



Handbook of Modules  
for the Degree Programme

# **International Management and Psychology, M.Sc.**

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*Faculty of Communication and Environment*

Version 1.3

05.03.2015



## Dokumentenhistorie

Version	Bemerkung
0.1	Initialversion
0.2	„Weight towards final grade“ angepasst Gewichtung 35:65
0.3	Curriculum eingefügt
1.0	Version zur Veröffentlichung
1.1	Veranstaltungsarten im Curriculum korrigiert
1.2	Anpassung der Module: <ul style="list-style-type: none"> <li>- M-IMP_1.01</li> <li>- M-IMP_1.02</li> <li>- M-IMP_1.03</li> <li>- M-IMP_1.04</li> <li>- M-IMP_1.05</li> <li>- M-IMP_1.06</li> <li>- M-IMP_2.01</li> <li>- M-IMP_2.02</li> <li>- M-IMP_2.03</li> <li>- M-IMP_2.04</li> </ul> in den Bereichen „Courses“ und „Planned group size“
1.3	Workload / Bearbeitungszeitraum Masterarbeit angepasst.



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## 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		M-IMP_3.01 Master Thesis (27 CP) Colloquium (3 CP)
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 Communication Management	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	Advanced Research and Scientific Writing	4	2	2						5	5		4	
M-IMP_2.05	Empirical Research Project	8						8		10	10		8	
<b>Semester hours per week (Semesterwochenstunden)</b>		<b>48</b>								<b>CP</b>	<b>60</b>	<b>24</b>	<b>24</b>	

48 SW

90 CP

Abbreviations	
<b>SW</b>	Semester hours per week (Semesterwochenstunden)
<b>WS</b>	Winter semester (Wintersemester)
<b>SS</b>	Summer semester (Sommersemester)
<b>TE</b>	Type of examination (Prüfungsform)
<b>CP</b>	Credit points (Kreditpunkte)
<b>L</b>	Lecture (Vorlesung)
<b>SL</b>	Seminaristic lecture (seminaristische Lehrveranstaltung)
<b>S</b>	Seminar (Seminar)
<b>Ex</b>	Exercise (Übung)
<b>PT</b>	Practical training (Praktikum)
<b>Pro</b>	Project (Projekt)
<b>E</b>	Examination (Prüfung)
<b>C</b>	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	1 <sup>st</sup> semester	Summer semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>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.</p>					
<b>Content</b>					
<p>The module combines an overview of seminal and recent research in this field with in-depth analyses of selected approaches to economic behaviour.</p> <p>Approaches to be discussed cover:</p> <ul style="list-style-type: none"> <li>- Neoclassical model (homo economicus)</li> <li>- Efficient market hypothesis</li> <li>- Prospect theory</li> <li>- Extended rational choice approaches (e.g. procedural rationality, RREEMM, heterogeneous agents)</li> <li>- Experimental economics (laboratory and field experiments)</li> <li>- Neuroeconomics</li> <li>- Theories of collective action</li> </ul>					
<b>Teaching methods</b>					
Lectures in the first sessions are followed by student working groups in which approaches and applications are discussed and presented.					



<b>Entry requirements</b>
None
<b>Types of assessment</b>
Graded examination
<b>Requirements for the award of credit points</b>
Passed examination
<b>Use of module ( in other study programs )</b>
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<b>Weight towards final grade</b>
5,42%
<b>Person in charge of module</b>
Prof. Dr Torsten Niechoj
<b>Additional information</b>
<p>Recommended Readings:</p> <p>Akerlof, G.A., Shiller, R.J. (2009): Animal spirits. How human psychology drives the economy, and why it matters for global capitalism, Princeton: Princeton University Press.</p> <p>Bowles, S., Gintis, H. (2013): A cooperative species. Human reciprocity and its evolution, Princeton: Princeton University press.</p> <p>Coleman, J.S. (1990): Foundations of social theory, Cambridge, Mass: Belknap Press of Harvard University Press.</p> <p>Gintis, Herbert (2009): The bounds of reason. Game theory and the unification of the behavioural sciences, Princeton/Oxford: Princeton University Press.</p> <p>Glimcher, P.W. (2009): Neuroeconomics. Decision making and the brain, Amsterdam et al.: Elsevier.</p> <p>Kahneman, D., Tversky, A. (2008): Judgment under uncertainty. Heuristics and biases, Cambridge: Cambridge University Press.</p> <p>Stigler, G.J., Becker, G.S. (1977): De gustibus non est disputandum, in: American Economic Review, 67(2), 76-90.</p> <p>Wilkinson, N., Klaes, M. (2012): An introduction to behavioural economics, Houndsmills/Basingstoke/Hampshire: Palgrave Macmillan.</p>

