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Enclosure 5

Module manual of the study program

Public Management Bachelor of Science

of the Department of Economics
of the Darmstadt University of Applied Sciences

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1	Module name Introduction to Public Management
1.1	Module abbreviation 511
1.2	Type Mandatory
1.3	Course Introduction to Public Management
1.4	Semester Semester 1
1.5	Module manager Prof. Dr. Friederike Edel
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>This module teaches the basic business concepts and issues important for the (business) study of public management in conjunction with an initial overview of operational functional and decision-making areas and their classification in a conceptual understanding of business administration as management theory.</p> <ul style="list-style-type: none"> • Business administration as management science, • Public tasks and structure of public administration, • Theoretical foundations of the performance of public and public welfare tasks • Framework of action in the public sector, organizational environment and stakeholders, • Basic issues of business administration functional areas and their specifics in public organizations (service production, marketing, planning, organization and management, human resources, finance and accounting, controlling), • Strategic Management, Performance Management, • Institutional Choice, • Legal forms of public organizations, forms of cooperation and (public) corporate governance, • Administrative modernization.
3	<p>Targets</p> <p>Knowledge:</p> <p>Students know and understand the basic terms and concepts of business administration or management theory for public sector organizations. They know and understand framework conditions and theoretical foundations of public management as well as current reform movements.</p>

	<p>Skills:</p> <p>This enables them to adopt a business management perspective on the actions of organizations in the public sector, to classify these and to apply them. They are able to discuss the possibilities and limits of transferring business management elements into organizational practice and are able to question and differentially assess found practical solutions from a professional perspective. They are able to understand administrations and other public sector organizations as customer-oriented service providers, to communicate this to others and to develop problem-solving proposals on this basis.</p> <p>Competencies:</p> <p>Thus, you have acquired argumentative competences to participate in relevant scientific discussions in a well-founded and reflective manner, to use the technical language and to formulate well-founded positions in verbal exchange and to give constructive-critical feedback. Through the case study work, discussions and reflections, they have developed for themselves the (value) attitude of modern public management and learned to apply this to practical issues and challenges in public management. In addition, they have developed a self-motivation for themselves to actively implement this in their further studies as well as in their later professional practice.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L), case studies, discussions and reflections</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of an oral examination or written examination (also e-examination). The form of examination is determined by the responsible teacher at the beginning of the semester. Oral examinations take place as individual examinations or as group examinations with up to four students to be examined. They last between 15 and 20 minutes for each candidate. The duration of the written examinations is between 60 and 90 minutes. The duration of the exams is determined at the beginning of the semester by the responsible teacher.</p> <p>The exam can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Blanke, Bernhard et al. (eds.) (2011): Handbook on administrative reform. 4th ed, Wiesbaden: VS.

Bogumil, Jörg/Jann, Werner (2009): Administration and Administrative Science in Germany. Introduction to administrative science (2nd ed.), Wiesbaden: VS.

Bovaird, Tony/Löffler, Elke (eds.) (2016): Public Management and Governance (3rd ed.), London/New York: Routledge.

Gourmelon, Andreas/Mroß, Michael & Seidel, Sabine (2014): Management im öffentlichen Sektor: Organisationen steuern, Strukturen schaffen, Prozesse gestalten (2nd ed.), Heidelberg: Rehm.

Schedler, Kuno; Proeller, Isabella (2011): New Public Management. 5th ed., Bern: Haupt (UTB

Thom, Norbert/Ritz, Adrian (2017): Public Management. Innovative concepts for leadership in the public sector (5th ed.), Wiesbaden: Springer Gabler.

Additional references will be provided in the course.

1	Module name Management and organization
1.1	Module abbreviation 512
1.2	Type Mandatory
1.3	Course Management and organization
1.4	Semester Semester 1
1.5	Module manager Prof. Dr. Braun
1.6	Other teachers Prof. Dr. Kopsch, Prof. Dr. Nettelbeck, Prof. Dr. Stork
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Basic concepts of management and organization • Decision making and decision methods • Concepts and methods of strategic, normative and operational management. • Organizational forms of companies • Organizational design and change management • Business process management and continuous improvement processes (CIP) • Recent organizational and management concepts

<p>3</p>	<p>Targets</p> <p>Knowledge: Students will be able to</p> <ul style="list-style-type: none"> • give an overview of the concept, tasks and sub-areas of management and organization as well as their basic conceptual approaches (situational and system-oriented approaches); • describe the forms of organizational structure of companies and explain their respective advantages and disadvantages (in particular functional and divisional organization, matrix organization, group organization); • Explain procedures and methods for analyzing and presenting organizational and process-related issues and provide an overview of simple concepts of organizational change (change management); • describe newer concepts for the organization and management of companies and explain their respective advantages and disadvantages (e.g. virtual and network organization, knowledge management, management concepts for Industry 4.0); <p>Skills: Students will be able to</p> <ul style="list-style-type: none"> • give an overview of characteristics of entrepreneurial decision making and explain simple systematic methods of decision making (esp. systematic problem solving process, utility analysis, uncertainty/risk calculus) and apply them to simple problems; • explain the basic model and selected methods of operational, strategic and normative corporate management and apply them to simple problems (e.g. portfolio analysis, product-market and competitive strategies, corporate mission statement, MbO); • explain selected concepts and methods for process improvement (esp. Business Process Reengineering, Kaizen/KVP, PDCA cycle and PDCA tools) and apply them to simple problems. <p>Competencies:</p> <p>Students will be able to link current events and developments in business and the economy to knowledge content.</p>
<p>4</p>	<p>Teaching and learning methods</p> <p>Seminar lecture (L) with lecture room exercises (E) and small case studies, self-study</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written exam (also E-exam) of 60 - 90 minutes.</p> <p>Preliminary examinations (e.g. laboratory experiments, processing of exercises or development tasks) - also in group work - are also possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
<p>7</p>	<p>Necessary knowledge</p> <p>None</p>
<p>8</p>	<p>Recommended knowledge</p> <p>None</p>

9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once per semester.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the study programs Business Administration B.Sc. and Logistics Management B.Sc.</p>
11	<p>Literature</p> <p>Breisig, Thomas (2021): Operational organization: organizational foundations and management concepts. Herne: nwb.</p> <p>Dillerup, Ralf/Stoi, Roman (2016): Corporate governance: management & leadership. Munich: Vahlen.</p> <p>Hungenberg, Harald/Wulf, Torsten (2015): Fundamentals of corporate governance. Berlin: Springer.</p> <p>Klimmer, Matthias (2020): Business organization: a compact and practical introduction. Herne: NWB.</p> <p>Macharzina, Klaus/Wolf, Joachim (2017): Corporate management - The international management knowledge: Concepts - methods - practice. Wiesbaden: Springer Gabler.</p> <p>Robbins, Stephen P. et al. (2017): Management: fundamentals of business management. Frankfurt: Pearson.</p> <p>Schreyögg, Georg/Koch, Jochen (2014): Fundamentals of management: basic knowledge for study and practice. Wiesbaden: Gabler.</p> <p>Thommen, J.-P./Achleitner, A.-K. (2017): General business administration: comprehensive introduction from a management-oriented perspective (chapter management and chapter organization). Wiesbaden: Gabler</p> <p>Vahs, Dietmar (2020): Organization: introduction to organizational theory and practice. Stuttgart: Schäffer-Poeschel.</p>

