HOCHSCHULE
RHEIN-WAAL
Rhine-Waal University
of Applied Sciences

Handbook of Modules
for the Degree Programme

International Management and Psychology, M.Sc.

Faculty of Communication and Environment

Version 1.4

10.09.2026

Dokumentenhistorie

Version	Datum	Verantw.	Bemerkung
0.1	2013-12-12	TH	Initialversion
0.2	2013-12-13	TH	„Weight towards final grade“ angepasst Gewichtung 35:65
0.3	2013-12-16	TH	Curriculum eingefügt
1.0	2014-01-13	TH	Version zur Veröffentlichung
1.1	2014-01-27	TH	Veranstaltungsarten im Curriculum korrigiert
1.2	2014-01-27	TH	Anpassung der Module: - M-IMP_1.01 - M-IMP_1.02 - M-IMP_1.03 - M-IMP_1.04 - M-IMP_1.05 - M-IMP_1.06 - M-IMP_2.01 - M-IMP_2.02 - M-IMP_2.03 - M-IMP_2.04 in den Bereichen „Courses” und „Planned group size”
1.3	2014-09-24	TH	Workload / Bearbeitungszeitraum Masterarbeit angepasst.
1.4	2019-04-16		Anpassung der Module: - M-IMP_1.01 - M-IMP_1.02 - M-IMP_1.03 - M-IMP_1.04 - M-IMP_1.05 - M-IMP_1.06 - M-IMP_2.01 - M-IMP_2.02 - M-IMP_2.03 - M-IMP_2.04 In den Bereichen “Learning Outcomes”, “Content” und “Teaching Methods”. Das Modul M-IMP 2.04 wurde umtituliert und in “Business Ethics, Moral Behaviour and Social Responsibility” und inhaltlich geändert.
1.5	2019-05-03		Anpassung der Module: - M-IMP_1.01 - M-IMP_1.02 - M-IMP_1.03 - M-IMP_1.04 - M-IMP_1.05 - M-IMP_1.06 - M-IMP_2.01 - M-IMP_2.02 - M-IMP_2.03 - M-IMP_2.04 In den Bereichen „Courses“ und „Teaching Time“wurde von „h“ auf „TU“ umtituliert.Zusätzlich im Bereich „Self-study“die Stundenanzahl von 90 auf 105 h erhöht.

1.6	2026-09-10	NM	Anpassung der Module: - M-IMP_3.01 Gewichtung Kolloquium von 5% auf 3,3% geändert, so dass Masterarbeit und Kolloquium zusammen 33,3% und alle anderen Module zusammen 66,7% ausmachen (siehe PO IMP 2020, § 25 Abs. 2)

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List of abbreviations

TU: teaching units (45 min) per semester

SWS: teaching units (45 min) per week

h: 60 min

Curriculum of the Master Degree Programme International Management and Psychology, M.Sc.

Code No (Kennnummer)	Module	SW	Type (Veranstaltungsart)						TE	CP	Sum CP	SS 1	WS 2	SS 3
			L	SL	S	Ex	PT	Pro						
M-IMP_1.01	Economic Behaviour	4	2	2						5	**5**	4		Master Thesis (27 CP) Colloquium (3 CP) M-IMP_3.01
M-IMP_1.02	Human Factors and Organisational Performance	4	2	2						5	**5**	4		
M-IMP_1.03	Diversity and Change Management	4	2	2						5	**5**	4		
M-IMP_1.04	Leadership and Psychological Asssessment	4	2	2						5	**5**	4		
M-IMP_1.05	Educational and Organisational Media	4	2	2						5	**5**	4		
M-IMP_1.06	Advanced Methods	4	2	2						5	**5**	4		
M-IMP_2.01	Applied Social Psychology	4	2	2						5	**5**		4	
M-IMP_2.02	Consumer Behaviour and Market Research	4	2	2						5	**5**		4	
M-IMP_2.03	Behavioural Aspects in Finance and Accounting	4	2	2						5	**5**		4	
M-IMP_2.04	Business Ethics, Moral Behaviour and Social Responsibility	4	2	2						5	**5**		4	
M-IMP_2.05	Empirical Research Project and Scientific Writing	8						8		10	**10**		8	
	Semester hours per week (Semesterwochenstunden)	**48**								**CP**	**60**	**24**	**24**	**30**