## M-IMP\_1.02 Human Factors and Organizational Performance

<b>Code</b> M-IMP_1.02	<b>Workload</b> 150 h	<b>Credits</b> 5 CP	<b>Level of module</b> 1 <sup>st</sup> semester	<b>Frequency of offer</b> Summer semester	<b>Duration</b> 1 semester
<b>Courses</b> Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		<b>Teaching time</b> 60 h / 4 SWS	<b>Self-study</b> 90 h		<b>Planned group size</b> Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b> 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, productivity, 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.					
<b>Content</b> <ul style="list-style-type: none"> <li>- Aims and scope of Human Factors and Organization Development</li> <li>- History and basic concepts of cognitive psychology</li> <li>- Perception, Memory and Consciousness</li> <li>- Mental workload and stress</li> <li>- Human Performance and individual difference (motivation, mood, personality)</li> <li>- Performance Management</li> <li>- Team Cognition and Team effectiveness</li> <li>- Decision Making and Human Error</li> <li>- Training, Development and Evaluation (focus on Human Performance trainings such as Crew Resource Management)</li> <li>- Organizational culture and cognition</li> <li>- Organization development (diagnosis, survey feedback, designing interventions) and systems thinking</li> <li>- High Reliability Organizations and Error Management (Human reliability analysis, mental readiness, designing error-tolerant systems)</li> </ul>					
<b>Teaching methods</b> 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.					
<b>Entry requirements</b> None					

<p><b>Types of assessment</b></p> <p>Graded examination</p>
<p><b>Requirements for the award of credit points</b></p> <p>Passed examination</p>
<p><b>Use of module ( in other study programs )</b></p> <p>--</p>
<p><b>Weight towards final grade</b></p> <p>5,42%</p>
<p><b>Person in charge of module</b></p> <p>Prof. Dr Nicki Marquardt</p>
<p><b>Additional information</b></p> <p>Recommended Readings:</p> <p>Cummings, T. G. &amp; Worley, C. G. (2009). <i>Organization Development and Change</i>. Mason (OH): South-Western.</p> <p>Landy, F.J. and Conte, J.M. (2010). <i>Work in the 21<sup>st</sup> Century</i>. Hoboken, NJ: Wiley.</p> <p>Matthews, G., Davies, D.R., Westerman, S.J., Stammers, R.B. (2008). <i>Human Performance: Cognition, Stress and individual differences</i>. Hove, East Sussex: Psychology Press.</p> <p>Salas, E., Fiore, S.M., Letsky, M.P. (2012). <i>Theories of Team Cognition- Cross-Disciplinary Perspectives</i>. New York: Routledge.</p> <p>Wickens, C.D., Gordon Becker, S.E., Liu, Y., Lee, J.D. (2004). <i>An introduction to Human Factors Engineering</i>. Upper Saddle River: Pearson / Prentice Hall.</p> <p>Wickens, C.D. &amp; Hollands, J.G. (2000). <i>Engineering Psychology and Human Performance</i>. Upper Saddle River: Prentice Hall.</p>

## M-IMP\_1.03 Diversity and Change Management

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.03	150 h	5 CP	1 <sup>st</sup> semester	Summer semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>Students are sensitized to aspects of diversity and its impact on organizations. They have become acquainted with theories of organizational change and approaches to assessing the need for change in organizations.</p> <p>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.).</p> <p>Furthermore, students have learned tools and techniques in order to lead change processes, develop organization, and manage diversity effectively.</p>					
<b>Content</b>					
<ul style="list-style-type: none"> <li>- Diversity and dynamics of the internal and external environments of organizations</li> <li>- Influence of diversity on organizational behaviour and performance</li> <li>- Theories of organizational change</li> <li>- Examining the need for change</li> <li>- Planning the change process (implementation strategies and plans, interventions)</li> <li>- Managing change processes (leadership, motivation, communication, training, IT)</li> <li>- Restructuring and M&amp;A</li> <li>- Cultural change and organizational learning</li> <li>- Approaches to managing diversity</li> <li>- Diversity as a driver of organizational change (instancing selected diversity dimensions)</li> <li>- International delegation as driver of as well as management tool for organizational change</li> </ul>					
<b>Teaching methods</b>					
Seminar in which diversity and change management issues as well as case studies are solved and discussed.					
<b>Entry requirements</b>					
None					