1	Module name Introduction to law
1.1	Module abbreviation 513
1.2	Type Mandatory
1.3	Course Introduction to law
1.4	Semester Semester 1
1.5	Module manager Prof. Dr. Philipp Thiele
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>The fundamentals and systematics of law are taught in this module. In particular, the following contents are dealt with in this context:</p> <ul style="list-style-type: none"> • Functions of law, differentiation of law from custom, morality and ethics • Bifurcation of law into public law and civil law (private law) • Theory of sources of law (origin of law) • Classifications of law (objective and subjective law/formal and substantive law) right/enforcing and yielding right). • Overview of state and state organization law, including fundamental rights. • Overview of the law of the European Union (EU) <p>In addition, an introduction to private commercial law will be the subject of this module. The following contents will be taught in this context within this module:</p> <ul style="list-style-type: none"> • Overview of the legal areas of private commercial law • Structure and systematics of the German Civil Code (BGB) • Natural and legal persons • Legal objects • Legal transaction, declaration of intent, debt relationship • Formation of contracts

	<ul style="list-style-type: none"> • Right of representation • Deadlines and dates • Limitation • Freedom of contract (private autonomy) and limits • Overview of contractual obligations, with special emphasis on the law of sales contracts. • Overview of the performance problems (delay, impossibility) • Defects of quality and title in sales contract law • Overview of the law governing general terms and conditions (GTC) <p>Furthermore, the module will focus on teaching the methodology of jurisprudence. In this context, the structure of the legal proposition, the interpretation of norms or the legal proposition and subsumption (and syllogism) will be discussed and taught.</p>
<p>3 Targets</p>	<p>Knowledge:</p> <p>Students acquire an overview of the fundamentals of the German legal system, institutional core areas of the European Union and basic knowledge as well as application-related in-depth knowledge of civil law core areas of the first three books of the Civil Code. The students can reproduce key facts about the Federal Republic of Germany and the European Union and know the relevant regulatory locations and contents of the basic legal structures. In the area of the General Part, the Law of Obligations and the Law of Property of the German Civil Code, students acquire in-depth knowledge of the basic material of civil law, know the relevant normative material and are able to comprehend legislative solutions of interest.</p> <p>Skills:</p> <p>The students are able to understand both the origins and the interrelationships of German and EU law, to answer basic questions of German and EU law and to outline the legal background of the internal market. In the area of commercial private law core material of civil law, students also master basic case resolution techniques.</p> <p>Competencies:</p> <p>In the combination of overview and in-depth knowledge paired with jurisprudential methodological knowledge, students acquire competencies to recognize the fundamental norm-bound nature of economic action and to both prognostically grasp and retrospectively solve prototypical fields of conflict under private commercial law.</p>
<p>4 Teaching and learning methods</p>	<p>Lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platform), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5 Workload and Credit Points</p>	<p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6 Form of examination, duration and examination requirements</p>	<p>Examination performance in the form of a written examination. The time required for the written examinations is between 60 and 90 minutes.</p> <p>The exam can be repeated in the following semester.</p>
<p>7 Necessary knowledge</p>	<p>None</p>
<p>8 Recommended knowledge</p>	<p>None</p>

9	Duration, time structure and frequency of the offer The module covers one semester with 4 SWS and is offered once a year in the winter semester.
10	Usability of the module The module can also be used for the Business Administration B.Sc. program.
11	Literature Ann, Christoph/Hauck, Ronny/Obergfell, Eva Inés (2017): Wirtschaftsprivatrecht kompakt. Munich: Vahlen Detterbeck, Steffen (2018): Public Law. Munich: Vahlen Hakenberg, Waltraud (2021): European law. Munich: Vahlen Kühl, Kristian/Reichold, Hermann/ Ronellenfitsch, Michael (2019): Introduction to jurisprudence. Munich: C.H. Beck Lange, Knut Werner (2015): Basiswissen Ziviles Wirtschaftsrecht. Munich: Vahlen Medicus, Dieter/Petersen, Jens (2021): Grundwissen zum Bürgerlichen Recht. Munich: Vahlen Mehring, Jos/Hesse, Katrin/Herzog, Rainer/Kurtz, Thorsten (2019): Civil law for study and practice. Munich: Vahlen

1	Module name State, economy and society
1.1	Module abbreviation 514
1.2	Type Mandatory
1.3	Course State, economy and society
1.4	Semester Semester 1
1.5	Module manager Prof. Dr. Klüh
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	<p>Content</p> <p>Students acquire an overview of the functional logic of different subsystems of society, in particular politics, economics and law, on the basis of the relevant and current literature. In doing so, they learn to switch between a view based on functional differentiation and an integrated approach. This opens up initial perspectives on questions of socio-ecological and technological transformation, which is often described as a process in which different subsystems interact more closely.</p> <p>Basic theories from the fields of political science, economics and sociology provide a variety of perspectives on the problems with which students will be confronted in their future fields of employment. The focus is on the following questions: What is the object of research of the various theories? What are the differences in understanding the problem? How can the different perspectives be productively brought into conversation in order to sharpen the students' view of the connection between politics, administration, economy and society? Special consideration will be given to four theoretical approaches: The standard theories of economics, systems theory, the theory of varieties of capitalism, and the economics of conventions. These are embedded in a state-science approach. The aim is not so much a detailed theoretical treatment of the theories. Rather, the conditions of economic activity, administration, and governance in complex, transforming societies will be elaborated using concrete examples. To this end, corporate and administrative behavior in different varieties of capitalism, especially in Germany, France, Great Britain, Scandinavia and the United States, will be compared. Regulatory and distributional framework conditions will be discussed, especially against the background of globalization.</p>

3	<p>Targets</p> <p>Students acquire basic knowledge in dealing with different theoretical approaches. They learn about differences and limits of interaction between the different disciplines. They understand basic theoretical positions of political science, economics and sociology, and have gained an overview of relevant authors and positions. They are familiar with dealing with works from different disciplines and can relate them to each other.</p> <p>Students can reproduce a substantive position in appropriate detail. They apply the respective understanding of the problem to concrete questions. They can independently access the relevant specialist literature, evaluate and interpret relevant information for their areas of work and learning, recognize the relevant actors of social subsystems as well as the complex interrelationships between these systems, process them transdisciplinarily and translate them into maxims for action.</p> <p>Students are enabled to comprehend and critically question positions of different disciplines and to relate subject-specific perspectives to the relevant problems of their future field of employment. In particular, the competence of changing perspectives is strengthened in order to contribute to a better understanding of problems. They better understand the logic underlying the local behavior of organizations.</p>
4	<p>Teaching and learning methods</p> <p>Seminar-style lecture (L), supplemented by student presentations or group discussions.</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written exam (also E-exam) of 60 - 90 minutes.</p> <p>Pre-assessment in the form of three reading diaries, each in which the students discuss their reading experience in relation to a specific text. The preliminary examination can be graded or ungraded. In the case of graded preliminary examinations, the share in the module grade may not exceed 30%.</p> <p>Repeat opportunities for the examination performance and, if applicable, the preliminary examination performance exist in the following year.</p> <p>Passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Dörre, Klaus, Hartmut Rosa, Karina Becker, Sophie Bose, Benjamin Seyd (2019): *Great transformation? On the future of modern societies*. Berlin: Springer.

Hall, Peter A., and David Soskice, eds. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford 2001.

Klüh, Ulrich and Moritz Hütten (2021): *Lecture reader "State, economy, society."* Darmstadt University of Applied Sciences.

Richard Sturn, Ulrich Klüh (eds.) (2021): *Der Staat in der Großen Transformation*, Marburg: Metropolis.

Sieghard Neckel, Ana Mijic, Christian von Scheve, and Monica Tifton, *Sternstunden der Soziologie: Wegweisende Theoriemodelle des soziologischen Denkens*, Frankfurt 2010.