48 SW

90 CP

Abbreviations

SW	Semester hours per week (Semesterwochenstunden)
WS	Winter semester (Wintersemester)
SS	Summer semester (Sommersemester)
TE	Type of examination (Prüfungsform)
CP	Credit points (Kreditpunkte)
L	Lecture (Vorlesung)
SL	Seminaristic lecture (seminaristische Lehrveranstaltung)
S	Seminar (Seminar)
Ex	Exercise (Übung)
PT	Practical training (Praktikum)
Pro	Project (Projekt)
E	Examination (Prüfung)
C	Certificate (Testat)

M-IMP_1.01 Economic Behaviour

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.01	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students are familiar with the seminal approaches of behaviour from the point of view of economics. The traditional, micro-oriented model of Neoclassical Economics serves as a reference point. Other perspectives, often inspired by social psychology, anthropology and sociology, modify this rational choice model or substitute it. Therefore, students will have gained the ability to analyse and compare the variety of existing approaches towards economic behaviour. They have learned how individual behaviour, collective action and the relationship between micro and macro level can be modelled. This knowledge will enable them to shed new light on phenomena like competition or intra- and inter-firm behaviour and substantiates a management habit based on social competences and reciprocal cooperation.

Content

The module combines an overview of seminal and recent research in this field with in-depth analyses of selected approaches to economic behaviour. Approaches to be discussed cover:

- Neoclassical model (homo economicus)
- Efficient market hypothesis and its critique
- Bounded rationality and behavioural approaches (procedural and habitual rationality, RREEMM, heterogeneous agents)
- Prospect theory and decision making under uncertainty
- Experimental economics (laboratory and field experiments)
- Theories of collective action and common-pool resources
- Neuroeconomics

Teaching methods

Lectures in the first sessions focus on inputs by the lecturer and joint analyses and discussions. Then subsequently students discuss approaches and applications in working groups, followed by presentations and comments in class.

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Torsten Niechoj

Additional information

Recommended Readings:

Akerlof, G.A., Shiller, R.J. (2009). *Animal spirits. How human psychology drives the economy, and why it matters for global capitalis.* Princeton: Princeton University Press.

Bowles, S., Gintis, H. (2013). *A cooperative species. Human reciprocity and its evolution.* Princeton: Princeton University press.

Camerer, C., Loewenstein, G., Prelec, D. (2005). Neuroeconomics: How Neuroscience Can Inform Economics, in: *Journal of Economic Literature,* vol. 63, pp. 9-64.

Coleman, J.S. (1990). *Foundations of social theory, Cambridge*, Mass. Belknap Press of Harvard University Press.

Frank, R.H., Levine, A.S., Dijk, O. (2014). Expenditure Cascades, in: Review of Behavioral Economics, vol. 1, pp. 55-73.

Gintis, Herbert (2009). *The bounds of reason. Game theory and the unification of the behavioural sciences*, Princeton/Oxford. Princeton University Press.

Glimcher, P.W. (2009). *Neuroeconomics. Decision making and the brain*. Amsterdam et al.: Elsevier.

Kahneman, D., Tversky, A. (2008). *Judgment under uncertainty. Heuristics and biases*, Cambridge. Cambridge University Press.

Ormel, J., Lindenberg, S., Steverink, N., Verbrugge, L.M. (1999). *Subjective Well-being and Social Production Functions*, in: Social Indicators Research, 46, 61-90.

Simon, H.A. (1982 [1976]): From Substantive to Procedural Rationality, in: Simon, H.A., Models of Bounded Rationality. *Behavioural Economics and Business Organization*, vol. 2. Cambridge, Massachusetts/ London: MIT Press, pp. 424-443.

Stigler, G.J., Becker, G.S. (1977): De gustibus non est disputandum, in: *American Economic Review*, 67(2), 76-90.

Wilkinson, N., Klaes, M. (2012): *An introduction to behavioural economics.* Houndsmills/Basingstoke/ Hampshire: Palgrave Macmillan.

M-IMP_1.02 Human Factors and Organizational Performance

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.02	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have a profound knowledge of the relationship between human factors issues (e.g. shared situation awareness, motivation, mental workload, personality, and teamwork) and organizational performance indicators (e.g. effectiveness, quality, efficiency, safety and stakeholder satisfaction). In addition, students are able to design concepts (e.g. task analysis, work design, personnel selection, training, and organization development) for enhancing performance of individuals, teams and organizations.

