
ISM-COURSE HANDBOOK

M.SC. PSYCHOLOGY & MANAGEMENT

VERSION WITH 4 SEMESTERS (120 ECTS-CREDITS): VALID FOR STUDENTS STARTING FROM WINTER SEMESTER 2026/27

VERSION WITH 3 SEMESTERS (90 ECTS-CREDITS): VALID FOR STUDENTS STARTING FROM WINTER SEMESTER 2026/27

(VERSION OF MAY 2026)

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STUDY PLAN (120 ECTS)*

1. Semester	ECTS	2. Semester	ECTS	3. Semester	ECTS	4. Semester	ECTS
Winter semester		Summer semester		Winter semester		Winter semester / Summer semester	
Concepts of Business Psychology	6	Research Project	6	Study Abroad	24	Master's Thesis	30
Cognitive Psychology	2	Research Project	6	Electives, depending on ISM partner university and individual specialization	24	Master's Thesis	30
Social & Personality Psychology	2						
Clinical Psychology & Psychotherapy	2						
Work & Organizational Psychology I	6	Work & Organizational Psychology II	6				
Personnel & Organizational Psychology	2	Personnel Selection	2				
Psychological Change Management & Coaching	2	Workplace Health Promotion	2				
Work Psychology	2	Mental Disorders in the Workplace	2				
Leadership Skills	6	Market & Media Psychology	6				
Corporate Governance & Business Ethics	2	Media & Communication Psychology	2				
Negotiation, Communication & Executive Presentations	2	Brand Psychology	2				
Cross Cultural Leadership	2	Consumer Psychology	2				
Psychological Methodology	6	Human Resources & Consulting	6				
Quantitative Research Methods: Applied Statistics	4	Personnel Development	2				
Qualitative Research Methods	2	Strategic Human Resource Management & Current Trends	2				
		Projekt / Case Study	2				
Research & Management Methods	6	Internship		12			
Methods of Scientific Work	2						
Business Psychology as an Empirical Science	2	Practical Experience Phase I	6	Practical Experience Phase II	6		
Consulting & Management Methods	2						
Total	30	Total	30	Total	30	Total	30

* Subject to modifications

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STUDY PLAN (90 ECTS)*

1. Semester Winter semester	ECTS	2. Semester Summer semester	ECTS	3. Semester Winter semester / Summer semester	ECTS
Concepts of Business Psychology	6	Research Project	6	Master's Thesis	30
Cognitive Psychology	2				
Social & Personality Psychology	2	Research Project	6	Master's Thesis	30
Clinical Psychology & Psychotherapy	2				
Work & Organizational Psychology I	6	Work & Organizational Psychology II	6		
Personnel & Organizational Psychology	2	Personnel Selection	2		
Psychological Change Management & Coaching	2	Workplace Health Promotion	2		
Work Psychology	2	Mental Disorders in the Workplace	2		
Leadership Skills	6	Market & Media Psychology	6		
Corporate Governance & Business Ethics	2	Media & Communication Psychology	2		
Negotiation, Communication & Executive Presentations	2	Brand Psychology	2		
Cross Cultural Leadership	2	Consumer Psychology	2		
Psychological Methodology	6	Human Resources & Consulting	6		
Quantitative Research Methods: Applied Statistics	4	Personnel Development	2		
Qualitative Research Methods	2	Strategic Human Resource Management & Current Trends	2		
		Projekt / Case Study	2		
Research & Management Methods	6	Internship	6		
Methods of Scientific Work	2				
Business Psychology as an Empirical Science	2	Practical Experience Phase I	6		
Consulting & Management Methods	2				
Total	30	Total	30	Total	30

* Subject to modifications

MODULES

Concepts of Business Psychology

Modul code	Semester	Duration		ECTS credits	
PYM1	1	1 Semester		6	
Course type	Teaching language	Intake		Hours per week (SWS)	
Compulsory	German English Trail: English	Winter semester		6	
1	Lectures of the module	Hours of presence	Hours of self study	Total workload (h)	SWS
	Cognitive Psychology	18	42	60	2
	Social & Personality Psychology	18	42	60	2
	Clinical Psychology & Psychotherapy	18	42	60	2
2	Content The courses of the module impart basic knowledge about basic psychological theories from cognitive psychology, clinical psychology as well as social and personality psychology and their application in the context of business psychology. The aim of the module is to introduce basic knowledge of psychology in the area of cognitive and social psychology as well as personality psychology. Furthermore, clinical psychology basic knowledge for the assessment of associated issues in the business context is provided. In addition, current topics and trends are discussed in all three courses. Cognitive Psychology As a prerequisite for understanding, analysing and shaping human experience and behaviour in business-related processes, this course teaches the basics of cognitive psychology. Central learning and theories on memory (e.g. operant and classical conditioning, cognitive theories, model learning, multi-memory models), basics of human perception, basic features of the functioning of the human brain, as well as the topics of motivation, emotion and problem solving are being taught. Using case studies, practical problems are worked on in small groups with the aim of practicing and discussing the application of psychological theory and concepts. Social & Personality Psychology The course focuses on human experience and behaviour depending on the social and cultural environment as well as the personality of an individual. Students will learn the fundamentals of social perception, theories of attribution and self-referential cognitions, basic theories, and current research on the processing of social information and judgement formation, as well as the acquisition and measurement of attitudes. In addition, theories of social relationships within and between groups (with a focus on results from small group research) and interpersonal communication are taught, with the aim of applying them to work-related cooperation processes in teams. In addition, basic theories of personality psychology are taught as a basis for the description, explanation and measurement of differences in human beings (e.g. in the				

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	context of personnel selection decisions) and an overview of individual areas of personality (e.g. interpersonal styles, abilities, dispositions) is given. Clinical Psychology & Methods of Psychotherapy After an in-depth discussion of the characteristics of mental disorders, the differences between therapy, rehabilitation and coaching are elaborated and criteria for the right form of interventions are presented. Treatment options are explained (inpatient, day-patient, outpatient) and psychotherapeutic approaches are presented. These include psychoanalysis, depth psychology, systemic therapy, behavioral therapy and humanistic-existential approaches. Within the framework of behavioral therapy, modern developments are introduced (schema therapy, cognitive behavioral therapy, clarification-oriented psychotherapy, etc.).
3	Learning outcomes Professional competencies On successful completion of the module, students ▪ understand basic psychological theories on the topics of learning, memory, motivation, emotion and perception. They are able to apply these within the context of business psychology. ▪ are able to explain important theories and concepts of social and personality psychology (e.g. person perception, attitudes, attributions) and analyze and evaluate cooperation processes. ▪ are able to argue theory-based when solving problems in a business context and develop well-founded recommendations, e.g. for personnel development measures or marketing activities. ▪ have broad knowledge of theories and methods of clinical psychology in the areas relevant to business psychology and can use this knowledge for issues in a business context. ▪ know the basics of the various forms of therapy and treatment methods. In this way, they can act as a "transit station" in the event of mental disorders and refer those affected to professional help. ▪ are able to identify alternative solutions within the conflicting areas of economic and psychological requirements and argue these convincingly to those outside their field of specialisation Generic competencies On successful completion of the module, ▪ students' ability and willingness to work together with others in a goal-oriented manner has increased. Students become more sensitive, especially with regard to their communication, especially in a business/entrepreneurial context. ▪ students are more likely and willing to act independently and responsibly and further develop their own capacity to act. ▪ students can use aspects of the psychological knowledge acquired to better understand their own perception and behaviour (e.g. in relation to learning processes) and thus improve their self-management and constructive communication. ▪ students are able to reflect on their own professional actions under guidance and thus further develop their own capacity for action.

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4	Teaching and learning methods ▪ Lectures ▪ Discussion ▪ Group work
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Basic knowledge of empirical methods, first practical experience in business contexts
6	Links with other study areas Applicability within the study course: The courses of the module lay the foundation for further business psychology courses of the degree program in the application areas of Work and Organizational Psychology I and II (2nd semester) as well as Market and Media Psychology (2nd semester). Applicability for other study courses: none
7	Type and duration of exam Written exam (120 minutes)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90ECTS)
9	Special Guest lectures may be given by experienced practitioners.
10	Literature Cognitive Psychology <u>Compulsory reading:</u> Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology. A student's handbook. Taylor & Francis. Gerrig, R. J. (2012). Psychology and live (20th ed.). Pearson. Hall, C. N. (Ed). (2023). Introduction to Biological Psychology. Open Textbook Library. Reeve, J. (2018). Understanding Motivation and Emotion (7th ed.). Wiley. <u>Supplementary literature:</u> Brandstätter, V., Schüler, J. Puca, R. M./Lozo, J. (2013): Motivation und Emotion. Berlin: Springer. Hagendorf, H./Krummenacher, J./Müller, H. J./Schubert, T. (2011): Wahrnehmung und Aufmerksamkeit. Berlin: Springer.

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- Betsch, T./Funke, J./Plessner, H. (2011): Denken – Urteilen, Entscheiden, Problemlösen. Berlin: Springer.
- Gerrig, Richard J. & Zimbardo, Philip (2018): Psychologie. 21. aktualisierte und erweiterte Auflage. Pearson.
- Gerrig, Richard J. & Zimbardo, Philip (2018): Psychologie. Das Übungsbuch. Pearson.
- Hagendorf, Herbert et al. (2011). Allgemeine Psychologie für Bachelor: Wahrnehmung und Aufmerksamkeit. Springer: Heidelberg.
- Pfister, H.-R., Jungermann, H. und Fischer, K. (2017). Die Psychologie der Entscheidung. 4. Auflage. Wiesbaden: Springer.
- Rothermund, Klaus & Eder, Andreas (2012). Motivation und Emotion. Basiswissen Psychologie. VS Verlag.
- Brandstätter, V., Schüller, J., Puca, R. M. & Lozo, J. (2018). Motivation und Emotion. Allgemeine Psychologie für Bachelor. 2. vollständig überarbeitete Ausgabe. Springer.
- Edelmann, Walter & Wittmann, Simone (2019). Lernpsychologie. Beltz Verlag:
- Pinel, J. P., Barnes, S. J. und Pauli, P. (2018): Biopsychologie . 10. Auflage. Pearson:
- Pollmann, Stefan (2008). Allgemeine Psychologie.
- Rademacher, Ute (2014). Leichter führen und besser entscheiden. Psychologie für Manager. Springer. Gabler: Wiesbaden.