1	Module name Scientific working methodology
1.1	Module abbreviation 515
1.2	Type Mandatory
1.3	Course Scientific working methodology
1.4	Semester Semester 1
1.5	Module manager Dr. Bedia Sahin
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <ul style="list-style-type: none"> • Types of scientific work • Topic of a scientific paper: topic search and selection, title of the paper, topic analysis and rough outline. • Literature search and evaluation: scientific sources, material procurement, literature selection and systematization • Guide to literature search and electronic search in databases • Developing text content, methods of text analysis, paraphrasing text • Formal design of the paper: formal and substantive structure, tables and figures, list of sources, appendices. • Citation rules: literal and analogous citations, citing with short and full references, abbreviations in footnotes <p>Building blocks of process-oriented moderation, connection between moderation and presentation as part of rhetorical communication</p>

3	<p>Targets</p> <p>Knowledge:</p> <p>Graduates possess basic exploratory knowledge in the field of scientific working methods. They know the conventions of scientific writing and process-oriented moderation. They understand how to work based on literature and how to use individual moderation steps in a transfer-oriented manner to efficiently design presentations with discussion components.</p> <p>Skills:</p> <p>Thus, they are able to gather relevant information (diverse theoretical approaches as well as model-based and empirical documentation) and critically analyze it.</p> <p>Competencies:</p> <p>Therefore, they have the competence to work in a structured way. They can draw scientifically sound conclusions from information and also present and discuss them.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L), excursion</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP).</p> <p>Attendance time: 64 hours (lecture on essential requirements for scientific working methodology, presentation and discussion of the texts)</p> <p>Self-study: 86 hours (preparation of the texts in the module Work Methodology)</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a term paper and an oral examination (presentation of the term paper 10 - 20 minutes).</p> <p>The exam can be repeated in the following semester.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Andermann, U. / Drees, M. / Grätz, F. (2006): Duden - How to write scientific papers? Ein Leitfaden für das Studium und Promotion, 3rd completely revised edition, Dudenverlag.

Bahr, J. and M. Frackmann (2011): Richtig zitieren nach der Harvard-Methode, Institut für Praxisforschung, Solothurn (Switzerland), www.institut-praxisforschung.ch.

Holzheu, H. (2008): Natürliche Rhetorik ohne Lampenfieber: Der Weg zum freien Reden, Orell

Füssli Isenring, W. (2002): Präsentationstechnik - gekonnt überzeugen, Isenring Business Training.

Klebert, K. / Schrader, E. / Straub, W. (2002): Moderation method. The standard work, Windmill.

Knoll, M. (2016): Recommendations for the preparation of a written thesis, as of June 2016, mimeo.

Ottmers, C. (2007): Rhetoric, Metzler

Rost, F. (2010): Lern- und Arbeitstechniken für das Studium, Wiesbaden:

VS Seifert, J. (2007): Visualizing. Present. Moderate, Gabal

Further literature on the selected topics of the term papers will be mentioned in the lecture.

1	Module name Sustainable development
1.1	Module abbreviation 516
1.2	Type Mandatory
1.3	Course Sustainable development
1.4	Semester Semester 1
1.5	Module manager Prof. Dr. Ulrich Klüh, Jakob Bürkner
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>The course aims to encourage students right at the beginning of their studies to find their own approaches to the term "sustainable development" (SD) and to understand SD in its hermeneutic and normative dimension (See esp. Wagner, F., & Grunwald, A. (2015). Real laboratories as a research and transformation tool Squaring the hermeneutic circle. <i>GAIA-Ecological Perspectives for Science and Society</i>, 24(1), 26-31; Grunwald, A. (2016). Understanding sustainability. Oekom Verlag as well as Grunwald, A. (2018). Learning from uncertainty? The hermeneutic dimension of uncertain futures. Uncertainty as a challenge for science. <i>Reflections from natural sciences, social sciences and humanities</i>, 231-250.) What does "sustainable development" mean - related to the city of Darmstadt, the region, but also in a global perspective? These questions are the subject of the module.</p> <p>The course combines lecture units (2.1) and a parallel project-oriented group work (2.2).</p> <p>2.1 Lecture units</p> <p>In the lecture units, content-related impulses are given. The aim is both to learn basic concepts and to get first impressions of the current use of these basic concepts in the disciplinary discourses of economics, social, political and natural sciences.</p>

Students will critically engage with different understandings and concepts of sustainability and understand the program's focus on sustainable development. They will engage with different "futures of sustainability" and explore established and new dimensions of sustainability. They learn about measurement concepts of sustainable development, sustainability concepts/strategies and in particular the Sustainable Development Goals (SDG) and deal with transformation processes towards sustainability. In doing so, they set their own priorities, e.g. on the questions of the connection between sustainability and technological change, climate and environmental justice, as well as participation.

2.2 Group work

In randomly composed small groups (in order to learn the ability to work in a team in new unknown situations), the students work on a freely selectable topic/question on a specific sustainability problem (e.g. related to the city of Darmstadt, the region, or also in a global perspective) using the approach of research-based learning. They develop a presentation of the results, which is presented at the end of the semester.

3 Targets

The students know and understand the basic theoretical positions of economics, political science, law and social science on the subject of sustainable development. They are able to comprehend the positions of different disciplines, including the natural sciences, and permanently remember the essential terms of the relevant discourses on sustainable development.

The students have competences to derive scientifically sound conclusions for the public sector and for other sectors from information about problems of lacking sustainability. They take critical emancipatory insights into account when evaluating and developing concrete proposals for dealing with a lack of sustainability.

Students learn to learn from others; to understand and reflect on the needs, perspectives, and actions of others; to deal with conflict in groups; and to be able to facilitate collaborative, participatory problem solving.

Students reflect on their own values, perceptions and actions and take a position in the sustainability discourse.

4 Teaching and learning methods

Seminar lecture (L) with project work in small groups (E)

Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form</p> <ul style="list-style-type: none"> • a presentation of the results of the group work (approx. 20 min., with the integration of didactic elements and participant-activating methods) and • a 3-page individual reflection report on the personal insights of the module and the collaboration in the group. This will address the personal understanding of sustainability and the implications for professional and personal development, key sustainable development insights from the lecture sessions, possible open questions, and reflection on the group work. <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are also possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>Repeat opportunities for the examination performance and, if applicable, the preliminary examination performance exist in the following year.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the study programs Business Administration B.Sc., Energy Management B.Sc., as well as Logistics B.Sc., if applicable.</p>
11	<p>Literature</p> <p>Adloff, Frank, and Sieghard Neckel. "Modernization, Transformation, or Control?" Great Transformation? On the future of modern societies. Springer VS, Wiesbaden, 2019. 167-180.</p> <p>Adloff, Frank, and Sieghard Neckel (2019): Futures of sustainability as modernization, transformation, and control: A conceptual framework. Sustainability Science, 14(4), 1015-1025.</p> <p>German Federal Government (2021): German Sustainability Strategy. Further development 2021.</p> <p>Berlin Grunwald, Armin (2016). Understanding sustainability. Munich: Oekom Verlag.</p> <p>Hauff, Michael (2014): Sustainable development. Berlin: De Gruyter Oldenbourg.</p> <p>Heinrichs, Harald and Michelsen, Gerd (eds.): Sustainability Science. Berlin Heidelberg: Springer Verlag.</p> <p>Holzbaur, Ulrich (2020): Sustainable development, Wiesbaden: Springer Verlag.</p> <p>Müller-Christ, Georg (2020): Sustainable management. 3rd ed. Baden-Baden: Nomos Verlagsges.MBH + Co.</p> <p>United Nations (latest edition): Global Sustainable Development Report. New York.</p>

1	Module name Public Management in the Age of the Great Transformation
1.1	Module abbreviation 521
1.2	Type Mandatory
1.3	Course Public Management in the Age of the Great Transformation
1.4	Semester Semester 2
1.5	Module manager Prof. Dr. Friederike Edel, Prof. Dr. Ulrich Klüh
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>The lecture is divided into three parts.</p> <p>In a first part, they deal with basic concepts and basic problems of social transformation processes, especially with regard to the following contents:</p> <ul style="list-style-type: none"> • Models and descriptions of societal transformation against the backdrop of global Problem situations and technological challenges • Basics of transformative research, e.g. scenario technique and Theory of Change • Modernization versus transformation • Which systems and actors interact in a major transformation? • What does transformation mean in shared responsibility? • Actor and governance networks as basic elements of transformation processes <p>In a second part, the role of the public sector, and in particular public management, in the socio-ecological and technological transformation of our society is discussed. The focus here is on the following questions:</p> <ul style="list-style-type: none"> • What are the requirements, mission and tasks of public management in the Great transformation, especially in the context of actor and governance networks? • What is the role of government and public enterprises in addressing "Wicked Problems"? • How does transformation affect the legitimacy, effectiveness and efficiency of government action? • Which forms of strategic planning and control, impact measurement and evaluation gain importance in transformative processes?

