome of a negotiation • Skill of persuasion and consensus-making • Rhetorical skills for negotiation-settings and other meetings
Knowledge acquisition	Knowledge of: • Negotiation Strategies • BATNA • The importance of preparation • Different negotiation tactics (using and detecting them) • Multi-Party and Multi-Level Dynamics • Value Creation in Constrained Systems • Foundations of Sustainability Negotiation
Deepening knowledge	Deepening knowledge through: • Applying negotiation tactics in (small) simulations/role-plays

	• Developing a negotiation strategy based on a scenario • Case-studies
Instrumental competence	• Strategic planning and preparation abilities for negotiation scenarios • Analytical skills to identify interests, positions and alternatives • Understanding positions of power • Design and facilitate negotiations involving diverse parties such as corporations, NGOs, governments, and communities
Systemic competence	• Reflecting about your negotiation style and your role in a negotiation • Ability to identify others strategies, tactics and psychological aspects and analyzing them • Evaluate trade-offs between short-term economic interests and long-term sustainability goals

Key qualifications taught

After completing this module, students will be able to prepare, carry out and reflect on a negotiation in various contexts (with a special focus on sustainability) in order to reach the best possible outcome. To do so, they know about different negotiation strategies and tactics, depending on the situation and the desired outcome.

Contents

- BATNA
- Goals of a negotiation and the role of sustainability
- Different phases of a negotiation (pre, during, post)
- Importance of preparation
- Different negotiation strategies for different situations (e.g. collaborating, competing, avoiding, accommodating)
- Negotiation tactics and ethical questions (and interdependence with strategy)
- Negotiating in different contexts: Politics, Business, Initiatives, Private
- Negotiating for sustainable practices: Strategies to convince
- Intercultural aspects in negotiations
- Cognitive biases in negotiations
- Different styles in negotiating

Teaching methods

Seminar with integrated exercise. Open discussions and role plays are part of the seminar in order to gain experience and develop suiting strategies for one's individual negotiation type.

Prerequisites

Formal: Enrolled in a study program at the Faculty of Business and Social Sciences (Rheinahcampus)

Content: -

Forms of examination

Portfolio

Consists of:

- two oral assessments (negotiation scenarios), ~8 minutes each per person

- two written pieces on the preparation of the negotiation, min. 2 pages each

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Depledge, J. (2005). *The Organization of Global Negotiations: Constructing the Climate Change Regime (1st ed.*). Routledge. **https://doi.org/10.4324/9781849773171**

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in (3rd ed.).* Penguin Books.

Lewicki, R. J., Saunders, D. M., & Barry, B. (2015). *Essentials of negotiation (6th ed.)*. McGraw-Hill Education.

Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (2000). *Beyond winning: Negotiating to create value in deals and disputes.* Harvard University Press.

Raiffa, H., Richardson, J., & Metcalfe, D. (2002). *Negotiation analysis: The science and art of collaborative decision making*. Belknap Press.

Voss, C., & Raz, T. (2016). *Never split the difference: Negotiating as if your life depended on it.* HarperCollins.

Module B 61.25 Instrumental Diversity: Power, Profit, and Inclusion in Global Business

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B61.25	150 h	5 CP	6th semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Shaden Sabouni

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

After successful completion of the module, students will be able to: Critically evaluate corporate diversity strategies and distinguish economic motives from genuine inclusion. Apply qualitative and ethnographic methods to explore employees' experiences of diversity. Analyse organisational culture to identify whether inclusion is embedded or symbolic. Recognise hidden power structures and inequalities within diversity initiatives. Develop ethical, sustainable diversity strategies informed by theory and practice. Conduct case study analyses that integrate cultural, social, and economic perspectives.

Skills acquisition

Learning objective level	Contribution to the objective
Social and Communication skills	• Develop and present well-informed, critical arguments regarding corporate diversity strategies • Take responsibility for individual and group performance in discussions and projects • Engage in constructive teamwork and reach shared consensus • Enhances the ability to debate ethical vs economic motives in diversity • Fosters collaboration in analysing corporate practices • Builds confidence in presenting sensitive or controversial findings
Knowledge acquisition	Students gain knowledge of: • Corporate diversity strategies and their underlying motives • Social Identity Theory and Cultural Dimensions frameworks • Organisational culture and climate assessment • Migration, social transformation, and inclusion research Contribution to the program: • Provides theoretical and practical foundations to critically assess diversity strategies • Prepares students to identify symbolic vs substantive inclusion
Deepening knowledge	• Identify the hidden motives and power structures behind corporate diversity efforts • Understand consequences of diversity policies on employee experiences and organisational culture