Social & Personality Psychology

Compulsory reading:

- Baron, R. A., & Branscombe, N. R. (2022). Social Psychology (14th ed.). Pearson/Allyn and Bacon
- Myers, D. G., & Twenge, J. M. (2019). Social psychology. McGraw-Hill.

Supplementary literature:

- Kassin, S., Fein, S., & Markus, H. R. (2023). Social psychology. SAGE Publications.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2015). Social Psychology (9th ed.). Pearson/Allyn and Bacon.
- Ullrich, J./Stroebe, W./Hewstone, M. (2023): Sozialpsychologie. Eine Einführung. Berlin: Springer.
- Asendorpf, J.; Neyer, F.J. (2012): Psychologie der Persönlichkeit. Berlin: Springer.
- Aronson, A./Wilson, T. D./Akert, R.M. (2008): Social Psychology. Munich: Pearson.

Clinical Psychology & Methods of Psychotherapy

Compulsory reading:

- Hooley, J.M., Nock, M.K. & Butcher & J.N. Butcher (2020). Abnormal Psychology. Harlow: Pearson.
- Bennett, P. (2011). Abnormal And Clinical Psychology: An Introductory Textbook. Maidenhead: McGraw-Hill Education.

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Supplementary literature:

Whitbourne, S. K. (2019). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. Maidenhead: McGraw-Hill Education.

Comer, R. J. (2008): Klinische Psychologie. Heidelberg.

Sachse, R. (2003): Klärungsorientierte Psychotherapie. Göttingen: Hogrefe.

Wittchen, H.-U./Hoyer, J. (2012): Klinische Psychologie und Psychotherapie. Berlin.

Davison, G. C./Neale, J. M./Hautzinger, M. (2007): Klinische Psychologie. Weinheim.

Grawe, K./Donati, R./Bernauer, F. (2001): Psychotherapie im Wandel - von der Konfession zur Profession. Göttingen.

Greenberg, L. S. (2006): Emotionsfokussierte Therapie. Tübingen.

Hiller, W./Leibing, E./Leichsenring F./Sulz S.K.D. (Hrsg.) (2010): Lehrbuch der Psychotherapie für die Ausbildung zur/zum Psychologischen PsychotherapeutIn und für die ärztliche Weiterbildung. Band 1: Wissenschaftliche Grundlagen der Psychotherapie. München: CIP-Medien.

Hiller, W./Leibing, E./Leichsenring F./Sulz S.K.D. (Hrsg.) (2004): Lehrbuch der Psychotherapie für die Ausbildung zur/zum Psychologischen PsychotherapeutIn und für die ärztliche Weiterbildung. Band 2: Psychoanalytische und tiefenpsychologisch fundierte Psychotherapie. München: CIP-Medien.

Hiller, W./Leibing, E./Leichsenring F./Sulz S.K.D. (Hrsg.) (2003): Lehrbuch der Psychotherapie für die Ausbildung zur/zum Psychologischen PsychotherapeutIn und für die ärztliche Weiterbildung. Band 3: Verhaltenstherapie. München: CIP-Medien.

Linden, M./Hautzinger, M. (2008): Verhaltenstherapiemanual. Berlin.

Strauß, B./Hohagen, F./Caspar, F. (2007): Lehrbuch Psychotherapie – Teilband 1. Göttingen.

Strauß, B./Hohagen, F./Caspar, F. (2007): Lehrbuch Psychotherapie – Teilband 2. Göttingen.

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Work & Organizational Psychology I

Modul code	Semester	Duration		ECTS credits	
PYM2	1	1 Semester		6	
Course type	Teaching language	Intake		Hours per week (SWS)	
Compulsory	German English Trail: English	Winter semester		6	
1	Lectures of the module	Hours of presence	Hours of self-study	Total workload (h)	SWS
	Personnel & Organizational Psychology	18	42	60	2
	Psychological Change Management & Coaching	18	42	60	2
	Work Psychology	18	42	60	2
2	Content In this module, students are taught psychological theories, models, concepts, research results and tools that are important for the experience and behavior of people in organizations (and especially in companies). In addition to the scientific foundation, attention is paid to a high degree of practical relevance when conveying the content. Topics covered include fundamental theories, models, concepts, and research findings of personnel and organizational psychology. Furthermore, approaches and methods of psychological change management and coaching are taught, as the involvement of employees is a key success factor in organizational changes, which is often overlooked by companies. In addition, work psychology deals with the nature and requirements of work activities. In addition to the topic of work action with its prerequisites and consequences, the analysis, evaluation and design of work activities are in the foreground (this is closely intertwined with topics of personnel and organizational psychology as well as psychological change management). Personnel & Organizational Psychology The subject of Personnel & Organizational Psychology is intended to impart basic knowledge about the organizational, group and leadership-related factors influencing behavior and experience. In particular, processes and mechanisms of social interaction in organizations as well as models of decision-making and performance behavior under the influence of leadership styles, groups and organizational cultures are discussed. With its theories of human action in organizations as well as application-oriented diagnostic tools, personnel and organizational psychology is a central conceptual focus of business psychology. In this respect, current empirical findings of this research tradition will be reflected in their implications for action. The following topics will be covered in the lecture: ▪ Current Leadership Theories and Models ▪ Organizational Behavior ▪ Organizational culture ▪ Organizational Learning, Human Resource Development and Knowledge Management ▪ Team management and development				

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	▪ Formal and informal relationships in organizations ▪ Digitalization and digital transformation Psychological Change Management & Coaching The increasingly dynamic market environment is forcing many companies from a wide range of industries to increase their flexibility, both in terms of their business models and their organizational orientation. The involvement of employees is a key success factor here, but this is often overlooked by companies. The course "Psychological Change Management & Coaching" starts with key figures and challenges of the consulting market in Europe. In the next step, different models and approaches in change management and coaching are presented and differentiated from each other (including systemic consulting/systemic coaching, organizational development, expert consulting, learning organization as well as the models of Kotter, Streich and Levin). On the basis of these basics, concrete change management and coaching instruments are presented and applied in a playful way. Work Psychology Work psychology deals with the psychological analysis, evaluation and design of works. Its focus is on the experience and behavior of people during their work. In work psychology, the workplace with its characteristic features and conditions as well as the aspects of the work situation such as work tasks, work organization, organizational structure and technology as well as the necessary prerequisites for successful performance (e.g. workplace action regulation with its prerequisites and consequences) are considered. This results in the following focal points for the lecture: ▪ Introduction to Work Psychology ▪ Work Activity: Prerequisites and Consequences (e.g. Activity Theory, Action Regulation Theory, and Job Satisfaction and Motivation) ▪ Analysis, evaluation and design of work ▪ Deepening on current topics of work design (e.g. service as emotion work and new work)
3	Learning outcomes Professional competencies On successful completion of the module, ▪ students have a comprehensive knowledge of common theories in personnel and organizational psychology, well-known change management and coaching models, as well as basic approaches to work psychology. ▪ students are able to analyze, evaluate and classify the experience and behavior of managers and employees in organizations on the basis of findings from personnel and organizational psychology. ▪ students will be able to assess difficulties in implementing organizational changes in companies and select appropriate, project-phase-specific measures to counteract these difficulties. ▪ students are able to analyse, evaluate and design work activities. Generic competencies On successful completion of the module,

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	- students' ability and willingness to work together with others in a goal-oriented manner is increased. They are becoming more sensitive, especially with regard to their communicative effects on others, especially in the operational/entrepreneurial context. - students are more likely and willing to act independently and responsibly and to further develop their own ability to act. - students can use aspects of psychological specialties to increase self-reflexivity.
4	Teaching and learning methods - Lectures - Discussion - Group work - Business games - Case studies
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
6	Combinations with other study areas Applicability within the study course: The knowledge acquired in this module is applied in the module "Human Resources & Consulting" (2nd semester) and deepened in the module "Work and Organizational Psychology II" (2nd semester). Applicability for other study courses: none
7	Type and duration of exam Term paper (7,000 words)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90 ECTS)
9	Special Guest lectures may be given by prominent practitioners.
10	Literature Personnel & Organizational Psychology <u>Compulsory reading:</u> Levy, P. E. (2020). Industrial/Organisational Psychology – Understanding the Workplace (6th ed.). Macmillan Learning. Luong, A., Sprung, J.M., & Zickar, M.J. (2023) - Personnel Psychology. Routledge. Spector, P. E. (2021). Industrial and Organizational Psychology – Research and Practice (8th ed.). Wiley.

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Zacher, H., & Lehmann-Willenbrock, N. (Eds.). (2022). Work, Organizational, and Business Psychology. An Introductory Textbook. Kohlhammer.

Supplementary literature:

Nerdinger, F.W./Blickle, G./Schaper, N. (2019): Arbeits- und Organisationspsychologie (4. überarb. Aufl.). Heidelberg: Springer.

Schuler, H./Moser, K. (2013): Lehrbuch Organisationspsychologie. Bern: Huber.