- What challenges do Great Transformations pose for management processes in general, and what challenges do they pose for management processes in the public sector?
- What do future images of public management look like in the context of transformative statehood?

In the third part, examples of current challenges as well as successful and failed attempts at transformative public management will be presented. The focus here is on examples from the municipal and regional sphere (especially from the region), but national and supranational use cases will also be considered.

3 Targets

Knowledge:

Students will know and understand the role and significance of public management for the success of a major transformation. They understand the role of the administration as a shaper or implementer of the framework conditions of the Great Transformation and the demands placed on public management in the process. They understand administration as a democratically legitimized actor that must mediate credibly between sectors. You have developed a basic understanding of transformative research. They know strategies and systems for dealing with wicked problems.

Skills:

This enables them to analyze systemic contexts for successful transformation processes, to adopt different perspectives and to discuss them. They can describe different transformation fields and discuss the relevance of public management in these fields. They can discuss different requirements for public management ("trilemmas of democratic politics").

They will be able to discuss the key role of administration in transformation with people from other disciplines. Through case studies, they are enabled to collect, evaluate and interpret relevant information for a future-oriented understanding of public management, to recognize the relevant actors in the system as well as the complex interrelationships,

Competencies:

Thus, they gain the competence to create new/own concepts for complex, diverging situations and requirements for action, to think and act in a transdisciplinary way. They recognize the relevance of democratic participation and democratic conflict. They are able to identify knowledge gaps and ask significant questions that integrate different perspectives and contribute to better solutions.

4 Teaching and learning methods

Lecture (L)

Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written elaboration of a case study in small groups "Studienarbeit" according to § 13 ABPO or written exam of 60 - 90 minutes (E-exams possible).</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>Repeat opportunities for the examination performance and, if applicable, the preliminary examination performance exist in the following year.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Introduction to Public Management, Sustainable Development</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the Business Administration B.Sc. program.</p>

11 LiteraturePart I:

Dörre, Klaus, Hartmut Rosa, Karina Becker, Sophie Bose, Benjamin Seyd (2019): Great transformation? On the future of modern societies. Berlin: Springer.

Kristof, K. (2010). Pathways to change: how we can shape social change more successfully. Oekom-Verl.

Schneidewind, Uwe (2018): The great transformation: an introduction to the art of social change (original edition). Fischer Paperback

Schneidewind, Uwe / Singer-Brodowski, Mandy (2014): Transformative science. Climate change in the science and higher education system. Marburg: metropolis

WBGU - German Advisory Council on Global Change. (2011). World in transition: social contract for a Great Transformation. WBGU

Part II:

Considine, M. (2013). Governance networks and the question of transformation. Public Administration, 91(2), 438-447.

Klijn, Erik Hans, and Joop Koppenjan. Governance networks in the public sector. Routledge, 2015.

Meadowcroft, James (2007) Who is in Charge here? Governance for Sustainable Development in a Complex World*, Journal of Environmental Policy & Planning, 9:3-4, 299-314.

Sørensen, Eva, and Jacob Torfing, eds. Theories of democratic network governance. Springer, 2016.

Richard Sturn, Ulrich Klüh (eds.) (2021): The State in the Great Transformation, Marburg: Metropolis.

The Future of Government 2030+ of the European Union, online at <https://publications.jrc.ec.europa.eu/repository/handle/JRC115008>

Veit, Sylvia, Reichard, Christoph, and Wewer, Göttrik, eds. 2019. handbook on administrative reform, 5th completely revised edition. Wiesbaden: Springer.

Part III:

WBGU - German Advisory Council on Global Change. (2016). Moving humanity: the transformative power of cities. WBGU.

WBGU - German Advisory Council on Global Change (2019). Our shared digital future. Berlin: WBGU.

Alternating texts and materials on case studies.

1	Module name Fundamentals of public accounting and controlling
1.1	Module abbreviation 522
1.2	Type Mandatory
1.3	Course Fundamentals of public accounting and controlling
1.4	Semester Semester 2
1.5	Module manager Prof. Dr. Christopher Almeling, Hanns Rüsçh
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Double-entry accounting technique (Doppik) • Simple basic balance sheet theory concepts, i.e., periodization issues, valuation, and conservation problems. • Assessment and posting of typical business transactions (taking into account payment effectiveness) • Recognition and measurement requirements for assets and liabilities • Balance Sheet, Profit and Loss Account, Financial Account • Organization of accounting, control and information systems • Controlling as a component of the control system of public administration • Controlling approaches and instruments • Target and key performance indicator systems and reporting

3	<p>Targets</p> <p>Knowledge:</p> <p>The students know and understand the systematics of double-entry bookkeeping. They know the legal framework conditions relevant to accounting in the public sector.</p> <p>Skills:</p> <p>Students are able to map facts in an accounting system. To this end, they are able to assess commonly occurring business transactions and the associated legal framework. They are able to apply recognition and measurement rules. Students are able to apply basic controlling methods (e.g. determination of key figures relevant to the public sector).</p> <p>Competencies:</p> <p>Students will be able to evaluate the significance of recognition and measurement requirements and the effect on the public budget.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a term paper - also in group work - of 8 - 12 weeks.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the Business Administration B.Sc. program.</p>

11 Literature

Eisele, Wolfgang / Knobloch, Alois Paul (2018): Managerial accounting technology. Munich: Vahlen

Mord-Wohlgemuth, Bernhard / Watz, Jürgen / Weise, Thorsten / Hoch, Carsten / Ostgen, Stephan (2016): Kommunale Doppik Hessen. Stuttgart: Deutscher Gemeindeverlag

Rückwart, Wolf-Dieter / Schmolke, Siegfried / Deitermann, Manfred / Flader, Björn / Stobbe, Susanne (2021): Industrial accounting - IKR. Brunswick: Winklers

Schultz, Volker (2011): Basiswissen Rechnungswesen. Munich: C.H. Beck

1	Module name State organization law and european law
1.1	Module abbreviation 523
1.2	Type Mandatory
1.3	Course State organization law and European law
1.4	Semester Semester 2
1.5	Module manager Prof. Dr. Philipp Thiele
1.6	Other teachers Teachers of the department
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>The course "Staatsorganisationsrecht und Europarecht" (Law of State Organization and European Law) includes, in addition to an introduction to the concept and meaning of constitutional law, a discussion of the principles of state structure (democracy, rule of law, etc.), the supreme organs of the federal government, the functions of the state (especially legislation), and Germany's integration into the European Union.</p> <p>In addition, this module also introduces the multifaceted levels of supranational law and their interrelationship with national law.</p> <p>European law deals with the basic structures of institutional and substantive Union law, including the fundamental freedoms. The legal foundations of European law are taught, taking into account the organizational structure of the European Union, the organs and the institutions of the European Community.</p>
3	<p>Targets</p> <p>Knowledge:</p> <p>The students know the legal anchoring of the principles of state structure, the state functions and the state organs in constitutional law and the international references of the Basic Law. In addition, the students receive an overview of the emergence of the European Union, its organs as well as its organization and functioning.</p>