	• Evaluate ethical, social, and economic implications of corporate strategies • Reading selected texts and case studies
Instrumental competence	• Bridges theory and practice, equipping students to develop actionable solutions • Encourages critical thinking and applied research skills • Formulate well-informed, evidence-based arguments on diversity strategy effectiveness • Apply theoretical frameworks to assess real corporate practices • Design alternative, ethical, and sustainable diversity frameworks
Systemic competence	• Understand interconnections between organisational practices, employee identities, and broader social and economic systems • Apply a transdisciplinary approach considering social, cultural, and economic impacts of corporate diversity strategies • Cultivates holistic understanding of diversity management • Encourages reflection on long-term societal consequences of organisational decisions

Key qualifications taught

Students completing this module will be able to critically analyse corporate diversity strategies, distinguishing economic motives from genuine inclusion. They will apply social science theories and qualitative methods to evaluate organisational culture, employee experiences, and hidden inequalities. Additionally, they will design ethical, sustainable, and culturally competent diversity frameworks while communicating insights effectively and working collaboratively.

Contents

- Introduction: Diversity, Inclusion, and Instrumental Motives: Interactive lecture; discussion of module goals and relevance; brainstorming corporate diversity strategies.
- Cultural Dimensions in Organisations: Theory lecture; group exercise mapping diversity policies to Hofstede's dimensions; discussion of migrant workforce implications.
- Social Identity & Employee Belonging: Interactive discussion and reflection: experiences of LGBTQ+ employees and skilled migrants; ethnographic storytelling.
- Organisational Practices & Skilled Migrant Integration: Case discussion on HR and recruitment practices; analysis of barriers for skilled migrant integration; guided group exercises; reflection on fieldwork experiences.

Teaching methods

Interactive seminar lessons including group work, case studies, the presentation of

findings and discussions in plenary.

Prerequisites

Formal: Enrolled in a study program at the Faculty of Business and Social Sciences (Campus Remagen)

Content: None

Forms of examination

Group case Presentation (10-12 min per person)

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

- Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations.
- Trompenaars, F., & Hampden-Turner, C. (2012). Riding the Waves of Culture.
- Tajfel, H., & Turner, J. (1979). An Integrative Theory of Intergroup Conflict.
- Schein, E. (2010). Organizational Culture and Leadership.
- Schneider, B. (2013). Organizational Climate and Culture.
- Georgeac, O., & Rattan, A. (2022). The business case for diversity backfires.
- Georgeac, O., & Rattan, A. (2022). Stop Making the Business Case for Diversity. HBR.
- Verwijs, C., & Russo, D. (2023). The Double-Edged Sword of Diversity. arXiv preprint.
- de Souza Santos, R., et al. (2025). From Diverse Origins to a DEI Crisis. arXiv preprint.
- Noon, M. (2007). The fatal flaws of diversity and the business case. Work, Employment & Society, 21(4), 773–784.
- Rumens, N. (2016). Sexual Orientation in the Workplace. Routledge.
- Priola, V. (2008). Lesbian and gay leadership in organizations. Gender in Management, 23(6).
- Mor Barak, M. (2005). Managing Diversity: Toward a Globally Inclusive Workplace.
- Oswick, C., & Noon, M. (2014). Discourses of Diversity, Equality, and Inclusion. British Journal of Management, 25(1), 23–39.
- Adamson, M. (2021). Critically interrogating inclusion in organisations. Organization.
- Hansen, K. (Ed.) (2017). CSR und Diversity Management. Springer.
- Schiller, N. G. (2010). Migration and social transformation. Anthropology Today.
- Kofman, E., & Raghuram, P. (2015). Gendered migrations and global social transformations.
- Vedres, B., & Vasarhelyi, O. (2022). Inclusion unlocks creative potential. arXiv preprint.
- Shore, L., et al. (2011). Inclusion and diversity in work groups. Journal of Management, 37(4), 1262–1289.
- Ely, R., & Thomas, D. (2001). Cultural diversity at work. Administrative Science Quarterly, 46(2), 229–273.

In addition, weekly exercise sheets (approx. 60 exercises per semester) are made available via the OLAT learning platform, as well as overview slides on selected topics.

Module B 61.26 Perspectives of Pluralism Economics on Sustainability Transformation

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
B61.26	150 h	5 CP	6th semester	each summer semester	1 semester

Module supervisor	Lecturers
Prof. Dr. Christian Ganseuer	Daniel Laden

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Elective	Seminar	64 h	86 h	approx. 20-30 stud.	English

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sustainable Transformation Management

Learning outcomes and competencies

The economic landscape has been shaped by the neoclassical school of thought up to the present day. This module therefore aims to provide students with an understanding of approaches within pluralist economics and their application to current debates on the challenges of the 21st century. Students learn to compare different theoretical perspectives, to reflect on their strengths and weaknesses using concrete problems, and to assess their practical relevance for policy, organisations, and societal transformation.