Content

- Aims and scope of Human Factors and Organization Development
- Psychological research methods: experiments, observation, questionnaire design
- History and basic concepts of cognitive psychology
- Perception, Memory and Consciousness
- Mental workload and stress (mental workload assessment, task analysis, stress management)
- Motivation and decision making
- Human error (models of human error, error analysis methods such as Root-Cause-Analysis)
- Personality, Human Performance and Personnel Selection (Aptitude testing methods such as Situational Judgment Tests, Cognitive Ability Tests, Personality Assessment)
- Team Cognition, Team assessment and Team Performance
- Training, Development and Evaluation
- Performance Management (Performance Appraisal, Performance Feedback, Performance Interventions)
- Organizational culture and social cognition
- Organizational assessment (assessment methods for system-, team- and task-level analysis)
- Organization development (diagnosis, survey feedback, designing interventions) and sociotechnical systems thinking
- High Reliability Organizations and Error Management (briefings, trainings such as mental rehearsal and Crew Resource Management, debriefings such as After-Action-Review, organizational learning)

Teaching methods

Lectures, accompanied by exercises in which human factors and organizational performance issues as well as case studies are analysed and solved or research articles are discussed.

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Nicki Marquardt

Additional information

Recommended Readings:

Cummings, T. G. & Worley, C. G. (2009). *Organization Development and Change*. Mason (OH): South-Western.

Dipboye, R. L. (2016). *Exploring Industrial and Organizational Psychology: Work & Organizational Behavior*. Winter Park, FL: Sattvic Publishing.

Eysenck, M.W. & Keane, M.T. (2010). Cognitive Psychology. Hove: Psychology Press.

Landy, F.J. and Conte, J.M. (2010). *Work in the 21st Century*. Hoboken, NJ: Wiley.

Matthews, G., Davies, D.R., Westerman, S.J., Stammers, R.B. (2008). *Human Performance: Cognition, Stress and individual differences*. Hove, East Sussex: Psychology Press.

Salas, E., Fiore, S.M., Letsky, M.P. (2012). Theories of Team Cognition- Cross-Disciplinary Perspectives. New York: Routledge.

Wickens, C.D., Gordon Becker, S.E., Liu, Y., Lee, J.D. (2004). An introduction to Human Factors Engineering. Upper Saddle River: Pearson / Prentice Hall.

Wickens, C.D. & Hollands, J.G. (2000). Engineering Psychology and Human Performance. Upper Saddle River: Prentice Hall.

Woods, S.A. & West, M.A. (2010). The Psychology of Work and Organizations. Singapore: Cengage Learning Emea.

M-IMP_1.03 Diversity and Change Management

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.01	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students are sensitized to aspects of cultural and psycho-social diversity and their impact on organizations. They have become acquainted with theories of organizational change and approaches to assessing the need for change in organizations.

Elements of a sound plan for managing the change process are known and students are able to develop adequate plans for specific settings of organizational change (e.g., mergers, restructurings, etc.).

Furthermore, students have learned tools and techniques in order to lead change processes, develop organization, and manage diversity effectively.

Content

- Diversity and dynamics of the internal and external environments of organizations
- Influence of cultural and psycho-social diversity on organizational behaviour and performance
- Theories of organizational change and organizational development
- Examining the need for change
- Planning the change process (implementation strategies, plans, and interventions)
- Managing change processes (leadership, motivation, communication, training, IT)
- Restructuring and M&A
- Cultural change and organizational learning
- Approaches to managing diversity in terms of human resource development and organization development
- Diversity as a driver of organizational change (instancing selected diversity dimensions)
- International delegation as a driver of as well as a management tool for organizational change

Teaching methods

Seminar in which diversity and change management issues as well as case studies are solved and discussed.

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Daniel Scheible

Additional information

Recommended Readings:

Carnall, Colin A. / By, Rune T. (2014). *Managing Change in Organizations*. 6th edition. Harlow: Pearson.

Davidson, Marilyn J. / Fielden, Sandra L. (ed.) (2003). *Individual Diversity and Psychology in Organizations*. Chichester: Wiley.

Gardenswartz, Lee / Rowe, Anita (2003). *Diverse Teams at Work. Capitalizing on the Power of Diversity*. Alexandria: Society for Human Resource Management.

Hayes, John (2010). *The Theory and Practice of Change Management.* 3rd edition. Basingstoke; New York: Palgrave Macmillan.

Senior, Barbara / Swailes, Stephen (2016). *Organizational Change*. 5th edition. Harlow: Pearson.