	<p>Special emphasis is placed on understanding the genesis of norms. Students will know and understand the legal foundations of the EU, its institutions and the fundamental freedoms.</p> <p>Skills and Competencies:</p> <p>The students are able to work out their own case solutions regarding concrete cases in state organization law and European law cooperatively and critically. Furthermore, they are able to classify relevant court decisions and case solutions cooperatively and methodically.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also E-examination) of 60 - 90 minutes or an oral examination of 15 - 45 minutes.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Introduction to the law</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Degenhart, Christoph (2021): Staatsrecht I. Staatsorganisationsrecht. Heidelberg: C.F. Müller</p> <p>Verlag Herdegen Matthias (2020): Europarecht. Noerdlingen: C.H. Beck Verlag</p> <p>Hobe, Stephan/Fremuth, Michael (2020): European law. Munich: Vahlen Verlag</p> <p>Ipsen, J. (2021): Staatsrecht I: Staatsorganisationsrecht. Munich: Vahlen Verlag</p> <p>Kock, K./Stüwe, R. et al. (2020): Public law and European law. Herne: NWB Verlag</p>

1	Module name Introduction to VWL
1.1	Module abbreviation 524
1.2	Type Mandatory
1.3	Course Introduction to VWL
1.4	Semester Semester 2
1.5	Module manager Prof. Dr. Ulrich Klüh
1.6	Other teachers Stefan Puth, Dr. Bedia Sahin, Prof. Dr. Benjamin Engelstätter
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	<p>Content</p> <p>The course is divided approximately equally into the areas of foundations and history of dogma, microeconomics and macroeconomics, and finance/public economics. A plural conception is pursued, whereby the selection of the discussed orthodox and heterodox approaches is oriented to the needs of an employee in the public sector as well as to social-ecological and technological issues. Special consideration is given to economic policy issues at different levels of government.</p> <p>Fundamentals and history of dogma</p> <ul style="list-style-type: none"> • Introduction - "Science of Markets" or "Science of the State"? • Current economic policy issues • History and methods of economics • The social role of economics <p>Microeconomics</p> <ul style="list-style-type: none"> • Fundamentals of market-based pricing: Supply and demand, elasticity, market efficiency and market rents, market failure. • Environmental Economics • Critique of and plural alternatives to neoclassical microeconomics.

Macroeconomics

- Macroeconomic problems
- Introduction to National Accounts
- Monetary and fiscal policy
- Crises
- Economic growth and distribution issues

Finance/Public Economics

- State functions (allocative, distributive and stabilizing)
- Merit goods
- Economic foundations of government revenues and expenditures
- Current problems

3 Targets

Overarching learning objectives include knowledge of relevant theories relevant to the public sector in a transformation, the ability to critically engage with economic thinking and reasoning, and to meaningfully integrate macroeconomic contexts into the formulation of transformational policy approaches.

Fundamentals and history of dogma

- Students are familiar with the object of study, the history of ideas, and the methodological and epistemological foundations of economics.
- They acquire current topics of economic policy through the use of appropriate media. They critically reflect on the social role of economics and establish connections between the content of economics and the reality of their lives.
- You represent economic viewpoints to other students in group and plenary discussions

Microeconomics

- For example, students learn how to use supply and demand curves and develop an understanding of economic models
- Based on this knowledge, students will be able to assess historical as well as current market situations, such as price developments in different markets
- Students will be able to explain why the state has a special role in a market economy and will be able to develop appropriate state interventions in the case of market failure, especially with regard to transformation problems.

Macroeconomics

- Students remember basic macroeconomic relationships, can describe macroeconomic developments in an economy and apply simple macroeconomic models.
- Based on this knowledge, students are skilled in the use of macroeconomic data and are able to analyze current macroeconomic developments
- Students are able to analyze and, above all, evaluate economic policy responses to specific macroeconomic developments.

Finance/Public Economics

- Students critically reflect on the interaction of state and economy
- They know the essential instruments and procedures of state economic activity,
- They evaluate relevant economic information in a targeted manner for their areas of work and learning.

4 Teaching and learning methods

Seminar lecture (L)

Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6	Form of examination, duration and examination requirements Examination in the form of a written test of 60 - 90 minutes. The exam can be repeated in the following semester.
7	Necessary knowledge None
8	Recommended knowledge None
9	Duration, time structure and frequency of the offer The module covers one semester with 4 SWS and is offered once a year in the summer semester.
10	Usability of the module The module cannot be used for other courses of study.
11	Literature Bontrup, Heinz-J. and Marquardt, Ralf-M. (2021): Volkswirtschaftslehre aus orthodoxer und heterodoxer Sicht De Gruyter Oldenbourg. Bofinger, Peter. Grundzüge der Volkswirtschaftslehre: an introduction to the science of markets. Pearson Deutschland GmbH, 2011. Chang, Ha-Joon. 23 things they don't tell you about capitalism. Bloomsbury Publishing USA, 2012. Hagen, T., Klüh, U., & Sauer, S. (2017). Macroeconomics exercise book. Pearson Deutschland GmbH, 2011. Mankiw, N. G., Taylor, M. P., Wagner, A., & Herrmann, M. (2008). Grundzüge der Volkswirtschaftslehre. Stuttgart: Schäffer-Poeschel.

1	Module name Statistics and empirical social research
1.1	Module abbreviation 525
1.2	Type Mandatory
1.3	Course Statistics and empirical social research
1.4	Semester Semester 2
1.5	Module manager Dr. Bedia Sahin
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> Basics of empirical social research such as criteria of scientificity and characteristics of scientific research. Basic features of the philosophy of science (e.g., hypotheses, inductive vs. deductive procedures) Methods of empirical social research, especially selection of different research approaches (e.g. grounded theory, action research), data collection methods (e.g. interview, written survey) and analysis methods (e.g. content analysis) in qualitative and quantitative research their advantages and disadvantages of the application, as well as possible sources of error Aspects of sampling, question forms, questionnaire design as well as appropriate presentation of results
3	Targets Knowledge: Students possess broad and integrative knowledge of empirical social research including critical understanding of the most important methods. They know and understand the hallmarks of scientific research, in particular the distinction between everyday knowledge and empirical science as well as the basic positions of empirical social research (qualitative, quantitative). Skills: They are able to name, characterize and distinguish between different research approaches, survey and analysis methods of empirical social research and to evaluate their suitability for a given research question. Competencies: This will provide you with the skills to plan your own investigation in a well-founded manner, to carry it out independently and to evaluate it.

4	<p>Teaching and learning methods</p> <p>Lecture (L), Exercise (E)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a term paper - also in group work - of 8 - 12 weeks.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Atteslander, P. et al. (2010): Methoden der empirischen Sozialforschung, Berlin, Erich Schmidt-Verlag.</p> <p>Diekmann, A. (2007): Empirical social research: foundations, methods, applications, Rowohlt.</p> <p>Flick, U. (2002): Qualitative Sozialforschung - Eine Einführung, 4th ed.</p> <p>Hussy et al. (2013): Research Methods in Psychology and Social Sciences for Bachelor, 2nd ed.</p> <p>Kromrey, H. et al. (2016): Empirische Sozialforschung, UTB.</p> <p>Pötschke, M. (2010): Datengewinnung und Datenaufbereitung, in: Wolf, C. / Best, H. (Eds.), Handbuch der sozialwissenschaftlichen Datenanalyse, Springer VS, pp. 41-64.</p> <p>Schnell, R. et al. (2018), Methods of empirical social research, Oldenbourg, De Gruyter.</p> <p>Strübig, J. (2018), Qualitative Social Research. A condensed introduction for students, Oldenbourg: De Gruyter.</p>

1	Module name Smart and sustainable cities and regions
1.1	Module abbreviation 526
1.2	Type Mandatory
1.3	Course Smart and Sustainable Cities and Regions
1.4	Semester Semester 2
1.5	Module manager Prof. Dr. Werner Stork
1.6	Other teachers Dr. Bernhard Minge, Prof. Dr. Friederike Edel
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	Content <ul style="list-style-type: none"> • Ethical guidelines in the context of change in the urban or regional environment. • People and technology: Social and economic aspects of technologies that promote cooperation and technical developments for sustainable coexistence • Innovations and added value for people in the city and the region: climate protection and mobility as driving factors • Sustainable (business) models for the public sector, companies and non-profit organizations • Designing change projects on the topic of Smart City and Smart Region in an appreciative and sustainable manner • Current status of smart city activities in Germany and Europe: e.g. green city master plans focusing on the environment, energy, mobility, education and health • Sample keyword selection: Sustainable Development Goals, Servant Leadership, Person-Centered Approach, Theme-Centered Interaction, Effectuation Principle, Harvard Concept and Win-Win Solutions, OGC method-based program and project management.