Students will acquire a command of fundamental concepts and terminology of economic theories, situate and critically evaluate different economic paradigms, and apply them to complex societal questions. They understand the importance of psychological and socio-cultural determinants of economic behaviour and can analyse their role in transformation processes. They gain knowledge of micro- and macroeconomic environmental policy instruments (e.g., carbon pricing, regulation, funding programmes) and are able to assess their effects.

Overall, students develop the ability to formulate interdisciplinary arguments and to communicate them clearly, reflectively, and appropriately for different audiences, both orally and in writing.

Learning objective level	Contribution to the objective
Social and Communication skills	• Discussion of controversial economic perspectives in groups • Target-group-appropriate written and oral presentation of interdisciplinary arguments • Practised and reflective handling of normative positions in sustainability debates • Application of rhetorical methods for argumentation
Knowledge acquisition	Knowledge of:

	• Key schools of pluralist economics and their relevance for transformation and ecological challenges • Acquisition of fundamental concepts and terminology of pluralist economics • Foundational micro- and macroeconomic principles relevant for analysing societal change • Basic methodological approaches for comparing and evaluating economic theories
Deepening knowledge	Deepening knowledge through: • In-depth analysis of complex problems using pluralist economic approaches • Critical reflection on theoretical strengths and weaknesses • Classification of current debates and systemic developments • Assessment of consequences of developments
Instrumental competence	• Application of economic theories and analytical tools to concrete case studies • Consideration and integration of psychological and socio-cultural factors in the development of transformation and communication strategies • Evaluation of micro- and macroeconomic environmental policy measures
Systemic competence	• Identifying and modelling interactions between the economy, society, and ecosystems • Assessing alternative guiding principles of sustainable development and their normative implications

Key qualifications taught

Students develop a pluralistic perspective and cultivate a critical yet constructive mindset that enables them to integrate different viewpoints into problem-solving processes. Furthermore, they learn to weigh political and economic courses of action and to link them, in a theory-guided manner, to questions of sustainable development. In addition, they develop the ability to assess the consequences of different economic, technological, and societal developments in a more informed way.

Contents

The module introduces key concepts of pluralist economics and presents their perspectives on the challenges of the 21st century.

The focus initially lies on building theoretical foundations and later on transfer and application.

Example thematic components:

- Foundations of pluralist economics
- Interaction between pluralist economics and transformation
- Overview of different schools of thought, including Post-Keynesianism, Marxian economics, the Austrian School, post-growth economics, feminist economics, ecological economics, and behavioural economics (with varying emphasis)
- Comparison and critique of neoclassical standard models in the context of ecological and social crises
- Perspectives of the schools on consumption, firms, the state, markets, money, nature, and distribution
- Planetary boundaries and ecological foundations of economic activity (entropy, resources, sinks, natural cycles)
- Environmental policy instruments (micro and macro level)
- Political economy of sustainability strategies

- Psychological and socio-cultural determinants of change and communication

Teaching methods

The module is conducted as seminar-based instruction with integrated exercises. Short impulse lectures introduce key theoretical concepts, while academic sources, case studies, and economic models are analysed and discussed in groups. In their in-depth project work or case studies, students may focus on one or several schools of thought. Optionally, experts from politics, civil society, or the business sector may be invited to complement the theoretical content.

Prerequisites

Formal: Enrolled in a study program at the Faculty of Business and Social Sciences (Rheinahcampus)

Content: -

Forms of examination

Portfolio examination

The portfolio consists of two components
(1) Didactic application (design of a science communication format) and
(2) Policy or transformation analysis (choose one: analysis of a current political strategy or policy recommendation / transformation concept)

It includes:
(i) one presentation (~ 20 Minutes) + written reflection (~ 3,000–5,000 characters / 1–1.5 pages) and
(ii) one written submission + reflection (~ 12,000–14,000 characters / ~ 5–6 pages)

Format rule: The two components must be submitted in different formats (one as a presentation, one in writing).

Prerequisites for awarding credits

The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 5 ECTS credits towards the total number of 180 ECTS credits.

Literature and other learning opportunities

Decker, S.; Elsner, W.; Flechtner, S. (Hrsg.) (2019): Advancing Pluralism in Teaching Economics: International Perspectives on a Textbook Science. Routledge, New York. ISBN 978-1-138-03762-5.

Harris, J.; Roach, B.; Domínguez, F.; Goodwin, N. R. (2016): Macroeconomics in Context: A European Perspective. Routledge, London/New York. ISBN 978-1-138-77976-1.