Schuler, H./Kanning, U.-P. (2014): Lehrbuch Personalpsychologie. Göttingen: Hogrefe.

van Dick, R./West, M. A. (2013): Teamwork, Teamdiagnose, Teamentwicklung (Praxis der Personalpsychologie, Band 8). Göttingen: Hogrefe.

Comelli, G./von Rosenstiel, L. (2009): Führung durch Motivation - Mitarbeiter für Unternehmensziele gewinnen (4. Aufl.). München: Vahlen.

Felfe, J./Liepmann, D. (2007): Organisationsdiagnostik. Göttingen: Hogrefe.

Marcus, B. (2012): Personalpsychologie. Wiesbaden: VS Verlag.

Riechert, I. (2011): Psychische Störungen bei Mitarbeitern: Ein Leitfaden für Führungskräfte und Personalverantwortliche - von der Prävention bis zur Wiedereingliederung. Berlin: Springer.

Psychological Change Management & Coaching

Compulsory reading:

Baaij, M.G. (2014): An Introduction to Management Consultancy. London: Sage.

Kotter, J.P. (2012): Leading Change. Boston: Harvard Business Review Press.

Wickham, L./Wilcock, J. (2012): Management Consulting. 4th edition, London: Pearson.

Rohm, A. (Ed.) (2012): Change-Tools: Experienced Process Consultants Present Effective Workshop Interventions. Bonn: Manager Seminars.

Bachkikova, T., Cox, E. & Clutterbuck, D.A. (2023). The Complete Handbook of Coaching (4th Edition). SAGE Publications.

Supplementary literature:

Walger, G./Achatzi, H.-J. (1995): Forms of Management Consulting. Systemic management consulting, organizational development, expert consulting and expert consulting in theory and practice. Cologne: Schmidt.

Work Psychology

Compulsory reading:

Bergh, Z. (Ed.). (2018). Introduction to Work Psychology (2nd ed.). Oxford University Press.

Levy, P. E. (2020). Industrial/Organisational Psychology – Understanding the Workplace (6th ed.). Macmillan Learning.

Spector, P. E. (2021). Industrial and Organizational Psychology – Research and Practice (8th ed.). Wiley.

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Zacher, H., & Lehmann-Willenbrock, N. (Eds.). (2022). Work, Organizational, and Business Psychology. An Introductory Textbook. Kohlhammer. <u>Supplementary literature:</u> Kauffeld, S. (ed.). (2019). Arbeits-, Organisations- und Personalpsychologie für Bachelor. Springer. https://doi.org/10.1007/978-3-662-56013-6_2 Nerdinger, F. W., Blickle, G., & Schaper, N. (eds.). (2019) Arbeits- und Organisationspsychologie (4th ed.). Springer. https://doi.org/10.1007/978-3-662-56666-4 Ulich, E., & Wülser, M. (2018). Gesundheitsmanagement in Unternehmen – Arbeitspsychologische Perspektiven (7th ed.). SpringerGabler. https://doi.org/10.1007/978-3-658-18435-3 Hacker, W., & Sachse, P. (2014). Allgemeine Arbeitspsychologie – Psychische Regulation von Tätigkeiten (3rd ed.). Hogrefe. Hacker, W., & Sachse, P. (2014). Allgemeine Arbeitspsychologie – Psychische Regulation von Tätigkeiten (3rd ed.). Hogrefe. Schüpbach, H. (2013). Arbeits- und Organisationspsychologie. Ernst Reinhardt Verlag.

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Leadership Skills

Module code	Semester	Duration		ECTS credits	
LS	1	1 semester		6	
Course type	Teaching Language	Intake		Hours per week (SWS)	
Compulsory	English	Winter semester		6	
1	Lectures of the module		Hours of presence	Hours of self-study	Total workload (h)
	Corporate Governance & Business Ethics		18	42	60
	Negotiation, Communication & Executive Presentations		18	42	60
	Cross Cultural Leadership		18	42	60
2	Content				
	The module "Leadership Skills" develops the frameworks, explores the tools, and the methods and skills a manager needs to lead a company in an international environment. The course serves the development of intercultural skills, the training of communication, presentation and negotiation skills as well as the teaching of ethical-normative assistance for decision making in the context of corporate governance system. Corporate Governance & Business Ethics This course deals with the conditions, theories, standards and applications of ethical and sustainable business behavior. Corporate governance will be reconstructed as a central pillar of the notion of corporate social responsibility (CSR), with a special focus on standards and principles for ethics-based, sustainable business strategies. Analysis and implementation of ethical business decisions as well as the benefits and challenges of moral action in the national and international context are main focuses. On a theoretical economic base, a business ethics concept is developed, critically examined and the application spectrum illustrated. Participants will learn to apply different ethical theories and concepts through case studies and interactive seminar sessions. Emphasis is laid on humanistic principles of good leadership. The main focus is on moral challenges and how to overcome them in order to be a good corporate citizen in the national and global context. Governance problems will be analyzed based on various theoretical backgrounds, including the theory of incomplete contracts and business networks as well as the stakeholder approach. Possible information, monitoring and decision rights for stakeholders will be considered in order to achieve sustainable value creation and fair value distribution. Negotiation, Communication & Executive Presentations This course conveys the wide range of interpersonal communication within as well as outside the company. Concepts, models and strategies for team, management and crisis communications are presented, the relationship between goal-oriented, cross-cultural and ethical interaction premises and their integration techniques are discussed, techniques for consensual persuasion results are shown. The training of communication skills as well as the				

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	training for the realization of set targets takes place through negotiations, role-plays in negotiations as well as by small talk and networking for business communication processes. The course concludes with the structure, the techniques and the practice of presentations, including the different possibilities to use them in meetings and strategies to adapt them to an intercultural context, by modifying the words, images and gestures. Cross Cultural Leadership This course addresses the central models, concepts and theories for successful behavior in leadership and teamwork situations. It covers organizational psychological insights into leadership styles and role behavior, motivation and team effectiveness, the use of power and responsibility in decision-making processes, difficulties in change communication and conflict management as well as corporate hierarchies, framework and success factors. The course focuses on cultural awareness as well as scientific approaches and techniques in the field of intercultural communication and management for a diplomatic and confident manner, for example in bargaining situations in different cultures of the world. Ideas and concepts of cross-cultural management, research on culture and identity concepts (e.g. Hall, Hofstede), and the role of culture in the corporate environment will be presented and the techniques and strategies of verbal, non-verbal and para-verbal communication in intercultural contexts will be trained. Finally, the culture shock and other personal reactions to intercultural encounters will be discussed as well as the manager's toolkit of intercultural skills.
3	Learning outcomes On successful completion of the module, students: ▪ possess knowledge of basic ethical concepts as they apply to business. ▪ are aware of the expectations and perceptions from a company's business community and social environment. ▪ have knowledge of modern leadership and decision-making styles and their state-of-the-art application. ▪ have insights into intercultural management theory. ▪ are able to analyze intercultural business situations. ▪ are able to make prudent business decisions in the face of uncertainty that consider ethical social, regulatory and legal requirements. ▪ are able to assess the advantages of the adoption of social responsibility to identify appropriate decision corridors. ▪ lead decision-making processes and are able to deal with conflicts. ▪ present convincingly in intercultural contexts. ▪ reflect and compare different points of view in groups and organizations. ▪ work constructively and cooperate in a group. ▪ present their positions, discuss them critically and defend them. ▪ convince others and justify their own decisions in a team when needed. ▪ learn from experience regarding negotiation situations and thus to think and act critically. ▪ help to shape their social environment.

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4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies ▪ Exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: none
6	Combinations with other study areas Applicability within the study course: The module imparts interdisciplinary skills, that will be applied repeatedly in the course of studies, e.g. within case studies, group discussions or other tasks that demand intercultural competences, communication skills as well as a well-developed sense for ethically relevant issues. Applicability for other study courses: M.Sc. International Management, M.Sc. International Logistics & Supply Chain Management, M.Sc. Real Estate Management, M.A. Digital Marketing, M.Sc. Psychology & Management, M.A. Entrepreneurship, M.Sc. Business Intelligence & Data Science, M.A. Strategic Marketing Management, M.Sc. Finance und MBA General Management.
7	Type and duration of exam Paper presentation
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90 ECTS)
9	Special Showing and discussion of video clips
10	Literature Corporate Governance & Business Ethics <u>Compulsory reading:</u> Crane, A.; Matten, D.; Glozer, S.; Spence, L. (2019): Business Ethics. Managing Corporate Citizenship and sustainability in the Age of Globalization, 5th ed. Oxford: Oxford University <u>Supplementary literature:</u> Bleisch, B.; Huppenbauer, M.; Baumberger, C. (2021): Ethische Entscheidungsfindung. Ein Handbuch für die Praxis, 3. vollst. überarb. und aktual. Aufl., Nomos: Baden Baden

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- CFA (2019): Ethics in practice. Ethics in Investment Management Casebook, 2 nd ed.
[https://www.cfainstitute.org/org/--/media/documents/ethics in practice/ethics in practice casebook 2nd edition web.pdf](https://www.cfainstitute.org/org/--/media/documents/ethics%20in%20practice/ethics%20in%20practice%20casebook%202nd%20edition%20web.pdf)
- CFA Institute (2022): Code of Ethics and Standards of Professional Conduct,
[https://www.cfainstitute.org/en/ethics standards/ethics/code of ethics standards of conduct guidance](https://www.cfainstitute.org/en/ethics%20standards/ethics/code%20of%20ethics%20standards%20of%20conduct%20guidance)
- Europäische Kommission, Generaldirektion Justiz und Verbraucher (2020): Study on directors' duties and sustainable corporate governance: final report, Publications Office, 2020, <https://data.europa.eu/doi/10.2838/472901>
- Fabisch, N. (2018): Compliance und Corporate Social Responsibility. In: Behringer, S. Hrsg .): Compliance kompakt . Best Practice im Compliance Management, 4. neu bearbeitete Aufl., Berlin: Erich Schmidt Verlag, S. 341 361.
- Fischer, K. (2017): Corporate Sustainability Governance. Nachhaltigkeitsbezogene Steuerung von Unternehmen in einer globalisierten Welt. Wiesbaden: Springer Gabler
- Hilb, M. (2016): Integrierte Corporate Governance. Ein neues Konzept zur wirksamen Führung und Aufsicht von Unternehmen
- Kirwan, C.; McBride, H.; O'Riordan, C. (2018): Cases in Corporate Governance and Business Ethics, Institute of Chartered Accountants in Ireland
- Mallin, C., A. (2019): Corporate Governance, 6 th ed. Oxford: Oxford University.
- OECD (2021) 2021): OECD Corporate Governance Factbook 2021, [www.oecd.org/corporate/corporate governance factbook.htm](http://www.oecd.org/corporate/corporate-governance-factbook.htm)

Negotiation, Communication & Executive Presentations

Compulsory reading:

Lewicki, R. J./Saunders, D. M./Barry, B. (2014): Negotiation. 7th ed., New York: McGraw-Hill.