3	<p>Targets</p> <p>Knowledge:</p> <p>Management of change and transformation in the context of smart city and smart region projects. Recognizing the interrelationships and impacts of social, economic and technical aspects in innovation projects in the city and the region.</p> <p>Skills:</p> <p>Analyze current and planned activities in cities and in the region with regard to the acquired knowledge. Applying the learning to concrete actions such as existing Green City Master Plans. Formation of working hypotheses and elaboration of recommendations based on the analyses carried out. Use and reflection of the learning contents in small groups and teams.</p> <p>Competencies:</p> <p>Working on exemplary case studies during the semester in individual work or in small groups. Preparation of analyses and concepts for the selection of suitable projects in the smart city context and design of appreciative change with the aim of establishing sustainable and resilience-promoting solutions that enable a livable cooperative environment for the people in the city and the region.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L), exercises (E) and excursions (ES)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a presentation of a case study in individual work or in small groups (presentation time 10 - 20 minutes per person) with elaboration (8 - 10 pages per case study) or a written examination of 60 - 90 minutes.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>

10	Usability of the module The module cannot be used for other courses of study.
11	Literature Ahrend, Klaus-Michael (2016): Sustainability as a business model. Wiesbaden: Springer Gabler Hertzsch, Eckhart/Heuser, Lutz (eds.) (2018): People and technology in the smart city. Berlin: Beuth Mertens, Artur/ Ahrend, Klaus-Michael/ Kopsch, Anke/ Stork, Werner (eds.) (2021): Smart Region. Wiesbaden: Springer Gabler.

1	Module name Management of organizational change
1.1	Module abbreviation 531
1.2	Type Mandatory
1.3	Course Management of organizational change
1.4	Semester Semester 3
1.5	Module manager Prof. Dr. Werner Stork, Prof. Dr. Anke Kopsch
1.6	Other teachers Prof. Dr. Heike Nettelbeck
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Definition of terms: Change, transformation, transformation processes, change management, project management. • Dimensions of change and specific features in phases of change • Actors, participants and stakeholders in change processes • Complexities as well as risks, uncertainties and insecurities in change processes • Phases of change (the classic models according to Lewin and Kotter) • Technical, process-related and personnel/cultural maturity levels in change processes • Informing, communicating and learning in change processes • Leading in change processes • Systematic approaches to change management • Organizational transformation processes • Organizational learning • Curiosity and resilience

3	<p>Targets</p> <p>Knowledge:</p> <p>Present management of organizational change as a special quality feature and describe its functions, characteristics and significance. Explain and explain systematic approaches, the actors involved, the different levels of maturity and dimensions of transformation processes in their form and effect. Present and explain basic concepts of organizational learning, for the promotion of resilience and curiosity.</p> <p>Skills:</p> <p>Analyze operational situations with the help of the relevant models and concepts. Select appropriate concepts to address current challenges and derive appropriate measures in the field of management and leadership, according to the classical and systematic concepts.</p> <p>Competencies:</p> <p>Analyze case studies of current operational challenges (change or transformation tasks) and present concepts for shaping organizational change.</p> <p>(Value) attitude: Identify and describe the changes in the values and mindset of those involved in this organizational change and describe how these accompanying changes are to be achieved.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L) with exercises (E)</p> <p>Media used: beamer/whiteboard presentations, lecture notes, worksheets (exercises) and electronic learning platform</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours (preparation and follow-up, elaborations, exam preparation)</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a student research project.</p> <p>Repeat opportunities for the examination performance exist in the following year.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Management and Organization Module</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>May be used in similar form in other bachelor's degree programs in business administration.</p>

11 Literature

Kotter, John P., Rathgeber, Holger (2017): The penguin principle. Munich: Droemer Knaur

Verlag Kozica, Arjan; Kaiser, Stephan; Brandl, Julia (2019): Organizational learning. Wiesbaden:
Springer VS

Schäfer, Frank (2005): Change management for the public sector. Hamburg: Murmann Publishers

Seibel, Wolfgang (2016): Understanding administration. Berlin: Suhrkamp Verlag

1	Module name Public finance
1.1	Module abbreviation 532
1.2	Type Mandatory
1.3	Course Public finance
1.4	Semester Semester 3
1.5	Module manager Prof. Dr. Christopher Almeling, Hanns Rüsçh
1.6	Other teachers None
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <ul style="list-style-type: none"> • Concept and organization of the state (local authorities, social security institutions, shareholdings) • Public goods and services (e.g. roads, defense, childcare) and transfer payments (e.g. child benefit, BAFÖG, basic pension) • Public revenues, especially public-law levies (taxes, fees, contributions), income from investments and public debt • Public budget
3	<p>Targets</p> <p>Knowledge:</p> <p>Students will know and understand the functions of various governmental agencies and the expenditures associated with them, as well as the ways in which governmental revenues can be generated to fulfill those functions. They know and understand the principles for drawing up a budget and the instruments of budget implementation. In addition, they know and understand the relevant, authoritative legal foundations.</p> <p>Skills:</p> <p>Students are able to estimate and simulate the effects of decisions made by political decision-makers as well as external developments on the budget. They will be able to apply the essential control instruments in budget execution as well as the possible financing rules in the event of necessary deviations from the budget.</p> <p>Competencies:</p> <p>Students will have skills in analyzing and interpreting a budget and preparing the resulting findings in a manner appropriate to the audience.</p>

4	<p>Teaching and learning methods</p> <p>Lecture (L) and exercise (E)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a term paper - also in group work - of 8 - 12 weeks.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Modules "State, Economy and Society", "Fundamentals of Public Accounting and Controlling", "State Organization Law and European Law."</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Leibinger, Bodo/Müller, Reinhard/Züll, Bernd (2021): Öffentliche Finanzwirtschaft, Munich: R. v. Decker</p> <p>Spremann, Klaus (2019): Öffentliche Finanzwirtschaft, Wiesbaden: Springer Gabler</p> <p>Zimmermann, Horst/Henke, Klaus-Dirk/Broer, Michael (2013): Finanzwissenschaft, Munich: Vahlen</p>

1	Module name Administrative law
1.1	Module abbreviation 533
1.2	Type Mandatory
1.3	Course Administrative law
1.4	Semester Semester 3
1.5	Module manager Prof. Dr. Philipp Thiele
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>This module introduces general administrative law and provides knowledge of the administrative system and its functioning. Students will become familiar with basic categories and legal principles of administrative law and their practical implications. The following topics in particular will be the subject of this module:</p> <ul style="list-style-type: none"> • Central statements of the Basic Law and their significance for the relationship between the state and its citizens, • Forms of action of the administration, • Administrative Act Theory • Administrative organization and administrative procedures, • Legal protection under administrative law against decisions by public authorities • Decision and expert opinion technology

<p>3</p>	<p>Targets</p> <p>Knowledge:</p> <p>Students acquire knowledge of general administrative law and receive an introduction to expert opinion and decision-making techniques.</p> <p>Skills:</p> <p>Students can</p> <ul style="list-style-type: none"> • Apply public law regulations on a case-by-case basis, • implement the legal requirements of general administrative law in case processing and • Apply the decision-making <p>technique.</p> <p>Competencies:</p> <p>Students can</p> <ul style="list-style-type: none"> • Recognize possible errors of an administrative act, present their effects, • annul administrative acts already issued and • represent the legal protection of the citizen against administrative measures.
<p>4</p>	<p>Teaching and learning methods</p> <p>Lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also E-examination) of 60 - 90 minutes or an oral examination of 15 - 45 minutes.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
<p>7</p>	<p>Necessary knowledge</p> <p>None</p>
<p>8</p>	<p>Recommended knowledge</p> <p>Introduction to the law</p>
<p>9</p>	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
<p>10</p>	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Ipsen, Jörn (2019): General administrative law. Munich: Vahlen

Peine, Franz-Joseph/Siegel, Thorsten (2020): Allgemeines Verwaltungsrecht. Heidelberg: C.F.