Harvey, J. T. (2015): Contending Perspectives in Economics: A Guide to Contemporary Schools of Thought. Edward Elgar Publishing, Cheltenham/Northampton. ISBN 978-1-84980-783-3.

Hill, R.; Myatt, T. (2021): The Microeconomics Anti-Textbook: A Critical Thinker's Guide (2nd Edition). Bloomsbury Academic. DOI: 10.5040/9781350237582.

Lange, S. (2018): Macroeconomics Without Growth: Sustainable Economies in Neoclassical, Keynesian and Marxian Theories. Metropolis Verlag, Marburg. ISBN 978-3-7316-1315-8.

Mäki, U. (1997): The One World and the Many Theories. In: Salanti, A.; Screpanti, E. (Hrsg.): Pluralism in Economics, S. 37–47. Edward Elgar Publishing.

Piétron, D.; Porak, L.; Thieme, S. (2022): Plurale Ökonomik – eine kurze Einführung. In: Wirtschaftswissenschaften verstehen. Springer Gabler, Wiesbaden.

Petersen, D.; Willers, D.; Schmitt, E.; Birnbaum, R.; Meyerhoff, J.; Gießler, S.; Roth, B. (Hrsg.) (2019): Perspektiven einer pluralen Ökonomik. Springer VS, Wiesbaden. ISBN 978-3-658-16144-6.

Modul B 61.27 Führung / Leadership in der Praxis

Übersicht

Nr.	Workload	Credits	Studiensemester	Häufigkeit des Angebots	Dauer
B 61.27	150 Std.	5 CP	6. Semester	jedes Semester	1 Semester

Modulbeauftragte(r)	Lehrende im Modul
Prof. Dr. Gabriele Moos	Elke Bachmann-Görl

Art des Moduls	Veranstaltungsform(en)	Kontaktzeit	Selbststudium	geplante Gruppengröße	Lehrsprache
Wahlpflicht	Seminar in Verbindung mit online-Lernen sowie Projektstudium	64 Std.	86 Std.	15 Stud.	Deutsch

Verwendung des Moduls

Bachelor-Studiengang Forschungs- und Innovationsmanagement (Basismodul)

Bachelor-Studiengang Gesundheits- und Sozialmanagement dual (Basismodul)

Bachelor-Studiengang Gesundheits- und Sozialmanagement (Basismodul)

Bachelor-Studiengang Digital Business und Supply Chain Management (Basismodul)

Bachelor-Studiengang Management, Führung, Innovation (Basismodul)

Bachelor-Studiengang Sustainable Transformation Management (Basismodul)

Lernergebnisse und Kompetenzen

Die Studierenden erhalten in diesem Modul grundlegende Einblicke in mögliche Arbeitsfelder im Management sozialer Organisationen. Sie erwerben einen theoriegeleiteten Blick auf die Praxis in sozialen Einrichtungen. Die Studierenden bearbeiten authentische Projektaufgaben aus dem Sozialmanagement, die sich durch ihre deutliche Nähe zu Anforderungen in zukünftigen Berufsfeldern auszeichnen. Die Studierenden erwerben methodisches und fachliches Wissen, das sie praxisorientiert in einer sozialen Organisation anwenden. Dabei wird der aktive Einbezug von fachlichen und überfachlichen Perspektivwechseln betont. Interdisziplinarität wird durch die gewählte praktische Projektaufgabe oder die ehrenamtliche Tätigkeit in einer sozialen Organisation (Service Learning) thematisiert und eingeübt. Dies bietet Freiraum für differenzierte Lernprozesse im Sinne eines Theorie-Praxis-Transfers. Die Studierenden werden motiviert, den Wissenserwerb auf das Praxisfeld zu übertragen. Die Studierenden wählen Methoden zu deren Bearbeitung aus, entwickeln Lösungsansätze und reflektieren anschließend deren Potentiale und Grenzen. Beim Problembearbeitungsprozess werden die Studierenden von Coaches aus der Unternehmenspraxis unterstützt. Das Modul gewährleistet somit, dass das bisher erworbene methodische und fachliche Wissen aus dem Studium praxisorientiert angewendet und reflektiert wird.