Supplementary literature:

- Cialdini, R. B. (2007): Influence – The Psychology of Persuasion. New York: Collins.
- Fisher, R./Ury, W. (2012): Getting to Yes. Negotiating an Agreement without Giving In. 3rd ed., London: Random House.
- Luecke, R. (2005): Negotiation. Your Mentor and Guide to Doing Business Effectively. 7th ed., Boston: Harvard Business School Press.
- Lax, D. A./Sebenius, J. K. (2011): The Manager as Negotiator – Bargaining for Cooperation Competitive Gain. Reprint, New York: Free Press.

Cross Cultural Leadership

Compulsory reading:

Barmeyer, C./Franklin, P. (2016). Intercultural Management: A Case-Based Approach to Achieving Complementarity and Synergy. New York: Palgrave Mcmillan.

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Supplementary literature:

Carté, P./Fox, C. (2008): Bridging the Culture Gap. A Practical Guide to International Business Communication. 2nd ed., London: Kogan Page.

Jacob, N. (2003): Intercultural Management. London: Kogan Page.

Schein, E. H. (2010): Organizational culture and leadership. 4th ed., San Francisco: Jossey-Bass.

Trompenaars, F./Woolliams, P. (2003): Business Across Cultures. Chichester: Capstone.

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Psychological Methodology

Modul code PYM3	Semester 1	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Winter semester		Hours per week (SWS) 6	
1	Lectures of the module	Hours of presence	Hours of self- study	Total workload (h)	SWS
	Quantitative Research Methods: Applied Statistics	36	84	120	4
	Qualitative Research Methods	18	42	60	2
2	Content The aim of this module is to familiarize students with common empirical analysis methods in scientific psychology. Both quantitative and qualitative methods are discussed, including the scientific and test-theoretical foundations of these two research traditions. For each method, (measuring) theoretical principles are discussed. The selection and application of methods is practiced using real datasets and case studies. Quantitative Research Methods: Applied Statistics In this course, the following quantitative analysis methods will be discussed: ▪ Single and multifactorial analysis of variance as well as t-tests ▪ Regression analysis as well as its specific forms for the analysis of complex correlation patterns (mediator and moderator effects) ▪ Exploratory and confirmatory factor analysis ▪ Cluster analysis ▪ Structural Equation Modelling In the first step, test-theoretical and mathematical basics for each of these analysis methods are taught. Subsequently, the focus will turn on the application of these methods using the IBM SPSS software package. For data analysis, real data sets from previous research and development projects are provided by the lecturers. In this process, previously published results are replicated and relationships that have not yet been investigated are analysed. Qualitative Research Methods The course "Qualitative Research Methods" forms the qualitative "antithesis" to the number-oriented methods in the course "Applied Statistics". Characteristics and quality criteria of qualitative methodology are taught, and a comparison of quantitative and qualitative research is made. This also includes the attempt to build bridges between these two research traditions (e.g. via triangulation or mixed-methods designs). In the following, the qualitative research process is discussed in detail. As with the quantitative methods, case studies and qualitative data from previous research projects are used. In detail, qualitative data collection (e.g. inter-				

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	view, group discussion, observation, text analysis) and evaluation methods (e.g. grounded theory, qualitative content analysis) are discussed and practiced, and tips and tricks in application are taught (e.g. interview techniques, transcription techniques, qualitative data evaluation programs such as f4 and MAXQDA).
3	Learning outcomes Professional competencies On successful completion of the module ▪ students have in-depth knowledge in the field of elaborate quantitative and qualitative methods, and are familiar with the respective psychological terminology. ▪ students are also able to carry out complex statistical evaluations with the help of SPSS or Excel, for example in the field of personnel controlling (e.g. development of average wages separately according to company employment groups) or in market research (e.g. factor analysis to find homogeneous consumer groups). ▪ students will be able to select appropriate empirical analysis methods based on their specific advantages and disadvantages in order to answer a specific research question. Generic competencies On successful completion of the module ▪ students' ability and willingness to work together with others in a goal-oriented manner is increased. ▪ students are more likely and willing to act independently and responsibly and to further develop their own ability to act. ▪ students can use aspects of psychological specialties to increase self-reflexivity.
4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies ▪ Research and analytical exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Statistical basics (scale levels, position and dispersion measures, measures of central tendency, basics of descriptive and inferential statistics) are only briefly repeated in the module and assumed to be known.
6	Combinations with other study areas Applicability within the study course: The courses of the module lay the foundation for further business psychology courses of the degree program in the application areas of Work and Organizational Psychology I and II (2nd semester), Market and Media Psychology (2nd semester), Human Resources & Consulting (2nd semester) and for the research project (2nd semester). Applicability for other study courses: none

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7	Type and duration of exam Written exam (120 minutes)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90ECTS)
9	Special -
10	Literature Applied statistics <u>Compulsory reading:</u> Field, A. (2013): Discovering statistics using SPSS. 4th edition. Sage Publications. Reid, H. M. (2014): Introduction to Statistics: Fundamental Concepts and Procedures of Data Analysis. Sage Publication. Qualitative Research Methods <u>Compulsory reading:</u> Howitt, D. (219): Introduction to Qualitative Research Methods in Psychology: Putting Theory Into Practice. 4th edition. Pearson. <u>Supplementary literature:</u> Camic, P.M. (2021): Qualitative Research in Psychology. 2nd edition. American Psychology Association. Mayring, P. (2000): Qualitative content analysis. Forum: Qualitative Social Research, 1(2). Retrieved February 01, 2024 from https://www.qualitative-research.net/index.php/fqs/article/view/1089

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Research & Management Methods

Modul code PYM4	Semester 1	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Winter semester		Hours per week (SWS) 6	
1	Lectures of the module	Hours of presence	Hours of self-study	Total workload (h)	SWS
	Methods of Scientific Work	18	42	60	2
	Business Psychology as an Empirical Science	18	42	60	2
	Consulting & Management Methods	18	42	60	2
2	Content In the "Research & Management Methods" module, competencies are taught that are important for business psychologists working in practice, regardless of their industry and subject area. This includes applied skills from the field of consulting and management methods with a focus on classic tools of strategic management, the planning and management of projects of various kinds in an entrepreneurial context as well as methods of scientific work, which are of great importance for both employee surveys and market research activities. In addition, the course Business Psychology as an Empirical Science teaches the basics for understanding psychology as a scientific and empirical research application discipline. Methods of Scientific Work In the course "Methods of Scientific Work", the tools of the trade of each scientist are taught and deepened in practice. This includes literature research, citation and substantiation based on different citation styles, the derivation and formulation of research questions and hypotheses, as well as the presentation of qualitative and quantitative research results. Furthermore, the structure and content of various scientific publications (meta-analyses, empirical journal articles, etc.) are taught, as well as the do's and don'ts of scientific writing. To illustrate the course content in practice, articles in research-oriented journals (e.g. Academy of Management Journal, Journal of Applied Psychology, Journal of Management, Personnel Psychology, Organizational Research Methods, Journal of Consumer Research, Journal of Consumer Psychology) are used. Furthermore, the course discusses ethical aspects of applied business psychology research. In addition, research exposés with their own questions are developed in small groups. Business Psychology as an Empirical Science The course provides an overview of topics, concepts and theories of business psychology, and shows the self-understanding of business psychology as an empirical science. To this end, research findings in the fields of application of business psychology (personnel, work and organizational psychology as well as market and advertising psychology) are presented and their scientific quality (objectivity, reliability, validity) as well as practical implications are discussed.				