M-IMP_1.04 Leadership and Psychological Assessment

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.04	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students are acquainted with concepts of and approaches to leadership in organizations and the underlying theories. They acquire knowledge about basics of psychological assessment and aptitude diagnostics. They learn about leadership assessment as the basis for selection and development of leaders. They learn that leaders themselves conduct psychological assessment and are acquainted with staff selection methods as well as staff and performance appraisal.

Content

- Relevance of leadership
- Leadership emergence vs. efficiency
- Criteria for leadership success
- Personality and leadership
- Selected leadership theories of different approaches to leadership (i.e., trait approach, behavioural approach, situational approach)
- Selected current leadership theories
- Basics of psychological assessment (e.g., methods, quality criteria)
- Basics of aptitude assessment (e.g., job analysis, selection interview, assessment center)
- Selected issues of aptitude assessment (e.g., socially desirable responding, social validity)
- Selection of leaders
- Assessment of leaders as a basis for leadership development
- Staff appraisal
- Performance appraisal
- Diversity issues in leadership and assessment

Teaching methods

Lectures (Power-Point) accompanied by a seminar in which leadership and psychological assessment issues are discussed, exercises are conducted or research articles are discussed.

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

-

Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Freda-Marie Hartung

Additional information

Recommended Readings:

Dessler, G. (2012). *Fundamentals of human resource management.* Boston: Pearson.

Hackman, M., & Johnson, C. (2013). *Leadership: A communication perspective.* Long Grove, Illinois: Waveland Press.

Maltby, J. Day, L., & Mascaskill, A. (2007). *Personality, individual differences and intelligence*. Essex: Pearson.

Chamorro-Premuzic, T. & Furnham, A. (2010). *The psychology of personnel selection.* New York: Cambridge University Press.

Howell, J. P. (2013). *Snapshots of great leadership.* New York: Routledge.

Northouse, P. G. (2016). *Leadership: Theory and practice.* Washington: Sage Publication.

Urbina, S. (2004). *Essentials of psychological testing*. New jersey, USA: Wiley.

Coaley, K. (2010). *An introduction to psychological assessment and psychometrics*. London, UK: Sage.

Schweizer, K. & DiStefano, C. (2016). *Principles and methods of test construction: Standards and recent advances.* Göttingen: Hogrefe

Compulsory Reading:

The relevant literature will consist of research articles and book chapters and will be announced at the beginning of the course.

M-IMP_1.05 Educational and Organizational Media

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.05	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU/ 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have gained a deep insight into the fundamentals of modern learning theories and core concepts of educational psychology. They know about the use of several media systems in the context of teaching and learning in organizational surroundings. On the basis of research findings, concepts of media-based learning in organizational practice have been discussed and principles of designing a learning environment have been elaborated.

Content

- Psychological learning theories, e.g. instrumental learning, social learning, constructive learning
- Implementation concepts of educational psychology, e.g. case-based-learning, problem-based-learning,
- mastery learning, cognitive apprenticeship
- Psychological aspects of human and moral development (Piaget, Wygotsky, Erikson, Havighurst, Kohlberg)
- Basics of cognitive psychology, e.g. mental structures, knowledge representation, multimedia learning, dual
- Coding theory, cognitive load theory
- Instructional design
- Usage and characteristics of different media systems
- E-Learning / Blended learning

Teaching methods

Interactive teaching format (Power-Point, white-board) with practical parts to deepen the theoreatical aspects. Group-oriented methods like case-based-learning, moderated groups and developing real e-learning offerings in small teams are implemented.

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points Passed examination
Use of module (in other study programs) --
Weight towards final grade 5,42%
Person in charge of module Prof. Dr. Georg Hauck
Additional information Recommended Readings: Clark, R. & Mayer, R. (2011). *E-Learning and the Science of Instruction*. San Francisco: Pfeiffer. Slavin, R. (2012). *Educational Psychology*. London: Pearson. Sweller J., Ayres, P. & Kalyuga, S. (2011). *Cognitive Load Theory*. New York: Springer.

M-IMP_1.06 Advanced Methods

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.06	150 h	5 CP	1st semester	Summer semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have an understanding of different research paradigms and designs and are able to decide which design is appropriate for planning studies in order to answer different research questions.

Students know and understood the differences between qualitative and quantitative research strategies. They know selected advanced qualitative methods, interviewing and evaluation techniques from Psychology and the Social Sciences. They understood the basic principles connected to these theories and they know how to apply these methods. Students have the ability to code and analyze large digital data sets using MAXQDA.