Müller Maurer, Hartmut/Waldhoff, Christian (2020): Allgemeines Verwaltungsrecht. Munich: C.H.

Beck

1	Module name Plural society
1.1	Module abbreviation 534
1.2	Type Mandatory
1.3	Course Plurale Gesellschaft / Plural Societies
1.4	Semester Semester 3
1.5	Module manager Dr. Tamara Onnis (Coordination IR/Intercultural Communication), Wenzel Stammnitz-Kim (Coordination Business English)
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language English
2	Content The module aims at understanding problems and possibilities of intercultural communication, integration and cooperation with regard to internal administration and its relation to plural society. Students will gain an overview of theoretical foundations and models of culture, basic topics of intercultural communication, and the potential and problems of diversity. Critical incidents and examples from the students' own experience are used to raise awareness of different culturally shaped expectations and interpretations of situations with regard to ethnic origin, gender, religion or world view, disability, age, sexual identity, economic situation, etc. The course is taught in English (level B1 according to the CEFR). The language of instruction, English (level B1 according to the CEFR), should help to break down intercultural language barriers and to find an introduction to forms of professional international communication (giving presentations, corresponding by letter and email, making telephone calls).

3 Targets

Knowledge:

Students acquire fundamental knowledge of the multi-layered socio-cultural dimensions of living together in modern, plural societies and of the skills necessary to act and communicate with people from different cultures in a culturally sensitive manner.

Communication-related practice sessions analyze and address scientific and subject-specific topics, e.g.:

- What is culture? Models and theoretical foundations of culture
- Cultural dimensions (national / corporate / gender / group cultures, etc.)
- Dealing with cultural diversity (analysis of critical incidents and intercultural misunderstandings)
- Diversity in organizations, in administration and management
- Oral language competence in English (e.g. presentations)
- Written fluency in English (e.g., job-related correspondence, minutes, reports).
- Applied intercultural communication skills (e.g., leading international meetings) Skills:

Students consolidate and expand skills in English common and technical language and acquire skills and abilities to create intercultural communication situations.

Upon completion of the module, students will be able to apply intercultural concepts to practical situations and deal with intercultural conflicts by changing perspectives. Students will be able to use oral and written English language skills in international meetings, for telephone calls, correspondence and presentations.

Competencies:

Students understand the basics of relevant cultural and intercultural theory and are able to act strategically and in a diversity-sensitive manner; they can communicate interculturally competently and successfully in administrative actions.

Students have learned to understand diversity as a constructive factor in national and international relations and can implement these competencies in cooperation in national and international working contexts.

4 Teaching and learning methods

Exercise (E), supplemented by group discussions and student presentations.

Media used: communication media (e.g. electronic learning platforms, video conferencing tools), presentation media (e.g. video projector, whiteboard, audio equipment), teaching material (e.g. textbook, original texts, audio-visual original sources)

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6 Form of examination, duration and examination requirements

Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a presentation.

Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.

The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.

The examination and, if applicable, the preliminary examination can be repeated in the following semester.

If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.

	A regular attendance of at least 75% is required to be admitted to the examination. In the case of course parts that do not take place in presence, this attendance requirement may be replaced by compulsory participation in e.g. online assignments.
7	Necessary knowledge English knowledge on level B1 (CEFR)
8	Recommended knowledge None
9	Duration, time structure and frequency of the offer The module covers one semester with 4 SWS and is offered once a year in the winter semester.
10	Usability of the module The module cannot be used for other courses of study.
11	Literature Gibson, Robert (2000): Intercultural Business Communication. Berlin: Cornelsen Further literature will be determined by the lecturers at the beginning of each

1	Module name Business informatics
1.1	Module abbreviation 535
1.2	Type Mandatory
1.3	Course Business informatics
1.4	Semester Semester 3
1.5	Module manager Prof. Dr. Vieth
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Introduction: Contents, goals and subject of business informatics <ul style="list-style-type: none"> ○ Business management problems in companies under consideration of information sciences ○ Contents, goals and subject ○ Developments ○ Science Context ○ System design • Technical basics: structure and function of hardware, software and networks <ul style="list-style-type: none"> ○ Hardware ○ Software ○ Networks • Management system "Information and Communication": System "Information and Communication", Information and communication with system <ul style="list-style-type: none"> ○ System elements and relationships between system elements ○ Culture ○ Organization ○ Processes ○ Leadership • Project management: development and implementation of system solutions <ul style="list-style-type: none"> ○ Project Management Systems ○ Challenges and potentials ○ Methods and instruments ○ From the project phase to the operating phase ○ Recent developments

3 Targets**Knowledge:**

Graduates will be able to describe the contents, objectives and subject matter of business informatics and to place business informatics in a holistic scientific context. They are able to outline the interactions between the information economic and the goods and financial economic processes in all areas and at all levels of a company. Graduates are able to explain digital information systems, the design and structures of hardware and software systems as well as networks and their integration into socio-technical systems.

Furthermore, they are able to present and explain challenges and potentials in the implementation and use of digital information systems in companies. They will be able to explain the tasks of information management in companies and classify them organizationally. Graduates will be able to describe the individual phases of the project management process for digitization projects in

Explain operations. In addition, they are familiar with the contents of phase-dependent methods and instruments as well as more recent approaches to increasing agility in projects in order to be able to reproduce them comprehensively. In the context of managing digitization projects, they can outline concepts as well as suitable methods and instruments of project management.

Skills:

Graduates are able to explain application areas of digital information systems and to configure digital information systems. Furthermore, they are able to set up, quantify and compare digital measures for the improvement of operational processes with the help of known methods and instruments and ultimately select efficient measures. Graduates understand how to establish the functions "information and communication" culturally, organizationally, technically and socially in a suitable manner in companies so that this increases the acceptance of digital information systems and the associated use and benefits. They

are able to plan, organize, control and successfully transfer projects for the digitization of operational value creation systems into the operational phase. Graduates are able to appropriately support the use of implemented digital information systems. They are able to plan digitization projects and ensure their use in the operational phase.

Competencies:

On the basis of the systems, methods and instruments presented, graduates will be able to develop their own solutions, taking into account digitization, to improve the

develop value creation systems in companies. And they are able to implement the developed catalog of requirements for digital solutions in development and implementation projects. To this end, they assess the initial situation and, against the background of the agreed objectives, select the appropriate approach including the associated methods and instruments. Furthermore, graduates are able to establish the importance of digital information systems in a suitable manner in companies.