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	The course also serves to give students an overview of the further contents of the degree programme and thus to promote the integration of the knowledge taught in the different subjects. The genesis of business psychology into an increasingly independent empirical science is discussed. In doing so, empirical methods are emphasized in contrast to everyday psychological procedures and in particular differences in economic and psychological perspectives are discussed. Consulting & Management Methods The course "Consulting & Management Methods" deals with classic and newer methods of strategic management and deepens them on the basis of numerous case studies from various industries. The spectrum ranges from external and internal strategic analysis to strategy formulation and strategic options at business unit and company level as a whole. Newer methods, e.g. from innovation management, are also considered and applied within the framework of the course. In addition, basic methods of project management (e.g. project phase plan, Gantt chart, project status reports) are taught, which can be used in consulting projects.
3	Learning outcomes Professional competencies On successful completion of the module, ▪ students have knowledge of the fundamentals of business psychology as well as basic psychological concepts and have internalized the self-image of business psychology as an empirical science. ▪ students have extensive knowledge of methods of strategic management, consulting, project management and scientific work. ▪ students master the classic methods of strategic management and consulting and can apply them in different situations. ▪ students will be able to plan/set up a project in a business context in terms of time, resources and roles/responsibilities. ▪ students are able to carry out an empirical, ethically correct research project under supervision and to prepare empirical research findings in a publishable research report. Generic competencies On successful completion of the module, ▪ students' ability and willingness to work together with others in a goal-oriented manner is increased. ▪ students' ability and willingness to argue for their assessments and views is increased. ▪ students are more likely and willing to present complex issues to a larger group of people in a clear and concise way. ▪ students are more likely and willing to act independently and responsibly and to further develop their own ability to act. In particular, they can use the knowledge they have acquired to increase self-reflection on their working methods and time management.
4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies

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5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Basic knowledge of empirical methods, first practical experience in operational contexts
6	Combinations with other study areas Applicability within the study course: The knowledge gained from the courses "Consulting & Management Methods" forms the basis for the content of the course "Project/Case Study" in the "Human Resources & Consulting" module (2nd semester). The knowledge gained from the course "Methods of Scientific Work" forms the basis for the module "Research Project" (2nd semester). Furthermore, the subject "Business Psychology as an Empirical Science" lays the foundation for further business psychology courses of the degree program in the application areas of Work & Organizational Psychology I and II as well as "Market & Media Psychology" (2nd semester). Applicability for other study courses: none
7	Type and duration of exam ▪ Methods of scientific work: Term paper (3,000 words) ▪ Business Psychology as an Empirical Science: Term paper (3,000 words) ▪ Consulting- & Management Methods Term paper (3,000 words)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90 ECTS)
9	Special Guest lectures may be given by prominent practitioners.
10	Literature Methods of Scientific Work <u>Compulsory reading:</u> Field, A. (2013): Discovering Statistics using IBM SPSS, 4th edition. London. Nachmias, C.F., Nachmias, D., DeWaard, J. (2014) Research Methods in the Social Sciences, 8th Edition. Woorth. APA (2010): Concise Rules of APA Style, 6th edition. Washington. <u>Supplementary literature:</u> Current articles from research journals like Academy of Management Journal, Journal of Applied Psychology, Journal of Management, Personnel Psychology, Organizational Research Methods, Journal of Consumer Research, Journal of Consumer Psychology etc.

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Business Psychology as an Empirical Science

Compulsory reading:

Bargh, Z. (2018). Introduction to Work Psychology (2nd ed.). Oxford University Press.

Levy, P. E. (2020). Industrial/Organisational Psychology – Understanding the Workplace (6th ed., Part I). Macmillan Learning.

Spector, P. E. (2021). Industrial and Organizational Psychology – Research and Practice (8th ed., Chapters 1, 2). Wiley.

Supplementary literature:

Gerrig, R. J./Zimbardo, P. G. (2014): Psychology. 20th edition. Munich: Pearson.

Moser, K. (2015): Business Psychology. Wiesbaden: Springer.

Rademacher, U. (2014): Easier leadership and better decision-making. Psychology for Managers. Wiesbaden: Springer.

Wiswede, G. (2012): Introduction to Business Psychology. Stuttgart: UTB.

Consulting & Management Methods

Compulsory reading:

Lynch, R. (2015): Strategic Management. 7th edition, Harlow: Pearson.

Johnson, G./Whittington, R./Scholes, K./Angwin, D./Regnér, P. (2014): Exploring Strategy. 10th edition, Harlow: Pearson.

Maylor, H. (2005): Project Management. 3rd edition, Harlow: Pearson.

Supplementary literature:

Andler, N. (2009): Tools for Project Management, Workshops and Consulting. A compendium of the most important techniques and methods. 6., revised. Edition. Erlangen: Publicis.

Rothaermel, F. (2013): Strategic Management. New York: McGraw-Hill.

Evans, V. (2013): Key Strategy Tools. Harlow: Pearson.

Gassmann, O./Frankenberger, K./Csik, M. (2014): The business model navigator. Harlow: Pearson.

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Research Project

Modul code PYM5	Semester 2	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Summer semester		Hours per week (SWS) 2	
1	Lectures of the module	Hours of presence	Hours of self-study	Total workload (h)	SWS
	Research Project	18	162	180	2
2	Content The research project builds on the contents of the course "Methods of Scientific Work" (literature research, citation & evidence, scientific writing, presentation of quantitative and qualitative research results) and aims at the practical application of these contents. As part of the course, students conduct their own business psychology research project in the second semester and evaluate the results scientifically, if necessary in cooperation with other research institutions or companies, as well as in writing and presenting them. As a rule, the research project should include a practical application of quantitative and/or qualitative psychological methods and be related to the topics covered in the course "Methods of Scientific Work".				
3	Learning outcomes Professional competencies On successful completion of the module, - to work on a practical business psychology research question, usually with reference to the module "Psychological Methodology" and the course "Methods of Scientific Work" (both in the 1st semester), and to prepare empirical research findings in a publishable research report. - to recognize the possibilities and limits of empirical research in practice. - to systematically examine business psychological facts and correlations, to analyse them in a differentiated manner and to interpret them in an evidence-based manner. Generic competencies On successful completion of the module, - students' ability and willingness to work together with others in a goal-oriented manner is increased. - students' ability and willingness to argue for their assessments and views is increased. - students are more likely and willing to present complex issues to a larger group of people in a clear and concise way.				

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	students are more likely and willing to act independently and responsibly and to further develop their own ability to act. Students are able to relate aspects of applied research in business psychology to themselves.
4	Teaching and learning methods - Lectures - Discussions - Group work - Research and analytical exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Knowledge of qualitative and quantitative methods, knowledge of methods of scientific work (literature research, citation & references, scientific writing, presentation of quantitative and qualitative research results)
6	Combinations with other study areas Applicability within the study course: The research project can be seen as an exercise in writing a Master's thesis. Applicability for other study courses: none
7	Type and duration of exam Paper presentation (presentation + term paper)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90ECTS)
9	Special -
10	Literature Due to the topicality of this course, literature references or internet sources can only be announced shortly before the start of the event. As a rule, articles of a research nature from the following journals are used: - Academy of Management Journal - Journal of Applied Psychology - Journal of Management - Personnel Psychology - Organizational Research Methods - Journal of Consumer Research - Journal of Consumer Psychology

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Work & Organizational Psychology II

Modul code PYM6	Semester 2	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Summer semester		Hours per week (SWS) 6	
1	Lectures of the module	Hours of presence (h)	Hours of self-study	Total workload (h)	SWS
	Personnel Selection	18	42	60	2
	Workplace Health Promotion	18	42	60	2
	Mental Disorders in the Workplace	18	42	60	2
2	Content The module teaches essential in-depth topics in work and organizational psychology. Aspects of occupational psychology are mainly dealt with in the subject "Workplace Health Promotion", while aspects of organizational psychology are dealt with in the subject "Aptitude Diagnostics". Last but not least, against the background of the increase in the number of days lost during operations due to mental illnesses, typical mental disorders in the workplace as well as associated intervention options are taught. The course content will be based on current scientific papers as well as practical case studies. Personnel Selection After reviewing and deepening essential aspects of differential and personality psychology from the first semester, an introduction to the specific goals and methods of aptitude diagnostics is offered including essentials of DIN 33430. The students learn about various test procedures for the assessment of job candidates. They practice conducting and reporting psychometric tests. In addition to the standardised test procedures, another focus is on the topics of recruitment interviews and assessment centres. Workplace Health Promotion "Workplace health promotion" is embedded in occupational health management. The focus is on methods of stress and hazard analysis as well as stress prevention. To this end, stress theories and models are first taught, using the stress-strain paradigm, among other concepts. Based on this, various methods of stress analysis are developed. Finally, a conceptual embedding of the stress and hazard analysis and measures of workplace health promotion takes place. Here, a distinction is made between approaches to behavioral and environmental prevention. Finally, approaches to the evaluation of WHP programs are discussed. Mental Disorders in the Workplace Due to the increasing number of sick-absence days in the workplace, graduates will be sensitised to mental disorders in the workplace. The course deals with mental disorders that may occur in the workplace or an occupational context. These include, in particular, mood disorders,				

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	anxiety disorders, eating disorders, substance-related addictions (medication, alcohol, nicotine, cannabis, hard drugs, etc.) and behavioural addictions (e.g. internet addiction, gambling addiction, sex addiction, shopping addiction, workaholism). Case studies are used to define criteria for intervention from an operational perspective.
3	Learning outcomes Professional competencies On successful completion of the module, ▪ students have in-depth knowledge in the field of work and organizational psychology and are familiar with the respective psychological terminology. ▪ students are able to transfer the range of relevant topics to specific work-related issues. ▪ students are able to apply elaborated procedures of personnel selection beyond standard tests. ▪ The students can check whether the personnel selection of a company is carried out according to scientific criteria, and whether or which findings from stress research have been implemented. ▪ the students are able to recognise mental illnesses in an occupational setting and can provide professional solutions. ▪ students are able to select suitable methods/interventions in order to answer specific research questions -, be it in the field of stress and risk analysis, aptitude diagnostics or in the context of mental disorders in the workplace. Generic competencies On successful completion of the module, ▪ students' ability and willingness to work together with others in a goal-oriented manner is increased. ▪ students are more likely and willing to act independently and responsibly and to further develop their own ability to act. ▪ students can use aspects of psychological specialties to increase self-reflection.
4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies ▪ Research and analytical exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Knowledge is required in particular from the field of personality psychology, but also from social psychology & abnormal psychology. Knowledge of empirical methods is also necessary, both qualitatively and quantitatively.