Students know different methods to collect quantitative data and are able to judge the advantages and disadvantages in relation to the research aim. Students have a deep understanding of hypothesis testing. They are able to apply different methods of Inferential statistics appropriately according to research design and scale of measurement. They are able to critically interpret and evaluate the results. Students understand and can apply advanced methods for analysis and modeling of large data sets.

Content

- Research paradigms and research processes
- Qualitative Research Methods
- The Qualitative Interview
- The In-Depth Interview
- Projective and Associative Techniques
- Coding and Text Mining using MAXQDA
- Discourse Analysis
- Quantitative Research Methods
- Overview of different research designs (Experimental, quasi-experimental, correlational, observational and survey)
- Population and sample, hypothesis testing
- Applied inferential statistics (t-statistics, F-statistics, non-parametric methods)
- Linear regression, moderator and mediator models
- Data reduction methods: Factor analysis, multidimensional scaling, cluster analysis
- (Neuro-)Physiological research methods

Teaching methods

Lectures (PowerPoint, white-board) for teaching the theoretical aspects with the inclusion of relevant applied

examples. In the exercises, a deeper understanding of the theoretical and statistical concepts will be supported by the integration of data examples and the deployment of statistical software (Excel, SPSS, MAXQDA and/or RKWard).

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr Nele Wild-Wall

Additional information

Recommended Readings:

Bryman, A. (2002). Interviewing in qualitative research. In A. Bryman (Ed.). *Social Research Methods, 2nd. Ed*. Oxford: Univ. Press, 469-499.

Field, A. (2017). *Discovering Statistics using IBM SPSS, 5th Ed*. Sage.

Flick, U. (2013). *The SAGE Handbook of Qualitative Data Analysis*. London: Sage.

Goodwin, C.J. (2010). *Research in Psychology - methods and design.* Wiley.

Legard, R., Keegan, J., Ward, K. (2002). In-Depth Interviews. In J. Ritchie & J. Lewis (Ed.). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: Sage, 138-169.

Meyers, L.S., Gamst, G. & Guarino, A.J. (2016). *Applied multivariate Research - Design and interpretation. 3rd, Ed.* Sage Publications Inc.

O'Leary, Z. (2012). *The Essential Guide to doing your Research Project*. London: Sage.

Paulus, T., Lester, J.N. & Dempster, P. (2013). *Digital Tools for Qualitative Research.* London: Sage.

Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics.* Pearson.

M-IMP_2.01 Applied Social Psychology

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_2.01	150 h	5 CP	2nd Semester	Winter semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU/ 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students will have developed a detailed and comprehensive understanding of social and behavioural psychology. Students will acquire skills involving critical thinking regarding the theories and studies in different fields of application.

Content

- Social cognition, self & social identity
- Attitudes, attitude change, stereotyping, discrimination
- Perceived behavioral control, self-efficacy, locus of control, theory of planned behavior
- Affiliation, reciprocity, social relations
- Aggression, deviant workplace behavior
- Prosocial behavior, organizational citizenship behavior
- Group processes, conformity, intergroup relationship
- Communication, cooperation, trust
- Fairness and equity
- Enhancing the content in different fields of application such as marketing, leadership, diversity management, organizational culture or managing virtual teams.

Teaching methods

Lectures, accompanied by exercises in which the application of social psychology issues are discussed

Entry requirements

None

Types of assessment

Graded examination

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Anja Freifrau von Richthofen

Additional information

Recommended Readings:

Aronson, E., Wilson, T. & Akert, R (2014). *Social Psychology*. Pearson Education Limited.

Cremer, David de; van Dick, Rolf; Murnighan, John Keith (2011). *Social psychology and organizations*. New York, NY: Routledge.

Hogg, M. A., & Vaughan, G. M. (2011). *Social psychology*. Harlow: Pearson

Kruglanski, Arie W & Higgins, E. Tory; (2007). *Social psychology. Handbook of basic principles*. New York: Guilford Press.

Robbins, S., Judge, T. & Campbell, T. (2010). *Organizational Behaviour*. Pearson Education Limited.

Compulsory Reading

The relevant literature will consist of research articles and book chapters. A selection of articles from academic journals will be announced at the beginning of the course.