Kompetenzerwerb

Lernzielstufe	Kursbeitrag
Sozial- und Kommunikationskompetenz	• Aufgabenstellungen sind in Gruppenarbeiten zu lösen. Studierende arbeiten selbständig in Teams: Ziele sind die Stärkung der Vernetzung, Berücksichtigung notwendiger digitaler Möglichkeiten, Gewinnung sozialer Fähigkeiten zur zügigen Problemlösung. • Moderation von Gruppendiskussionen • Erstellen von schriftlichen Ausarbeitungen mit dem Ziel, das Plenum zügig mit einfachen Worten zu informieren • Kontaktaufnahme zu „Stakeholdern “ (Führungskräften, Mitarbeitenden, Ehrenamtlichen sowie Bewohnern und Klienten in

	sozialtätigen Einrichtungen) wird durch Präsenz in den Einrichtungen eingeübt und gefestigt • Service Learning: Wissensvermittlung in der Vorlesung wird mit Übernahme von Verantwortung in einer sozialen Organisation kombiniert • Fähigkeit, die Bedeutsamkeit des Handelns im gesellschaftlichen Kontext zu beschreiben und hinsichtlich der Wertebasis einzuordnen
Wissenserwerb	• Kenntnis der rechtlichen Rahmenbedingungen von sozialen Organisationen • Kenntnis der Planung von konkreten Abläufen, z. B. In-/Outsourcing, Prozessoptimierung • Kennenlernen der Maßnahmen zur Qualitätssicherung • Kenntniserwerb über das Belegungsmanagement • Kenntnis der Personaleinsatzplanung • Kenntnis über Führung • Kennenlernen von Managementinstrumenten als Informations-/ Kontroll-/Berichtsinstrument • Kenntnis der Grundlagen des Marketings und der Öffentlichkeitsarbeit für soziale Einrichtungen • Kenntniserwerb über Gesprächsführung im Umgang mit „Kunden“ sozialtätiger Einrichtungen • Die 4 Kompetenzbereiche • Führung und Leadership • Führungsstile • Die Grundsätze wirksamer Führung • Aufgaben wirksamer Führung • Instrumente wirksamer Mitarbeiterführung • Selbstverantwortung, Agilität als Führungskraft • Delegation, Weiterentwicklung und Erfolg als Führungskraft
Wissensvertiefung	• Bearbeitung von Übungsaufgaben an praxisrelevanten Fallbeispielen und Projektaufgaben • Vertiefung des Wissens durch Online-Lernfragen und online-Betreuung • Reflektierendes Beschreiben des eigenen Verhaltens sowie der in der Einrichtung gemachten Erfahrungen im Rahmen eines Lerntagebuchs • Vertiefung des Wissens durch Bearbeitung einer Projektaufgabe in einer sozialen Einrichtung oder durch die Übernahme einer ehrenamtlichen Tätigkeit (Service Learning)
Instrumentale Kompetenz	• Anwendung von Theorien und Methoden in Übungen • Nutzung der erlernten Theorien und Methoden zur Lösung von Fragestellungen aus der Praxis • Beurteilung des wahrgenommenen Ist-Zustands in der Praxis von Sozialunternehmen anhand von vermitteltem methodischem und fachlichem Wissen
Systemische Kompetenz	• Fähigkeit zur Reflexion der eigenen kulturellen Orientierungen in ausgewählten betriebswirtschaftlichen Handlungsfeldern sozialer Organisationen und zum Perspektivenwechsel • Fähigkeit zur Kontextualisierung von Managemententscheidungen und Berücksichtigung der Komplexität von Entscheidungsprozessen aufgrund unterschiedlicher Stakeholder

Vermittelte Schlüsselqualifikationen

Fachlich fundiertes Spezialwissen und Fachkompetenz, analytisches Denkvermögen, wirtschaftliches Denken und Handeln, Fähigkeit zur Komplexreduktion, zur Reflexion sowie zum Theorie-Praxis-Transfer schärfen und ausbauen.

Inhalte

- Analyse bestehender Abläufe und Prozesse zur Entscheidungsvorbereitung
- Qualitätssicherungssysteme kennenlernen, ableiten geeigneter Maßnahmen zur nachhaltigen Umsetzung

- Flexible Personaleinsatzplanung nach aktueller Belegungssituation
- Führung
- Einsatz von Marketingmaßnahmen und Öffentlichkeitsarbeit unter Berücksichtigung von Möglichkeiten und Grenzen
- Gesprächsführung im Umgang mit „Kunden“ sozialtätiger Einrichtungen
- Reflexion von Praxiserkundungen in sozialen Einrichtungen

Lehrformen

Fragen-entwickelnder Unterricht mit aufeinander abgestimmten Fallstudien und einer Projektarbeit (in Zusammenarbeit mit einer sozialen Organisation) (mindestens 2 Stunden pro Woche) in einer sozialen Organisation.

Teilnahmevoraussetzungen

Formale: Eingeschriebene(r) Studierende(r) am Fachbereich WiSo des Campus Remagen für den Bachelor-Studiengang „Gesundheits- und Sozialmanagement“ und „Gesundheits- und Sozialmanagement dual“.