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6	Combinations with other study areas Applicability within the study course: The knowledge gained from this module will be reflected primarily in the Master's thesis, where a topic of work and organizational psychology is worked on. Applicability for other study courses: none
7	Type and duration of exam Written exam (120 minutes)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90ECTS)
9	Special Guest lectures may be given by prominent practitioners.
10	Literature Personnel Selection <u>Compulsory reading:</u> Luong, A., Sprung, J.M., & Zickar, M.J. (2023) - Personnel Psychology. Routledge. Spector, P. E. (2021). Industrial and Organizational Psychology – Research and Practice (8th ed.). Wiley. <u>Supplementary Reading:</u> Kleinmann, M./Ingold, P./Lievens, F./Jansen, A./Melchers, K./König, C. (2011): A different look at why selection procedures work : The role of candidates' ability to identify criteria. Organizational Psychology Review 2011 1: 128 DOI: 10.1177/2041386610387000. http://opr.sagepub.com/content/1/2/128 Schmidt-Atzert, L./Amelang, M. (2012): Psychologische Diagnostik. 5., vollst. überarb. und erw. Auflage. Berlin: Springer. Schuler, H. (2014): Psychologische Personalauswahl. Eignungsdiagnostik für Personalentscheidungen und Berufsberatung. 4. Auflage. Göttingen: Hogrefe. Schuler, H. (2014): Lehrbuch der Personalpsychologie. 3., überarb. und erw. Auflage. Göttingen: Hogrefe. Westhoff, H. et al. (Hrsg.) (2010): Grundwissen für die berufsbezogene Eignungsbeurteilung nach DIN 33430. 3., überarb. Auflage. Lengerich: Pabst. Hossiep, R./Mühlhaus, O. (2015): Personalauswahl und-entwicklung mit Persönlichkeitstests. 2., vollst. überarb. und erw. Auflage. Göttingen: Hogrefe. Obermann, C. (2013): Assessment Center. Entwicklung, Durchführung, Trends. Mit originalen AC-Übungen. 5., vollst. überarb. u. erw. Auflage. Wiesbaden: Springer Gabler.

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Sarges, W./Wottawa, H. (2004): Personalpsychologische Instrumente. (Handbuch wirtschaftspsychologischer Testverfahren. Band 1). 2., überarb. und erw. Auflage. Lengerich: Pabst. Schuler, H. (2002): Das Einstellungsinterview. Göttingen: Hogrefe. Workplace Health Promotion <u>Compulsory reading:</u> Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). Mental health in the workplace: Strategies and tools to optimize outcomes. Springer. Grawitch, M. J., & Ballard, D. W. (Eds.). (2015). The Psychologically Healthy Workplace – Building a Win-Win Environment for Organizations and Employees. American Psychological Association. McKenzie, J. F., et al. (2023). Planning, Implementing and Evaluating Health Promotion Programs (8th ed.). Jones & Bartlett Learning. Tetrick, L. E., et al. (Eds.). (2023). Handbook of Occupational Health Psychology (3rd ed.). American Psychological Association. <u>Supplementary Reading:</u> Schuler, H. (2004): Organisationspsychologie. Grundlagen der Personalpsychologie. (Enzyklopädie der Psychologie, Themenbereich D, Serie III/Bd. 3.) Göttingen: Hogrefe. Schuler, H./Sonntag, K. (2007): Handbuch der Arbeits- und Organisationspsychologie. Göttingen: Hogrefe. Gatchel, R. J./Schultz, I. Z. (2012): Handbook of Occupational Health and Wellness. New York: Springer. Mental Disorders in the Workplace <u>Compulsory reading:</u> Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). Mental health in the workplace: Strategies and tools to optimize outcomes. Springer. Maercker, A., Reed, G.M., Ritchie, P.L.-J., Rebello, T. (2024). Psychological Approach to Diagnosis: Using the ICD-11 as a Framework. United States: American Psychological Association. American Psychiatric Association (2021). Diagnostic and statistical manual of mental disorders: DSM-5. Booksmith Publishing LLC. <u>Supplementary Reading:</u> Bohus, M. (2002): Borderline-Störung. Göttingen. Ehlers, A. (1999): Posttraumatische Belastungsstörung. Göttingen. Hamm, A. (2006): Spezifische Phobien. Göttingen. Hautzinger, M. (1998): Depressionen. Fortschritte der Psychotherapie - Manuale für die Praxis, Band 4. Göttingen. Lindenmeyer, J. (2005): Alkoholabhängigkeit. Göttingen. Schneider, S./Margraf, J. (1998): Agoraphobie und Panikstörung. Göttingen.
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	Schuster, N./Haun, S./Hiller, W. (Hrsg.) (2011): Psychische Belastungen im Arbeitsalltag: Trainingsmanual zur Stärkung persönlicher Ressourcen. Beltz. Stangier, U./Clark, D.M./Ehlers, A. (2006): Soziale Phobie. Göttingen. Dilling, H./Mombour, W./Schmidt, M. H./Schulte-Markwort, E. (2008): Internationale Klassifikation psychischer Störungen. Bern. Sachse, R. (2004): Persönlichkeitsstörungen - Leitfaden für die Psychologische Psychotherapie. Göttingen. Saß, H./Wittchen, H.-U./Zaudig, M., Houben, I. (2003): Diagnostisches und Statistisches Manual Psychischer Störungen – DSM-IV-TR. Göttingen. Wittchen, H.-U./Hoyer, J. (2011): Klinische Psychologie und Psychotherapie. Berlin.
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Market & Media Psychology

Modul code PYM7	Semester 2	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Summer semester		Hours per week (SWS) 6	
1	Lectures of the module	Hours of presence	Hours of self-study	Total workload (h)	sws
	Media & Communication Psychology	18	42	60	2
	Brand Psychology	18	42	60	2
	Consumer Psychology	18	42	60	2
2	Content The module "Market & Media Psychology" aims to impart sound and practically oriented knowledge of market and advertising psychology, with a special focus on brand and consumer psychology. Furthermore, basic psychological theories and methods of media and communication psychology are discussed. The substance treatment is carried out on the basis of relevant, up-to-date specialist articles as well as on the basis of practical case studies. Media & Communication Psychology Media & Communication Psychology aims to acquire job-oriented media literacy. In addition to the topics of "media choice" and "media use", the media effect is of particular importance in cognitive, emotional, motivational and behavioral terms. Both traditional and new media will be taken into account, with a particular focus on the Internet and Web 2.0. Central concepts are: Media Richness, Displacement, Reduced Social Cues, Social Identity Model of Deindividuation Effects, Cluelessnessmodel and Electronic Propinquity, Hyperpersonal Communication/Social Information Processing Theory, Transformed Social Interaction, Media Equation. Brand Psychology The course "Brand Psychology" complements the course "Consumer Psychology" from the company's point of view. Today, brands are built up into brand personalities in order to meet the consumer in an individualized way and to enable emotional relationship building. By comparing it with psychological personality models, it is shown how branding is the basis of effective brand building and which means of communication brand management uses to stage this personality (e.g. e-brands, co-brands or through integrated or international brand communication). In addition, different brand strategies are compared (e.g. single-brand, multi-brand, family brand or umbrella brand strategies). The topic of "Brand Controlling" rounds off this topic. Consumer Psychology The course "Consumer Psychology" deals with the experience and behavior of people as consumers from a psychological perspective. This includes relevant psychological characteristics of consumers such as perception, attention, learning, memory, self-concept, values, motivation				

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	and emotion as well as classification and process of purchasing decisions. Common market research instruments for recording consumer behavior are also discussed. The content is developed in relation to current research results in relevant journals (e.g. Journal of Consumer Psychology, Journal of Consumer Research) as well as practical examples (e.g. print, online and TV advertisements, case studies). At the end of the course, relevant applied topics are also critically examined (e.g. consumer insights, consumer misbehaviour).
3	Learning outcomes Professional competencies On successful completion of the module, ▪ students have in-depth knowledge of the concepts and methods of market and advertising psychology, brand psychology and consumer psychology, and can apply this knowledge in a business context. ▪ students will have an in-depth understanding of consumer motives and decision-making processes both online and offline, and how these can affect brand management. ▪ students will be able to evaluate and improve marketing strategies as well as concrete marketing measures with regard to aspects of brand psychology and consumer psychology. ▪ students know which media have which effects and can use this knowledge in the selection and conception of marketing activities. ▪ students will be able to select appropriate market research tools to answer concrete and applied questions in order to support the alignment of the marketing strategy. Generic competencies On successful completion of the module, ▪ students' ability and willingness to work together with others in a goal-oriented manner is increased. Students become more sensitive, especially with regard to their communicative effects on others, especially in a business/entrepreneurial context. ▪ students are more likely and willing to act independently and responsibly and to further develop their own ability to act. ▪ students can use aspects of psychological specialties to increase self-reflexivity, e.g. with regard to their consumer experience and behavior.
4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies ▪ Research and analytical exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Basic knowledge of marketing as well as knowledge of business psychology concepts, psychological methods and consulting and research methods

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6	Combinations with other study areas Applicability within the study course: The knowledge gained from this module will be reflected in the Master's thesis, where a brand and consumer psychology or media psychology topic is dealt with. Applicability for other study courses: none
7	Type and duration of exam Written exam (120 minutes)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90ECTS)
9	Special Guest lectures may be given by prominent practitioners.
10	Literature Media & Communication Psychology <u>Compulsory reading:</u> Barak. A. (2008): Psychological Aspects of Cyberspace. Theory, Research, Applications. New York: Cambridge University Press. Joinsin, A./McKenna, K./Postmes, T./Reips, U.-D. (2009): The Oxford Handbook of Internet Psychology. New York: Oxford University Press. <u>Supplementary literature:</u> Batinic, B./Appel, M. (2008): Medienpsychologie. Heidelberg: Springer. Wallace, P. (1999): The Psychology of the Internet. New York: Cambridge University Press. Brand Psychology <u>Compulsory reading:</u> Aaker, D. (2011): Brand Relevance. Making competitors irrelevant. Jossey-Bass. Cialdini, R.B. (2021) Influence, New and Expanded: The Psychology of Persuasion (Expanded Edition), Harper Business. Ind, N., Fuller, C., & Trevail, C. (2012) Brand Psychology: Consumer Perceptions, Corporate Reputations: How Co-Creation Generates Innovation and Re-Energizes Brands. Kogan Page. <u>Supplementary literature:</u> Ahlert, D. (2005): Exzellenz in Markenmanagement und Vertrieb. Gabler-Verlag. Bruhn, M. (2004): Handbuch Markenführung - Kompendium zum erfolgreichen Markenmanagement: Strategien, Instrumente, Erfahrungen. Gabler-Verlag.