M-IMP_2.02 Consumer Behaviour and Market Research

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_2.02	150 h	5 CP	2nd Semester	Winter semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have gained an understanding of the importance of consumer behaviour in 21st century economy. They now the spectrum of consumer research-methods and they have the ability to design consumer research projects. They understand to focus their research projects and findings on specific company challenges.

Content

- Customer orientation in marketing
- Consumer psychology and sociology
- Classical quantitative and qualitative methods of consumer research (Test markets, focus groups,
- ethnography)
- Big Data-Analysis
- Consumer insight
- Customer centric innovation process
- Product concept development

Teaching methods

Lectures, accompanied by exercises on a specific project task in the field of Innovation-Research & Development.

Entry requirements

None

Types of assessment

Project thesis

Requirements for the award of credit points

Project thesis graded 4.0 or better

Use of module (in other study programs)

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Weight towards final grade 5,42%
Person in charge of module Prof. Dr Thomas Heun
Additional information Recommended Readings: Belk, R., Fisher, E. & Kozinets, R. (2013). *Qualitative Consumer and Marketing Research*. London: Sage. Blackwell. R. D., Miniard, P.W. & Engel, J.F. (2005). *Consumer Behaviour*. Andover: Cenage. Featherstone, M. (1991). *Consumer Culture and Postmodernism*. London: Sage. Fortini-Campbell, L. (2001). *Hitting the Sweet Spot: How Consumer Insights Can Inspire Better Marketing and Advertising.* Chicago: Copy Workshop. Reynolds, T. J & Olsen, Jerry C. (2001). *Understanding Consumer Decision Making. The Means-End Approach to Marketing and Advertising Strategy.* New Jersey: Lawrence Erlbaum Ass.

M-IMP_2.03 Behavioural Aspects in Finance and Accounting

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_2.03	150 h	5 CP	2nd semester	Winter semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU / 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have gained an understanding of behavioural aspects in international finance and accounting. They are able to distinguish behavioural finance- and accounting-theory from classical theory. Students are able to discuss the international differences in (behavioural) accounting and finance. They have an overview of the methodologies used in behavioural academic research and they promote an ability to critically analyze behavioural research studies and assess their impact on the body of international accounting and finance knowledge. Due to the seminar format and the active participation in discussions students have not only gained functional knowledge, they have also developed their social competences as well as their methodological competence.

Content

During the first sessions the lecturer will give an overview of classical finance and accounting theory and distinguish the classical theory from behavioural decision theory.

In the following sessions a selection of current research in Behavioural Finance and Behavioral Accounting will be subject to discussion. Participants will write short assignments regarding certain research fields and present their research field in class (individual or in groups). Participants should be prepared to explain main conclusion, troublesome points, potential limitations and statistical problems regarding the assigned readings for the general discussion.

- Research methodology and overview of cognitive and social psychology
- Introduction to behavioural research in accounting and finance – Differentiation from non-behavioural finance and accounting (Efficient market hypothesis, equilibrium risk models, assumption of rationality)
- Behavioural financial accounting
  - Judgement decision making by investors and analysts
  - Judgement decision making by auditors
  - Disclosure and market efficiency
  - Relevance of accounting standard - national vs. international
- Behavioural management accounting
  - Judgement decision making by managers
  - Incentives and control
  - Mangement control systems
- Behavioural finance:
  - Challenges to market efficiency
  - Prospect theory

- Heuristics and biases in behavioural finance
- Behavioral explanations for anomalies in financial markets
- Stock market puzzles
- Behavioural investing on international capital markets

Teaching methods

Interactive teaching format (Power-Point, white-board) with practical parts to deepen the theoretical aspects. Group-oriented methods like case-based-learning and moderated groups are implemented. The student teams will regularly present their latest project progress and are coached by the expert when planning their next steps.

Entry requirements

None

Types of assessment

Graded examination (e.g. assignment and presentation)

Requirements for the award of credit points

Passed examination

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr Franca Ruhwedel

Additional information

Recommended Readings:

Arnold, M.C. (2007). Experimentelle Forschung in der Budgetierung – Lügen, nichts als Lügen?, *Journal für Betriebswirtschaft, Vol. 57,* pp. 69-99.

Barberis, N./Thaler, R. (2001). *A survey of Behavioral Fianance,* NBER Working Paper No. 9222, available at: http://www.nber.org/papers/w9222.

Bonner, S.E. (2008). *Judgment and Decision Making in Accounting*. Upper Saddle River, NJ.