Inhaltliche:

Der vorherige Besuch der folgenden Module ist sinnvoll, aber keine zwingende Voraussetzung für die Teilnahme an AG16.05:

A G 11 Einführung in das Gesundheits- und Sozialmanagement
A G 12 Grundlagen der Gesundheitsökonomie
A G 13 Sozialpolitik, Sozialrecht, Sozialwirtschaft
A G 15 Sozialmanagement

Prüfungsformen

Mündliche Prüfing

Bewertung

Voraussetzung für die Vergabe von ECTS-Punkten ist das Bestehen der Prüfungsleistung für das Modul. Die Prüfungsleistung für dieses Modul geht mit 5 ECTS in die Gesamtzahl von 180 ECTS-Punkten ein.

Literaturhinweise

- Baldas, E. (2008): Ehrenamt und freiwilliges Engagement in der Caritas, Freiburg im Breisgau
- Bachert, R., Peters, A., Speckert, M. (2009): Bevor die Krise kommt – Krisennavigator für die Altenhilfe, Freiburg i. Breisgau
- Bartsch, G. (2009): Lernen durch Engagement; Weinheim Basel
- Beltz G./Beltz S./Gohlke A./Zenker K. (2026): Performance trotz Empathie, wertschätzend kommunizieren, erfolgreich führen, produktiv arbeiten; Verlag W. Kohlhammer GmbH, Stuttgart
- Bleck, C.; van Rießen, A.; Knopp, R. (2018): Alter und Pflege im Sozialraum, Wiesbaden.
- Buhr, A. (2023): Führungsprinzipien: Führung geht heute anders I Die 12 Leitsätze der Clean Leadership; Gabal Verlag, Offenbach
- Burrier, T. (2021): Führen mit Herz: Erfolgsprinzipien für wahres Leadership im Networkmarketing; BalanceProfessor, LLC, New Bern NC
- Ehrhardt, J. (2011): Ehrenamt - Formen, Dauer und kulturelle Grundlagen des Engagements; Frankfurt am Main
- Friedrich, D.: (2018): Unternehmerisches Wagnis in der stationären Pflege, Heidelberg
- Hansen, S. (2008): Lernen durch freiwilliges Engagement; Wiesbaden
- Kausmann, C. (2017): Länderbericht zum Deutschen Freiwilligensurvey 2014, Wiesbaden
- Malik, F. (2001): Führen, Leisten, Leben: Wirksames Management für eine neue Zeit; Heyne Business, München
- Marbuger, H. (2015): SGB XI – Soziale Pflegeversicherung
- Peters, A., Bode, S. (2011): Netzwerke zur Belegungssicherung gestalten
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- Sprenger, R. K. (2015): Das Prinzip Selbstverantwortung: Wege zur Motivation; Campus Verlag, Frankfurt
- Fallstudie RheinAhrCare gGmbH, Alten- und Pflegeheim Rheintal in ihrer jeweils neuesten verfügbaren Fassung
- Modulrelevante Unterlagen z. B. Allgemeine Vertragsrichtlinien der Caritas (AVR), Landesgesetz über Wohnformen und Teilhabe (LWTG) sowie Verordnungen und Richtlinien zum Selbststudium werden über OLAT oder myStudy zur Verfügung gestellt.Simonson, J.; Vogel, C.; Tesch-Römer, C. (Hrsg.) (2017): Freiwilliges Engagement in Deutschland; Der Deutsche Freiwilligensurvey 2014, Wiesbaden
- Sozialgesetzbuch, in der jeweils neuesten verfügbaren Fassung
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Modul B 61.28 Investorenwüste deutscher Profifußball?

Übersicht

Nr.	Workload	Credits	Studiensemester	Häufigkeit des Angebots	Dauer
B 61.28	150 Std.	5 CP	6. Semester	jedes Wintersemester	1 Semester

Modulbeauftragte(r)	Lehrende im Modul
Prof. Dr. Markus Buchberger	Prof. Dr. Markus Buchberger

Art des Moduls	Veranstaltungsform(en)	Kontaktzeit	Selbststudium	geplante Gruppengröße	Lehrsprache
Wahlpflicht	Vorlesung	64 Std.	86 Std.	Ca. 10-15 Stud.	Deutsch

Verwendung des Moduls

Bachelor-Studiengang Forschungs- und Innovationsmanagement (Basismodul)

Bachelor-Studiengang Gesundheits- und Sozialmanagement dual (Basismodul)

Bachelor-Studiengang Gesundheits- und Sozialmanagement (Basismodul)

Bachelor-Studiengang Digital Business und Supply Chain Management (Basismodul)

Bachelor-Studiengang Management, Führung, Innovation (Basismodul)

Bachelor-Studiengang Sustainable Transformation Management (Basismodul)

Lernergebnisse und Kompetenzen

Investorenwüste deutscher Profifußball? - Alles zur Frage, ob und warum Kapitalbeteiligungen im Mannschaftssport der USA, in Europa und in anderen deutschen Sportarten besser funktionieren.