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Bruhn, M./Köhler, R. (2010): Wie Marken wirken: Impulse aus der Neuroökonomie für die Markenführung. Vahlen Verlag.

Esch, F.-R. (2011): Strategie und Technik der Markenführung. Vahlen Verlag.

Florack, A./Scarabis, M./Primosch, E. (2007): Psychologie der Markenführung. Vahlen Verlag.

Meffert, H./Burmman, C./Koers, M. (2005): Markenmanagement. Gabler Verlag.

Neumann, P. (2013b): Handbuch der psychologischen Marktforschung. Bern.

Schimansky, A. (2004): Der Wert der Marke. Vahlen Verlag.

Consumer Psychology

Compulsory reading:

Jansson-Boyd, C.V., Zawisza, M.J. (2023). Routledge International Handbook of Consumer Psychology, 1st edition, Routledge.

Ind, N., Fuller, C., & Trevail, C. (2012) Brand Psychology: Consumer Perceptions, Corporate Reputations: How Co-Creation Generates Innovation and Re-Energizes Brands. Kogan Page.

Supplementary literature:

Felser, G. (2015) Werbe- und Konsumentenpsychologie. Springer.

Kroeber-Riel, W./Gröppel-Klein, A. (2013): Konsumentenverhalten. München.

Solomon, M.R./Bamossy, G./Askegaard, S./Hogg, M.K. (2010): Consumer behaviour – a european perspective. 4th edition, Harlow.

Spieß, E. (2013): Konsumentenpsychologie. Oldenbourg.

Scientific journals, for example Journal of Consumer Psychology, Journal of Consumer Research

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Human Resources & Consulting

Modul code PYM8	Semester 2	Duration 1 Semester		ECTS credits 6	
Course type Compulsory	Teaching language German English Trail: English	Intake Summer semester		Hours per week (SWS) 6	
1	Lectures of the module	Hours of presence	Hours of self-study	Total workload (h)	SWS
	Personnel Development	18	42	60	2
	Strategic Human Resource Management & Current Trends	18	42	60	2
	Projekt / Case Study	18	42	60	2
2	Content The aim of this module is to equip students with the necessary skills and competencies to be able to successfully act as human resources managers in a complex and rapidly changing economic and social environment and to actively shape the value creation of a company as a strategic business partner. The module explains human resources management at the level of the individual, teams and the entire organization and treats the complexity of human resources management as a cross-sectional function between business, organizational, psychological, legal and sociological aspects. The module familiarizes students with the overarching fields of human resource management such as strategy, transformation, labor law/social partnership and value creation management, as well as all phases of the human resources life cycle from personnel recruitment to exit/change management. Through theory and practical examples, the module provides an understanding of the framework conditions and content of successful HR work as well as the contribution of human resources management to efficient and future-oriented corporate management, including the necessary competencies. The subject of personnel development deepens the topic of competence development and promotion among employees, as this plays an important role in the course of human resources management and associated issues. In particular, current aspects and topics with high transformative relevance are deepened in terms of content and tested in a practical project/case study. Personnel Development The subject of personnel development is the professional and competent promotion of the knowledge, skills, and abilities of employees. In addition to identify starting points to implement specific development measures, , the main focus is on the conception and application of a personnel development process, from needs analysis to evaluation and transfer assurance. For this purpose, various methods are taught and tested in a targeted manner. Strategic Human Resource Management & Current Trends Within strategic HRM, students learn about the relationship between corporate strategy and human resources strategy, as well as the HR lifecycle. This course focuses on the strategic and				

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	organizational requirements for HR management in international corporate settings. In addition to 'classic' HR-strategies, -controlling, and organizational models, evolving concepts will be discussed: The role of HR as part of digital transformation, the potential of new technologies for HR management, the design of agile HR structures and digital HR processes. The relevance of global socio-economic changes (e.g. megatrends like changing value systems or changing demographics, VUCA) will be analyzed as well as how human resources can be managed sustainably and successfully in the light of different cultural backgrounds and complex systems like international corporations. In addition, employer branding, sourcing and retention – focusing on creating and sustaining effective teams – are discussed. The course covers the following key contents: ▪ Deriving HR strategy from corporate strategy using models and case studies ▪ Defining the corporate value contribution of the HR function ▪ The role of HR management as driver of digital transformation Projekt / Case Study The "Project / Case Study" aims to apply the content of the other two courses in this module and can be carried out in cooperation with a company. Under the guidance of the lecturer, the students work on a current specific issue from the HR area. This typically includes an analysis phase, in which psychological methods such as the qualitative interview and statistical analyses can be used, and a conception phase, in which concrete optimization proposals and measures are derived and the implementation of these measures is planned.
3	Learning outcomes Professional competencies On successful completion of the module, ▪ students have an integrated and application-oriented knowledge in human resources management, including the scientific foundations in interdisciplinary areas of the subject. ▪ students have a critical understanding of the most important theories and methods of the discipline, as well as current tasks and professional challenges in the field of HR. ▪ students are able to identify challenges in the context of human resource management and to classify them in the entrepreneurial context as well as to solve common cases of professional practice independently. ▪ students will be able to formulate and further operationalize personnel strategies and processes. ▪ students are able to apply elaborate procedures of personnel development beyond standard tests. ▪ students can check whether a company's personnel development is proceeding according to scientific criteria. Generic competencies On successful completion of the module, ▪ students' ability and willingness to work together with others in a goal-oriented manner is increased. ▪ students' ability and willingness to argue for their assessments and views is increased. You will be able to argue for and develop complex technical problems and solutions in front of relevant stakeholders inside and outside the company.

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	▪ students are more likely and willing to present complex issues to a larger group of people in a clear and concise way. ▪ students are more likely and willing to act independently and responsibly and to further develop their own ability to act.
4	Teaching and learning methods ▪ Lectures ▪ Discussions ▪ Group work ▪ Case studies ▪ Research and analytical exercises
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Basic knowledge of HR as well as knowledge of business psychology concepts, psychological methods and consulting and research methods
6	Combinations with other study areas Applicability within the study course: The knowledge gained from this module will be reflected in the Master's thesis, when an HR topic is worked on. Applicability for other study courses: none
7	Type and duration of exam Paper presentation (presentation + term paper)
8	Weight of the mark in the final grade 5.56% with 4 semesters (120 ECTS) 7.14% with 3 semesters (90 ECTS)
9	Special Guest lectures may be given by prominent practitioners.
10	Literature Staff development <u>Compulsory reading:</u> Cartwright, S., & Cooper, C. L. (Eds.). (2008). <i>The Oxford Handbook of Personnel Psychology</i> . Oxford University Press. Kraiger et al. (Eds.). (2015). <i>The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement</i> . Wiley. <u>Supplementary literature:</u> Becker, M. (2013). <i>Personalentwicklung: Bildung, Förderung und Organisationsentwicklung in Theorie und Praxis</i> . Schäffer-Poeschel.

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- Goldstein, I. L. & Ford, J. K. (2002). Training in organizations. Needs assessment, development, and evaluation (4th ed.). Wadsworth.
- Kauffeld, S. (2010). Nachhaltige Weiterbildung: Betriebliche Seminare und Training entwickeln, Erfolg messen, Transfer sichern. Springer Medizin.
- Ryschka, J., Solga, M. & Mattenklott, A. (Hrsg.) (2011). Praxishandbuch Personalentwicklung. Instrumente, Konzepte, Beispiele (3. Aufl.). Gabler.
- Schuler, H. & Kanning, U.P. (2014). Lehrbuch der Personalpsychologie. Hogrefe.
- Silberman, M. L. (2006). Active training: A handbook of techniques, designs, case examples, and tips (3rd ed.). Pfeiffer / Wiley.
- Sonntag, K. (2006). Personalentwicklung in Organisationen: Psychologische Grundlagen, Methoden und Strategien. Hogrefe.
- Brandt, J. & Kallus, W. (2014). Seminarevaluation & Transfersicherung. Wirtschaftspsychologie, 16(2), 5-15.
- Nerdinger et al. (2014). Arbeits- und Organisationspsychologie. Springer.
- Noe, R. A. (2008). Employee training and development (4th ed.). McGraw-Hill.
- Rademacher, U. & Weber, U. (2017). Mentoring im Talent Management. Springer.
- Rouiller, J.Z. & Goldstein, I.L. (1993). The Relationship between Organizational Transfer Climate and Positive Transfer of Training. Human Resource Development Quarterly, 4, 377-390.
- Scholz, C. (2014). Personalmanagement. Vahlen.
- Schuler, H. (2004). Beurteilung und Förderung beruflicher Leistung. Hogrefe.
- Witzki, A. & Blickle, G. (2012). Mentoring zu Beginn der beruflichen Entwicklung. Ergebnisse einer Längsschnittstudie. Report Psychologie, 37(7-8), 296-306.
- Kanning, U. P. (2015): Personalauswahl zwischen Anspruch und Wirklichkeit. Berlin: Springer.