Burg,V./Pierk, J./Scheinert, T. (2013). *Managerial Overconfidence and Accounting Behavior following CEO Turnover.* Available at SSRN: http://ssrn.com/abstract= 2244870.

Chung, J.O.Y./Cohen, J. R./Monroe, G.S. (2008). *The effect of moods in auditors' inventory valuation decisions, Auditing, Vol. 27,* Issue: 2, pp.137-159.

Evans, J. H./Hannan, R. L./Krishnan, R./Moser, D. V. (2001): *Honesty in Managerial Reporting. The Accounting Review*, Vol. 76, No. 4. pp. 537-559.

Gillenkirch, R.M./Arnold, M.C. (2008). State of the Art des Behavioral Accounting, *WiSt, Vol. 37*, pp. 128-134.

Hirshleifer, D. (2001): Investor Psychology and Asset Pricing, Journal of Finance, Vol. 56, pp. 1533-1597.

Hunton, J. E./Libby, R./Mazza, C.L. (2006). Financial Reporting Transparency and Earnings Management, *The Accounting Review*, Vol. 81, pp. 135-157.

Kahneman, D. (2011): *Thinking Fast and Slow.* New York.

Kahnemann, D./Riepe, M. (1998): *Aspects of Investor Psychology, Journal of Portfolio Management, Vol. 24*, pp. 52-65.

Maines, L.A., G.L. Salamon., & G.B. Sprinkle (2006): An Information Economic Perspective on Experimental Research in Accounting, *Behavioral Research in Accounting, Vol. 18*, pp. 85-102.

Oler, Derek/Pasewark, William R., *How to Review a Paper* (December 22, 2012). Available at SSRN: http://ssrn.com/abstract=2194232.

Rankin, F.W./Schwartz, S. T./Young,R. A. (2008). The Effect of Honesty and Superior Authority on Budget Proposals, *The Accounting Review*, Vol. 83, No. 4, pp. 1083–1099.

Schatzberg, J.W. et al. (2005). A Reexamination of Behavior in Experimental Audit Markets: The Effects of Moral Reasoning and Economic Incentives on Auditor Reporting and Fees*, Contemporary Accounting Research, Vol. 22,* pp. 229–64.

M-IMP_2.04 Business Ethics, Moral Behaviour and Social Responsibility

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_2.04	150 h	5 CP	2nd Semester	Winter semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Lecture: 30 TU / 2 SWS Seminaristic lecture: 30 TU / 2 SWS	60 TU/ 4 SWS	105 h	Lecture: 30 students Seminaristic lecture: 30 students

Learning outcomes / Competences and qualifications profile

Students have a profound overview of latest trends, research topics and challenges in the field of business ethics and moral psychology. They establish competences to evaluate critically ethical conflicts on current problems in the economy. Also, the course aims to give students knowledge and basic understanding of the most relevant Theories and Ideas of Corporate Social Responsibility

Content

- Ethics, Morality and Law: From Classical Perspectives towards Virtue Ethics in the 21st Century
- Theories of moral psychology
- Moral judgment
- Models of ethical decision making
- Applied Ethics: human behaviour and morals
- Moral motivation and moral behaviour
- Aspects of moral psychology in organizational behaviour (e.g. Organizational Citizenship Behaviour, equal pay), consumer behaviour (e.g. deception in advertising) and financial behaviour (e.g. accounting fraud)
- Neo-classical theory and the Standard Economic Model – Market economy between efficiency and reality
- Corporate Social Responsibility: Development of CSR in theory and practice
- Corporate Social Responsibility and Whistleblowing
- Corporate Social Responsibility or Compliance – more than Marketing?
- Sustainability: Environment, Economy and Society in a global perspective
- Privacy and Security

Teaching methods

Lectures accompanied by exercises including the analyses of classical and modern writings as well as case studies are presented and discussed.

Entry requirements

None

Types of assessment

Presentation and Project thesis (both graded).

Requirements for the award of credit points

Presentation and Project thesis graded 4.0 or better

Use of module (in other study programs)

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Weight towards final grade

5,42%

Person in charge of module

Prof. Dr. Klaus Hegemann

Additional information

Recommended Readings:

Blowfield, M., Murray, A. (2011). Corporate Responsibility. *A Critical Introduction. 2nd ed*., Oxford Univ. Press: Oxford.

Boylan, Michael (Ed.) (2014): *Business Ethics, 2nd ed*., Wiley: West Sussex.