Der Weltfußballverband hat in diesem Sommer 2026 Pläne veröffentlicht, eine Gesellschaft zu gründen, dorthin Wettbewerbe wie die WM auszugliedern und Minderheitsanteile an dieser Gesellschaft an Dritte („Investoren“) zu verkaufen. Die FIFA, ein privater eingetragener Verein mit Sitz in der Schweiz, plant(e) also das was u.a. viele auch deutsche Fußballclubs bereits umgesetzt haben: besonders werthaltige Bereiche aus einem Verein herauszulösen und diese auf eine Kapitalgesellschaft zu übertragen. Die Anteile an dieser zunächst 100% vom Verein gehaltenen Gesellschaft werden hierdurch zu einem vermarktbaren Recht und bieten die Gelegenheit, enorme Summen durch deren Verkauf zu erlösen.

Das Problem: anders als bei der Vermarktung von Übertragungsrechten, Trikotflächen, etc. geht der Verein keine „Ehe auf Zeit“ mit dem Partner ein; er bindet sich grundsätzlich dauerhaft an den „Investor“. Und: der aktuelle Marktpreis wird erfahrungsgemäß in wenigen Jahren oder Jahrzehnten aus unterschiedlichen Gründen als eher zu gering erscheinen. Eine nachträgliche Anpassung erfolgt aber, anders als bei der auf Zeit angelegten Vermarktung eines Rechts, in der Regel nicht.

Die Studenten sollen in der Veranstaltung verschiedenste Blickwinkel auf Kapitalbeteiligungen im Mannschaftssport einnehmen. Es geht darum, deutsche Modelle zu analysieren und mit Kapitalbeteiligungen in anderen Proficlubs aus Europa und den USA und in anderen deutschen Sportarten zu vergleichen. Außerdem ist die Frage zu beantworten, ob die in der Regel durch die mit Investoren beabsichtigten Zwecke – wachsender sportlicher Erfolg und dadurch erzielte Mehreinnahmen - tatsächlich eintreten oder nach einem Investoreneinstieg nicht sogar existenzbedrohende Krisen eintreten (siehe u.a. Girondins Bordeaux, 1860 München).

Zur Sprache kommen dabei auch die rechtlichen Grundlagen von Beteiligungen in unterschiedlichen Ländern und der Sonderweg des deutschen Fußballs mit der umstrittenen „50+1“-Regel.

Kompetenzerwerb

Lernzielstufe	Kursbeitrag
Sozial- und	• Gruppendiskussionen

Kommunikationskompetenz	• Diskussionen im Plenum • Präsentation der Diskussionsergebnisse • Gemeinsame Bearbeitung von Fallstudien
Wissenserwerb	• Kenntnis der Rechtsgrundlagen des Vermittler- und Beraterrechts • Marktkenntnisse in diesem Segment • Kenntnisse praktischer Abläufe der Tätigkeiten
Wissensvertiefung	• Bearbeitung ausgewählter Fallbeispiele • Gastreferate durch Führungskräfte aus dem Vermittlerbranche
Instrumentale Kompetenz	• Anwendung der Theorien auf Fallbeispiele • Erstellung einer Präsentation • Initiierung kontroverser Diskussionen
Systemische Kompetenz	• Einordnung der Tätigkeiten von Vermittlern/Beratern im Gesamtumfeld Fussball • Bewertung von Informationsquellen in Literatur und Internet

Vermittelte Schlüsselqualifikationen

Fach-, Methoden- und Sozialkompetenz, Problemstrukturierung, analytisches Denkvermögen, kritischer Umgang mit Quellen, Theorie-Praxis-Transfer

Inhalte

- Überblick zu Kapitalgesellschaften
- Abgrenzung zur Rechtsform e.V.
- 50+1-Regel und Auswirkungen
- Major League Clubs in den USA - Erfolgsmodelle
- Investorenflops international – 1860 München, Girondins Bordeaux, Sheffield Wednesday, u.a.
- Erfolgreiche Investorenmodelle in Deutschland, Europa und den USA, z.B. Bayer Leverkusen, Manchester City, RB Leipzig, u.a.
- Multi-Club-Ownerships
- Investorenclubs im deutschen Mannschaftssport (ohne Fußball)

Lehrformen

Seminar und Workshop-Format, Gruppendiskussionen, Gruppenarbeiten mit Präsentationen

Teilnahmevoraussetzungen

Formale: Eingeschriebene(r) Studierende(r) am Fachbereich WiSo des Campus Remagen für den Bachelor-Studiengang.