<b>Types of assessment</b>
Graded examination
<b>Requirements for the award of credit points</b>
Passed examination
<b>Use of module (in other study programs)</b>
-
<b>Weight towards final grade</b>
5,42%
<b>Person in charge of module</b>
Prof. Dr Daniel H. Scheible
<b>Additional information</b>
<p>Recommended Readings:</p> <p>Carnall, Colin A. (2007): <i>Managing Change in Organizations</i>. 5<sup>th</sup> edition. Harlow: Pearson Prentice-Hall.</p> <p>Davidson, Marilyn J. / Fielden, Sandra L. (ed.) (2003): <i>Individual Diversity and Psychology in Organizations</i>. Chichester: Wiley.</p> <p>Gardenswartz, Lee / Rowe, Anita (2003): <i>Diverse Teams at Work. Capitalizing on the Power of Diversity</i>. Alexandria: Society for Human Resource Management.</p> <p>Hayes, John (2010): <i>The Theory and Practice of Change Management</i>. 3<sup>rd</sup> edition. Basingstoke; New York: Palgrave Macmillan.</p> <p>Senior, Barbara / Fleming, Jocelyne (2006): <i>Organizational Change</i>. 3<sup>rd</sup> edition. Harlow: Pearson Prentice-Hall.</p>

## M-IMP\_1.04 Leadership and Communication Management

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.04	150 h	5 CP	1 <sup>st</sup> semester	Summer semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
Students are acquainted with concepts of and approaches to leadership in organizations and the underlying theories. The importance of communication and its impact on leader-follower relationships has been understood and students have gained insights into the possibilities to influence people and teams by means of communication.					
<b>Content</b>					
<ul style="list-style-type: none"> <li>- Change of leadership concepts throughout history</li> <li>- The role of the leader (assigned vs. emergent)</li> <li>- Selected approaches to leadership</li> <li>- Different leadership styles</li> <li>- Leadership as exchange (Leader-Member Exchange Theory)</li> <li>- Leading teams</li> <li>- Leadership in diverse environments</li> <li>- Different models of communication</li> <li>- Staff appraisal</li> <li>- Culture of communication in organizations</li> <li>- Conflicts and conflict management</li> <li>- Cooperation and moderation of group processes</li> </ul>					
<b>Teaching methods</b>					
Seminar in which leadership and communication issues as well as case studies are solved and discussed.					
<b>Entry requirements</b>					
None					
<b>Types of assessment</b>					
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. Anja Freifrau von Richthofen / Prof. Dr. Daniel H. Scheible

**Additional information**

Recommended Readings:

Connerley, Mary L. (2005): Leadership in a Diverse and Multicultural Environment. Developing Awareness, Knowledge, and Skills. Thousand Oaks: Sage.

Daft, Richard L. (2012): Leadership. 5th edition. Mason: Cengage.

Northouse, Peter G. (2012): Leadership. Theory and Practice. 6th edition. Thousand Oaks: Sage.

Griffin, E. (2003): A first look at communication theory. Boston: McGraw-Hill.

**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	1 <sup>st</sup> semester	Summer semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>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 reasearch findings, concepts of media based learning in organizational practice have been discussed and principles of designing a learning environment have been elaborated.</p>					
<b>Content</b>					
<ul style="list-style-type: none"> <li>- Psychological learning theories, e.g. instrumental learning, social learning, constructive learning</li> <li>- Implementation concepts of educational psychology, e.g. case-based-learning, problem-based-learning, mastery learning, cognitive apprenticeship</li> <li>- Psychological aspects of human and moral development (Piaget, Wygotsky, Erikson, Havighurst, Kohlberg)</li> <li>- Basics of cognitive psychology, e.g. mental structures, knowledge representation, multimedia learning, dual coding theory, cognitive load theory</li> <li>- Instructional design</li> <li>- Usage and characteristics of different media systems</li> <li>- E-Learning / Blended learning</li> </ul>					
<b>Teaching methods</b>					
<p>Interactive teaching format (Power-Point, white-board) with practical parts to deepen the theoretal aspects. Group-oriented methods like case-based-learning, moderated groups and developing real e-learning offerings in small teams are implemented.</p>					
<b>Entry requirements</b>					
None					
<b>Types of assessment</b>					
Graded examination					