Chandler, D., Werther, W.F (2011). *Stakeholders in a Global Environment.* Thousand Oaks: Sage.

Crane, A., D. Matten (2016) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th ed*., Oxford: Oxford University Press.

Cullen, J., Parboteeah, K. (2013). *Business Ethics.* Routledge: New York.

Friedman, M. (1970). *Capitalism and Freedom*. University of Chicago Press: Chicago.

Fernando, A. C. (2009). *Corporate Governance. Principles, Policies and Practices, 3rd ed.,* New Delhi.

Gal, G., O. Akisik, W. Wooldridge, eds., (2017). *Sustainability and Social Responsibility: Regulation and Reporting (Accounting, Finance, Sustainability, Governance and Fraud: Theory and Application.,* Springer: Berlin/Heidelberg.

Lefkowitz, J. (2003). *Ethics and values in Industrial and Organizational Psychology*. Mahwah: Erlbaum.

Nadelhoffer, T., Nahmias, E. & Nichols, S. (2010). *Moral Psychology: Historical and contemporary readings.* Chichester: Wiley-Blackwell.

Sher, G. (2012). *Ethics: Essential Readings in Moral Theory.* Routledge: New York.

M-IMP_2.05 Empirical Research Project and scientific writing

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.01	300 h	10 CP	2nd semester	Winter semester	1 semester

Courses	Teaching time	Self-study	Planned group size
Teaching: 30 TU / 2 SWS Coaching: 60 TU / 4 SWS	90 TU / 6 SWS	232,5 h	6 teams of 5 students

Learning outcomes / Competences and qualifications profile

Students have designed and conducted an empirical study on their own in small teams. Based on an elaborate literature review students have developed a research question. Through means of discussion and feedback students have learned to choose an appropriate study design and an appropriate data collection method to answer their research question. They have also learned to choose the appropriate methods to analyze their data and to analyze the data respectively. Finally each team has proven to be capable of writing a scientific paper which aims at being published in a reviewed journal or congress. Taken together, students know how to select the appropriate research technique for a specific research questions, they have the ability to structure scientific projects and write scientific texts.

Content

- Literature research
- Development of research questions
- Deduction of research designs
- Choosing method for data collection
- Planning and conducting the respective empirical studies
- Analyzing the quantitative and/or qualitative data
- Writing a research article
- Scientific writing (incl. international citation standards)
- Publication of research findings

Teaching methods

The modul will offer basic input using power point slides and boards. The student teams will regularly present and discuss their latest project progress with the expert and fellow students. They are coached by the expert when planning their next steps.

Entry requirements

None

Types of assessment

Graded report

Requirements for the award of credit points Report graded 4.0 or better
Use of module (in other study programs) --
Weight towards final grade 10,83%
Person in charge of module Prof. Dr. Freda-Marie Hartung
Additional information Recommended Readings: Depending on topics chosen

M-IMP_3.01 Master Thesis and Colloquium

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_3.01	900 h	30 CP	3rd semester	Every semester	20 weeks

Courses	Teaching time	Self-study	Planned group size
Master Thesis: 27 CP **Colloqium: 3 CP**	Depending on individual needs		

Learning outcomes / Competences and qualifications profile

Students have worked on a reseach topic of their interest in the scientific field of International Management and Psychology. They have conducted intensive studies on literature and developed their research question. Students have developed appropriate methodological strategies concerning that question. They have conducted the approach focussing on specific details of the question and have analyzed the results. They have transferred their findings to the broader perspective of the field and have reflected their work and findings critically. Student have proven that they are able to analyze a complex field of work, find specific new research questions, and have been able to answer them.

During the colloquium students have presented their work and have proven their expertise in the field of work. They have been able to defend the topic and to reflect on its impact on real-life problems in a professional way.

Content

- Researching and evaluating literature
- Developing a research question and deriving hypotheses
- Operationalizing constructs
- Analyzing methodological strengths and weaknesses of different research approaches
- Developing research designs
- Conducting the studies
- Evaluating the results
- Writing the thesis
- Presenting and defending the findings

Teaching methods

Individual supervision and support

Entry requirements

60 credits points achieved in other courses of the curriculum

Types of assessment

Written Master thesis and oral disputation

Requirements for the award of credit points

Passed Master thesis and disputation as well as successful completion of all other modules of the curriculum
Use of module (in other study programs)
Weight towards final grade 33,3% (30% Master Thesis and 3,3% Colloquium)
Person in charge of module All professors of the faculty
Additional information