Strategic Human Resource Management & Current Trends

Compulsory reading:

- Bailey, C.; Mankin, D.; Kelliher, C.; Garavan, T. (2018): Strategic Human Resource Management. 2nd ed. Oxford: University Press.
- Boxall, P.; Purcell, J. (2015): Strategy and Human Resource Management. 4th ed. Basingstoke: Palgrave Macmillan.
- Malik, A. (Ed.) (2018): Strategic Human Resource Management and Employment Relations. An International Perspective. Springer Verlag.
- Taylor, S. (2018): Resourcing and Talent Management. 7th ed. London: Chartered Institute of Personnel and Development.

Supplementary literature

- Fugate, M., Kinicki, A.; Ashforth, B. (2004): Employability: a psycho-social construct, its dimensions and applications. In: Journal of Vocational Behaviour. 65 (1), 14-38.
- Kew, J.; Stredwick, J. (2016): Human Resource Management in a Business Context. 3rd ed. New York: McGraw-Hill Education.

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Kramar, R. (2014): Beyond strategic human resource management: is sustainable human resource management the next approach? In: The International Journal of Human Resource Management. 25 (8), 1069-1089.

Projekt / Case Study

Due to the topicality of this event, literature references or internet sources can only be announced shortly before the start of the event. As a rule, journal and practical articles as well as documents from companies are used.

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Internship

Modul code PR		Semester Not fixed	Duration 12 weeks (120 ECTS program) or 6 weeks (90 ECTS program)		ECTS credits 12 (120 ECTS program) or 6 (90 ECTS program)	
Course type Compulsory		Teaching language Depending on the company	Intake Each semester during the se- mester break		Hours per week (SWS) 0	
1	Lectures of the module		Hours of presence	Hours of self-study	Total workload (h)	SWS
	Practical experience phases (120 ECTS program)		0	360	360	0
	Practical experience phases (90 ECTS program)		0	180	180	0
2	Content Internships, which are completed in Germany or abroad, give the students insights into the requirements of the workplace and confront them with aspects of socialization, occupational problem areas and different work requirements. Moreover, theoretical knowledge and experience acquired during their studies can be applied in practice. The practical phase should focus on aspects of the study program and can be carried out, for example, in the following areas: - Assistance in the selection of applicants with the help of psychological testing procedures - Collaboration in the implementation of personnel development measures - Collaboration in the conception of a marketing strategy - theory-based evaluation of PR measures - Participation in change management projects - Assistance with projects for occupational health management					
3	Learning outcomes Professional competencies On successful completion of the module, students are able to - Apply the theories, models and techniques previously learned to the practice of psychology and management and check their applicability. - Anticipate the effect of one's own actions and its consequences. - Reflect on the impact of their own actions and behaviors in work processes. Generic competencies On successful completion of the module, students are able to - Participate in professional relationships with people of different backgrounds and from different hierarchical levels.					

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	- Recognize, reflect and represent their own role in the organizational structure of the company. - Critically reflect ethical aspects of their work in the company. - Critically question their own communication, relationship and self-management skills. - Solve practical problems using structured planning and working techniques.
4	Teaching and learning methods „Learning by doing" in the internship; if necessary, individual advice on application strategies / job coaching / vacancy research.
5	Prerequisites for participation Formal requirements: none Recommended prior knowledge: Students need to prepare for the internship thoroughly with respect to the content and goals of the internship as well as the conditions at the company since these are important aspects for the assurance of quality, i.e. student and company have to enter into an agreement regarding the tasks, goals and work station and the supervisor of the intern. This agreement is a mandatory part of the final report. In addition, it is strongly recommended that students participate in events organized by ISM's career center to develop their professional profiles.
6	Combinations with other study areas Applicability within the study course: Experience gathered in the course of the module „Internship" can provide ideas for the subject of the thesis. Applicability for other study courses: If the internships can be recognized for other study courses depends on the student's activities during the internships.
7	Type and duration of exam Report
8	Weight of the mark in the final grade 0 %
9	Special Self-responsibility and initiative are encouraged and challenged.
10	Literature Relevant literature (print and online media); extensive range of information on the career center pages of ISM's intranet, among others: ISM internship database, ISM job portal, information about career events, alumni etc., downloads (e.g. information on international job applications), links.

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Semester Abroad

Modul code AT		Semester 3	Duration 1 Semester		ECTS credits 24
Course type Compulsory (120 ECTS program only)		Teaching language Depending on partner university	Intake Summer semester		Hours per week (SWS) Depending on partner university
1	Lectures of the module		Hours of presence	Hours of self-study	Total workload (h)
	Semester Abroad		Depending on partner university		720
2	Content The content of the study course abroad is laid down in an individual “learning agreement” by arrangement between the partner university, ISM, and the student. The semester abroad makes a great contribution to the student’s academic (subject-specific and subject-overarching) and personal development. In terms of content, students must take at least 50 per cent subject-specific courses, while a maximum of 50 per cent of the subjects can be chosen freely in the sense of a “Studium Generale” with an business or technical background. Business languages can only be recognized as additional elective courses. The subject-specific contents can, for example, address the following areas: ▪ Marketing ▪ Market Brand, and Consumer Psychology ▪ Human Resource Management ▪ Work, Personnel and Organizational Psychology ▪ Empirical Methodology ▪ Management An up-to-date overview of the elective subject-specific courses is provided to the students in the MOVEON database of ISM’s International Office.				
3	Learning outcomes Professional competencies After successful completion of the module, the students are able to: ▪ students have expanded their knowledge in the fields of marketing, market and advertising psychology, HR, work, personnel and organizational psychology, empirical methodology, management and/or similar disciplines, especially with regard to intercultural aspects, and can use this knowledge for decision-making and analysis in a business context ▪ Students are able to master complex situations, assess them systematically with respect to intercultural and transnational aspects and develop new strategic and, when appropriate, transnational solutions. They can summarize and integrate knowledge from different industries.				

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	Generic competencies After successful completion of the module, the students are able to: - Cooperate purposefully and constructively in an international group and thereby to shape their social environment. They are able to take cultural differences in groups and organizations into account as they can reflect on different points of view, compare them and discuss them in an effective and efficient manner. If necessary, the students can take over a managerial position in a team, persuade others in a trend-setting manner and represent their assessment to others. - Work independently: The students have a pronounced ability to self-organize and self-confidence due to the independently organized stay at the partner university.
4	Teaching and learning methods Depend on the teaching and learning methods of the respective partner university.
5	Prerequisites for participation See examination regulations
6	Combinations with other study areas Applicability within the study course: The knowledge gained in the course of the semester abroad can be applied in the master thesis, depending on the choice of topic for the master thesis. Applicability for other study courses: Depends on the selection of courses.
7	Type and duration of exam According to the exam regulations of the respective partner university.
8	Weight of the mark in the final grade 22.22% with 4 semesters (120 ECTS-Credits)
9	Special Team work with domestic and international students, guest lectures, approaching new topics and engaging with new educational approaches of the respective culture, lectures in a foreign language, strengthening of negotiation skills in a foreign language
10	Literature According to the recommendations or stipulations of the partner university. Supplementary recommendations from program director and lecturers at ISM – in alignment with the respective study program of the host university.

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Master's Thesis

Modul code		Semester 4 (120 ECTS program), 3 (90 ECTS program)	Duration 1 Semester		Intake Each semester	
Language: English		Type and duration of exam: Thesis and disputation - Length of the thesis: 25,000-30,000 words - The editing time: Master's Thesis = 18 weeks; - Disputation: Presentation and scientific discussion	Weight of the mark in the final grade 27.78 % with 4 semesters (120 ECTS-Credits) 35.71% with 3 semesters (90 ECTS-Credits)		ECTS credits 30	
1	Lectures of the module		Hours of presence	Hours of self-study	Total work-load (h)	SWS
	Master's Thesis		1	899	900	0
2	Content The Master's thesis is a written final assignment addressing a complex issue within the respective field of study. It is intended to demonstrate that the candidate is capable of independently completing a practice-oriented task from their field within a specified period of time, applying both subject-specific knowledge and interdisciplinary connections using scientific and professional methods. In doing so, the subject-specific and methodological competencies acquired during the Master's program should be applied in a targeted manner. The ideal procedure for the preparation of the Master's thesis is as follows: ▪ Identification and refinement of the topic ▪ Definition of the research question, title, (rough) structure, scheduling and research design ▪ Identification and analysis of relevant theoretical contexts and independent literature research on state of the art knowledge as well as related work ▪ Logical structuring of the thesis ▪ Methodological handling of the question (of quantitative and/or qualitative nature) ▪ Documentation of the study and its results according to the instructions (e.g. formal requirements of the ISM or DGPs or APA guidelines) ▪ Regular coordination with the first examiner ▪ Disputation (oral examination)					
3	Learning outcomes Upon successful completion of this module, students will be able to: ▪ demonstrate a broad, detailed, and critical understanding of the current state of research in the field relevant to the thesis topic, based on systematic literature review.					

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	▪ develop and clearly structure complex research questions and translate them into an appropriate research design. ▪ select and apply appropriate theories, concepts, and research methods to address the research question. ▪ collect, analyze, and interpret data in a systematic and methodologically sound manner. ▪ integrate findings into the existing body of research and, where appropriate, derive practical implications for business practice. ▪ structure and manage complex research and practice-oriented projects largely independently. ▪ develop well-founded and innovative solutions to business-related problems based on scientific approaches. ▪ communicate complex ideas and research results clearly, logically, and convincingly in written and oral form. ▪ present and defend research results in a disputation and engage in academic discussion with both specialists and non-specialists.
4	Teaching and learning methods Independently written paper. Disputation. ▪ Individual and regular advice provided by the first examiner.
5	Prerequisites for participation Formal requirements: see examination regulations