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

## M-IMP\_1.06 Advanced Methods

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.06	150 h	5 CP	1 <sup>st</sup> semester	Summer semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>Students have an understanding of different research designs and are able to decide which design is appropriate for planning studies in order to answer different research questions.</p> <p>Students have a deep understanding of hypothesis testing.</p> <p>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.</p> <p>Students understand and can apply advanced methods for analysis and modelling of large data sets.</p> <p>Students know different methods to collect data and are able to judge the advantages and disadvantages in relation to the research aim.</p>					
<b>Content</b>					
<ul style="list-style-type: none"> <li>- Population and sample, hypothesis testing</li> <li>- Overview of different research designs (Experimental, quasi-experimental, correlational, observational and survey)</li> <li>- Applied inferential statistics (t-statistics, F-statistics, non-parametric methods)</li> <li>- Linear, non-linear and logistic regression</li> <li>- Time series analysis</li> <li>- Data reduction methods: Factor analysis, multidimensional scaling, cluster analysis</li> <li>- Basics of structural equation modeling</li> <li>- (Neuro-)Physiological research methods</li> </ul>					
<b>Teaching methods</b>					
<p>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 integratoin of data examples and the deployment of statistical software (Excel, SPSS and/or RKWard).</p>					

<b>Entry requirements</b>
None
<b>Types of assessment</b>
Graded examination
<b>Requirements for the award of credit points</b>
Passed examination
<b>Use of module ( in other study programs )</b>
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<b>Weight towards final grade</b>
5,42%
<b>Person in charge of module</b>
Prof. Dr Nele Wild-Wall
<b>Additional information</b>
<p>Recommended Readings:</p> <p>Goodwin, C.J. (2010). Research in Psychology - methods and design. Wiley.</p> <p>Warner, R.M. (2012). Applied Statistics. Sage Publications Inc.</p> <p>Tabachnick, B.G. &amp; Fidell, L.S. (2007). Using multivariate statistics. Pearson.</p> <p>Meyers, L.S., Gamst, G. &amp; Guarino, A.J. (2013). Applied multivariate Research - Design and interpretation. Sage Publications Inc.</p> <p>Stevens, J.P. (2009). Applied Multivariate Statistics for the Social Sciences. Poutledge Academic.</p> <p>Hair, J.F.; Black, W.C., Babin, B.J. &amp; Anderson, R.E. (2008). Multivariate Data Analysis. Pearson.</p> <p>Everitt, B. &amp; Hothorn, T. (2011). An introduction to applied multivariate analysis with R. Springer.</p>

## 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	2 <sup>nd</sup> Semester	Winter semester	1 semester
<b>Courses</b> Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		<b>Teaching time</b> 60 h / 4 SWS	<b>Self-study</b> 90 h		<b>Planned group size</b> Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b> 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.					
<b>Content</b> - Attitudes, attitude change, stereotyping, discrimination - Perceived behavioral control, self-efficacy, locus of control, theory of planned behavior - Aggression, bullying, 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, diversity management, organizational culture or managing virtual teams.					
<b>Teaching methods</b> Lectures, accompanied by exercises in which the application of social psychology issues are discussed					
<b>Entry requirements</b> None					
<b>Types of assessment</b> 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:

Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Harlow: Pearson

Baron, R. A., Branscombe, N. R., & Byrne, D. (2008). *Social psychology*. Boston: Pearson

Higgins, E. Tory; Kruglanski, Arie W. (1996): *Social psychology. Handbook of basic principles*. New York: Guilford Press.

Gilbert, Daniel Todd; Fiske, Susan T.; Lindzey, Gardner (1998): *The handbook of social psychology*. 4. Aufl. Boston, New York: McGraw-Hill; Distributed exclusively by Oxford University Press.