Inhaltliche: Keine

Prüfungsformen

Assignments

Bewertung

Voraussetzung für die Vergabe von ECTS-Punkten ist das Bestehen der Prüfungsleistung für das Modul. Das Modul geht mit 5 ECTS in die Gesamtzahl von 180 ECTS-Punkten ein.

Literaturhinweise

Internetplattformen

Module TH Bachelor Thesis

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
TH	360 h	12 CP	6th semester	every semester	13 weeks

Module supervisor	Lecturers
Prof. Dr. Joachim Birzele	All lecturers

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory					

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

As part of the Bachelor's thesis, students are required to work scientifically on a complex and ideally practical problem or task and carry out a corresponding evaluation. The aim is for students to learn to work independently and autonomously on a specific topic and to contribute to a meaningful solution. Any professor at the university can assign a topic and supervise it. In terms of content, the subject area is largely based on the content of the degree course. In this respect, it is advisable that the topic selection is reflected in the respective specializations.

The process of writing a thesis can take place as follows: Students approach the supervisor based on a rough outline of the subject area etc.. The subject area is then narrowed down and a main scientific question is then developed. This in turn can contain sub-questions. As soon as the research question has been defined, it is necessary to decide which methodological and then which methodological approach will be chosen to answer the research question. Qualitative, quantitative or other scientific methods are usually available, which represent the main part of the empirical approach. Finally, new findings should be described and evaluated in the process of scientific investigation. A BA thesis should include a critical reflection of the entire procedure as well as a conclusion and an outlook.

Key qualifications taught

Analytical thinking, economic thinking and action, ability to reduce complexity, development of cause-effect relationships, development of alternative courses of action and their evaluation in problem situations, ability to transfer theory to practice, problem solving and decision-making

Contents

Are determined by the respective assessors.

Teaching methods

The respective professor accompanies the respective student as an academic mentor during the development of the thesis.
Prerequisites **Formal**: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program. Only students who have earned a total of at least 120 credit points and have passed all modules of the first and second semesters can be admitted to the final thesis. **Content:** None
Forms of examination The final thesis consists of a written paper (completion time 13 weeks). This is an examination performance. Minimum of 50 pages. It has to be written in English. The detailed regulations for the final thesis can be found on the website of the Examination Office (Prüfungsamt).
Prerequisites for awarding credits The prerequisite for the awarding of ECTS points is passing the examination for the module. The module counts for 12 ECTS credits towards the total number of 180 ECTS credits. The grade of the final thesis is weighted threefold.
Literature and other learning opportunities http://leitfaden.myrac.de/ or https://olat.vcrp.de/url/RepositoryEntry/3548448494

Module KO Colloquium for the Bachelor Thesis

Overview

No.	Workload	Credits	Semester of study	Frequency	Duration
KO	90 h	3 CP	6th semester	every semester	

Module supervisor	Lecturers
Prof. Dr. Joachim Birzele	All lecturers

Type of module	Form(s) of teaching and learning	Contact hours	Independent study	Planned group size	Teaching language
Mandatory	Examination interview				

Use of the module

Bachelor's degree program in Research and Innovation Management (basic module)

Bachelor's degree program in Health and Social Management dual (basic module)

Bachelor's degree program in Health and Social Management (basic module)

Bachelor's degree program in Logistics and E-Business (basic module)

Bachelor's degree program in Management, Leadership, Innovation (basic module)

Bachelor's degree program in Sports Management (basic module)

Bachelor's degree program in Sports Management dual (basic module)

Bachelor's degree program in Sustainable Transformation Management (basic module)

Learning outcomes and competencies

The colloquium for the Bachelor's thesis comprises an oral presentation in which the students present their approach, their results and their findings to the examiners in such a way that a critical discussion of the work is possible.

Key qualifications taught

Analytical thinking, economic thinking and action, ability to reduce complexity, development of cause-effect relationships, development of alternative courses of action and their evaluation in problem situations, ability to transfer theory to practice, problem solving and decision-making

Contents

Are determined by the respective examiners.

Teaching methods

Prerequisites

Formal: Enrolled student at the WiSo department of the Campus Remagen for a Bachelor's degree program.

Content: None

Forms of examination

The colloquium for the Bachelor's thesis consists of a presentation of the results of the thesis, which takes place after the submission of the written thesis.

30-45 minutes
Prerequisites for awarding credits The prerequisite for the awarding of ECTS credits is passing the coursework for the module. The module is worth 3 ECTS credits towards the total of 180 ECTS credits.
Literature and other learning opportunities -