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

**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	2 <sup>nd</sup> Semester	Winter semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
Students have gained an understanding of the importance of consumer behaviour in 21st century economy. They know 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.					
<b>Content</b>					
<ul style="list-style-type: none"> <li>- Customer orientation in marketing</li> <li>- Consumer psychology and sociology</li> <li>- Classical quantitative and qualitative methods of consumer research (Test markets, focus groups, ethnography)</li> <li>- Big Data-Analysis</li> <li>- Consumer insight</li> <li>- Customer centric innovation process</li> <li>- Product concept development</li> </ul>					
<b>Teaching methods</b>					
Lectures, accompanied by exercises on a specific project task in the field of Innovation-Research & Development.					
<b>Entry requirements</b>					
None					
<b>Types of assessment</b>					
Project thesis					
<b>Requirements for the award of credit points</b>					
Project thesis graded 4.0 or better					
<b>Use of module ( in other study programs )</b>					

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**Weight towards final grade**

5,42%

**Person in charge of module**

Prof. Dr 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: Cengage.

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	2 <sup>nd</sup> semester	Winter semester	1 semester
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		60 h / 4 SWS	90 h		Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>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.</p>					
<b>Content</b>					
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>- Research methodology and overview of cognitive and social psychology</li> <li>- Introduction to behavioural research in accounting and finance – Differentiation from non-behavioural finance and accounting (Efficient market hypothesis, equilibrium risk models, assumption of rationality)</li> <li>- Behavioural financial accounting             <ul style="list-style-type: none"> <li>- Judgement decision making by investors and analysts</li> <li>- Judgement decision making by auditors</li> <li>- Disclosure and market efficiency</li> <li>- Relevance of accounting standard - national vs. international</li> </ul> </li> <li>- Behavioural management accounting             <ul style="list-style-type: none"> <li>- Judgement decision making by managers</li> <li>- Incentives and control</li> <li>- Management control systems</li> </ul> </li> <li>- Behavioural finance:             <ul style="list-style-type: none"> <li>- Challenges to market efficiency</li> <li>- Prospect theory</li> <li>- Heuristics and biases in behavioural finance</li> <li>- Behavioral explanations for anomalies in financial markets</li> <li>- Stock market puzzles</li> </ul> </li> </ul>					



- Behavioural investing on international capital markets
<p><b>Teaching methods</b></p> <p>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.</p>
<p><b>Entry requirements</b></p> <p>None</p>
<p><b>Types of assessment</b></p> <p>Graded examination (e.g. assignment and presentation)</p>
<p><b>Requirements for the award of credit points</b></p> <p>Passed examination</p>
<p><b>Use of module ( in other study programs )</b></p> <p>--</p>
<p><b>Weight towards final grade</b></p> <p>5,42%</p>
<p><b>Person in charge of module</b></p> <p>Prof. Dr Franca Ruhwedel</p>
<p><b>Additional information</b></p> <p>Recommended Readings:</p> <p>Arnold, M.C. (2007): Experimentelle Forschung in der Budgetierung – Lügen, nichts als Lügen?, Journal für Betriebswirtschaft, Vol. 57, pp. 69-99.</p> <p>Barberis, N./Thaler, R. (2001): A survey of Behavioral Finance, NBER Working Paper No. 9222, available at: <a href="http://www.nber.org/papers/w9222">http://www.nber.org/papers/w9222</a>.</p> <p>Bonner, S.E. (2008): Judgment and Decision Making in Accounting. Upper Saddle River, NJ.</p> <p>Burg,V./Pierk, J./Scheinert, T. (2013): Managerial Overconfidence and Accounting Behavior following CEO Turnover, available at SSRN: <a href="http://ssrn.com/abstract= 2244870">http://ssrn.com/abstract= 2244870</a>.</p> <p>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.</p> <p>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.</p> <p>Gillenkirch, R.M./Arnold, M.C. (2008): State of the Art des Behavioral Accounting, WiSt, Vol. 37, pp. 128-134.</p> <p>Hirshleifer, D. (2001): Investor Psychology and Asset Pricing, Journal of Finance, Vol. 56, pp. 1533-1597.</p>

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 Advanced Research and Scientific Writing

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_2.04	150 h	5 CP	2 <sup>nd</sup> Semester	Winter semester	1 semester
<b>Courses</b> Lecture: 30h / 2 SWS Seminaristic lecture: 30h / 2 SWS		<b>Teaching time</b> 60 h / 4 SWS	<b>Self-study</b> 90 h		<b>Planned group size</b> Lecture: 30 students Seminaristic lecture: 30 students
<b>Learning outcomes / Competences and qualifications profile</b> Students know how to select the appropriate research technique for specific research questions. They have the ability to structure scientific projects and write scientific texts. Students have a profound knowledge of classical and innovative scientific research-techniques. They have an overview of latest trends, research topics and challenges in the field of business psychology.					
<b>Content</b> - Philosophy of science - Scientific argumentation: from research questions to research findings - Scientific writing - Intl. citation standards - Qualitative and quantitative research methods - Research-Trends in the 21st century					
<b>Teaching methods</b> Lectures, accompanied by exercises in which case studies and problems in practice are presented and discussed					
<b>Entry requirements</b> None					
<b>Types of assessment</b> Project thesis					
<b>Requirements for the award of credit points</b> Project thesis graded 4.0 or better					
<b>Use of module ( in other study programs )</b> --					

**Weight towards final grade**

5,42%

**Person in charge of module**

Prof. Dr Heun

**Additional information**

Recommended Readings:

Friedman, D., Pisani, R. & Purves, R. (2007): Statistics, 4th e. NY: Norton.

Shaugnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2011): Research Methods in Psychology, 9th e. NY: McGraw-Hill.

Silverman, D. (2011): Qualitative Research, 3rd e. London: Sage.

Somekh, B, Levin, C. (2004): Research Methods in the Social Sciences. London: Sage.

Sternberg, R.J, Sternberg, K. (2011): The Psychologists Companion. A guide to writing scientific papers for students and researchers, 5th e. Cambridge: Cambridge Univ. Press.

## M-IMP\_2.05 Empirical Research Project

Code	Workload	Credits	Level of module	Frequency of offer	Duration
M-IMP_1.01	300 h	10 CP	2 <sup>nd</sup> semester	Winter semester	1 semester
<b>Courses</b> Teaching: 30 h / 2 semester hours per week (SWS) Coaching: 60 h / 4 SWS		<b>Teaching time</b> 90 h / 6 SWS	<b>Self-study</b> 210 h		<b>Planned group size</b> 6 teams of 5 students
<b>Learning outcomes / Competences and qualifications profile</b> Students have developed and executed a complete empirical study on their own in small teams. Starting with the elaboration of a literature-based overview of recent research outcomes, participants have developed specific research questions. Through means of discussion, they have also learned how to design and realize their research project. Students have gained a profound understanding of different qualitative and quantitative methods to collect and analyze data. Finally each team has proved to be capable of writing a scientific report which aims at being published in a reviewed journal or congress.					
<b>Content</b> - Literature research - Development of research questions - Deduction of research designs - Planning, conducting and analysing empirical studies and data - Using quantitative and/or qualitative methods - Writing a research paper - Publication of research findings					
<b>Teaching methods</b> The modul will offer basic input using power point slides and boards. The student teams will regularly present their latest project progress and are coached by the expert when planning their next steps.					
<b>Entry requirements</b> None					
<b>Types of assessment</b> Graded report					
<b>Requirements for the award of credit points</b> Report graded 4.0 or better					
<b>Use of module ( in other study programs )</b>					

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<b>Weight towards final grade</b> 10,83%
<b>Person in charge of module</b> N.N.
<b>Additional information</b> 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	3 <sup>rd</sup> semester	Every semester	20 weeks
<b>Courses</b>		<b>Teaching time</b>	<b>Self-study</b>		<b>Planned group size</b>
Master Thesis: 27 CP Colloquium: 3 CP		Depending on individual needs			
<b>Learning outcomes / Competences and qualifications profile</b>					
<p>Students have worked on a research 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.</p> <p>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.</p>					
<b>Content</b>					
<p>Researching and evaluating literature</p> <p>Developing a research question and deriving hypotheses</p> <p>Operationalizing constructs</p> <p>Analyzing methodological strengths and weaknesses of different research approaches</p> <p>Developing research designs</p> <p>Conducting the studies</p> <p>Evaluating the results</p> <p>Writing the thesis</p> <p>Presenting and defending the findings</p>					
<b>Teaching methods</b>					
Individual supervision and support					
<b>Entry requirements</b>					
60 credits points achieved in other courses of the curriculum					

<p><b>Types of assessment</b></p> <p>Written Master thesis and oral disputation</p>
<p><b>Requirements for the award of credit points</b></p> <p>Passed Master thesis and disputation as well as successful completion of all other modules of the curriculum</p>
<p><b>Use of module ( in other study programs )</b></p>
<p><b>Weight towards final grade</b></p> <p>35% (30% Master Thesis and 5%Colloquium)</p>
<p><b>Person in charge of module</b></p> <p>All professors of the faculty</p>
<p><b>Additional information</b></p>