4 Teaching and learning methods

- Lecture (L) (plenary work)
- Exercises (E) in the form of presentation and discussion of case study solutions (partner work, group work)
- Lab practical (LP) (individual work, partner work)
- Self-study with the aid of a learning diary and the video material for the course Media used include beamer, case study texts, inverted classroom, exam examples, learning platforms, reading texts, blackboard, overhead projector, exercises, video recordings, lecture notes

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a term paper - also in group work - of 8 - 12 weeks.</p> <p>Preliminary examinations (e.g. case studies, keeping a learning diary) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Management and organization, knowledge of the use and benefits of digital application systems.</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 2 SWS lecture and 2 SWS practical exercises and is offered once per semester.</p>
10	<p>Usability of the module</p> <p>The module can be used for the study programs Business Administration B.Sc. and Logistics Management B.Sc.</p>
11	<p>Literature</p> <p>Abts, Dietmar / Mülder, Wilhelm: Grundkurs Wirtschaftsinformatik. Springer Vieweg</p> <p>Bächle, Michael / Kolb, Arthur: Einführung in die Wirtschaftsinformatik, Oldenbourg.</p> <p>Bea, Franz Xaver / Scheuerer, Steffen / Hesselmann, Sabine: Projektmanagement, UVK</p> <p>Verlagsgesellschaft Gadatsch, Andreas: Grundkurs Geschäftsprozessmanagement, Springer Vieweg</p> <p>Gronau, Norbert: Enterprise Resource Planning, Oldenbourg</p> <p>Hoppe, Mark / Wollmann, Martin: Lean Production with SAP®, Galileo</p> <p>PRESS Krcmar, Helmut: Information Management, Springer Vieweg</p> <p>Laudon, Kenneth C. Laudon, Jane P. / Schoder, Detlef: Wirtschaftsinformatik, Pearson Germany</p> <p>Leimeister, Jan Marco: Einführung in die Wirtschaftsinformatik, Springer</p> <p>Schelle, Heinz: Leading Projects to Success: Projektmanagement systematisch und kompakt, Deutscher Taschenbuch Verlag</p> <p>Schmelzer, Herrmann / Sesselmann, Wolfgang: Geschäftsprozessmanagement in der Praxis, Carl Hanser</p> <p>Seidlmeier, Heinrich: Prozessmodellierung mit ARIS®, Vieweg + Teubner Timinger, Holger / Seel, Christian: Ein Ordnungsrahmen für adaptives hybrides Projektmanagement. In: Projektmanagement aktuell, 27. Jg. 4. 2016, pp. 55 - 61.</p>

1	Module name Ecological and economic sustainability in transformation
1.1	Module abbreviation 536
1.2	Type Elective
1.3	Course Two events from the SuK area on ecological and economic aspects of sustainability in transformation
1.4	Semester Semester 3
1.5	Module manager Study program management of the accompanying study program SuK
1.6	Other teachers Teachers in the accompanying study SuK
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>The module includes courses from the SuK -themed field "Knowledge, Innovation & Sustainable Development (WIN)" on the level SuK I or SuK II in terms of a positive list.</p> <p>Events to be selected include.</p> <ul style="list-style-type: none"> • Renewable Energy Law (if not chosen for the module "Selected Aspects of Law in Public Management"). • Climate protection law • Climate change and responsibility • Technology assessment in product and technology development • Public finances • Environmental economics and policy • Etc.
3	<p>Targets</p> <p>Knowledge:</p> <p>The students know the challenges of a "sustainable development" in the subject areas of energy transition and mobility as well as the associated principles and criteria and are able to identify conflicting concerns and interests, to formulate relationships between the different sustainability dimensions and have subject-specific theoretical knowledge depending on the course. They are able to analyze conflicts on the basis of case studies and develop first steps of future-oriented solution concepts and implementation strategies.</p>

	<p>Skills:</p> <p>The students are able to critically classify their methodological approach and the results, and in particular to evaluate the application relevance. They recognize alternative ways of dealing with and processing concepts of sustainable development in the field of energy transition and mobility. They develop an understanding of the interrelationships of sustainable development and are able to analyze practical examples and use the methods acquired to solve problems.</p> <p>Competencies:</p> <p>The students are enabled to expertly and critically examine their own professional tasks and their own professional field and area of expertise in the context of society as a whole, to act in a future-oriented and responsible manner in a democratic and social constitutional state, and to engage in interdisciplinary cooperation and intercultural communication. They possess competencies to independently develop practical approaches to solutions.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L), seminar (S), project work, group work, business game, etc. usually 2 times 2 SWS Media used: communication media (including electronic learning platforms), presentation media (including beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <ul style="list-style-type: none"> • Written exam (60 min. to 90 min.), lecture (20 min.) with written elaboration (approx. 8 to 10 pages), presentation or homework, etc. The specific form of examination depends on the chosen SuK course. • Possibilities to repeat the examinations exist in the following semester or within the academic year (depending on the chosen SuK course). • The share of each examination performance in the module grade is 50%.
7	<p>Necessary knowledge</p> <p>See description of the respective SuK module.</p>
8	<p>Recommended knowledge</p> <p>See description of the respective SuK module.</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module includes two courses of 2 SWS each (4 SWS in total). Elective courses for this module are offered every semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Will be announced at the beginning of the respective event.</p>

1	Module name Strategy and control in the public sector
1.1	Module abbreviation 541
1.2	Type Mandatory
1.3	Course Strategy and control in the public sector
1.4	Semester Semester 4
1.5	Module manager Prof. Dr. Klüh, Prof. Dr. Klaus Ahrend
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	<p>Content</p> <p>The lecture first develops step by step an understanding of the basics of government and organizational science as well as essential concepts such as "public value creation", "Strategy" and "Control". Already in this phase, in addition to methods of classical knowledge transfer, emphasis is placed on case studies, which are worked on by the students in individual and group work.</p> <ol style="list-style-type: none"> 1. Principles of political science <ul style="list-style-type: none"> • The State and the Public Sector Facing the Strategic Challenges of the Great Transformation • Governance problems in the public sector after Covid and considering long-term socioeconomic trends. • Value, value creation, public value creation: fundamentals, alternative approaches, and in-depths in the context of environmental, social, and economic challenges. 2. Strategies in the public sector <ul style="list-style-type: none"> • Organizational science and business basics of the concept of strategy • Strategic challenges for public and not-for-profit organizations in the socio-environmental and technological transformation. • Strategy- and control-relevant specifics of organizations with public and multiple objectives, especially public administrations, local governments and local politics, public enterprises, cooperatives, associations and non-profit organizations, other types of organizations

	<p>3. Alternative control concepts for processes of public value creation</p> <ul style="list-style-type: none"> • Traditional forms of public management • New approaches, in particular New Public Management, Public Value, and further developments based on them • Alternative approaches <p>4. Practice, use cases, examples from the fields of urban/regional governance, intermunicipal cooperation, regionalization, public and public as well as public and private partnerships, administrative reforms, social city, sustainability, citizen municipalities, citizen participation</p> <ul style="list-style-type: none"> • Strategy development and management of administrations • Strategy development and control of public enterprises and municipal holding companies • Common good-oriented strategy development and management of other organizations, including those in the private sector • Alternative approaches
<p>3</p>	<p>Targets</p> <p>The students are familiar with different strategy and management concepts in the public sector as well as in related areas. They continuously reflect on the risks and opportunities of transformative change processes. They are familiar with the governmental, legal, business and social science foundations and assessments of these concepts or are able to collect, evaluate and interpret corresponding information for their areas of work and learning. They recognize the actors relevant to specific strategy processes and their motivations. They recall for contrast corresponding approaches in the private sector as well as in other economic sectors if required.</p> <p>Students will be familiar with the management approaches and governance philosophies that have been relevant in the past in the public sector as well as in related areas and will be able to analyze and evaluate them from different perspectives. They are familiar with the discussion on approaches of New Public Management and can critically classify them. They are familiar with selected instruments of strategic management, e.g. SWOT analyses and similar procedures, which are nowadays common in the context of strategy processes. They know the basic insights of the public value approach and can apply them to different organizational forms. On the basis of the aforementioned approaches, they are able to argue and discuss strategically and to build and shape strategic networks. Complex, divergent situations and requirements for action can be reflected upon with an emphasis on the basic democratic order and the ethical responsibility of public decision-makers.</p> <p>Students will be able to reflect on and analyze management issues with the help of interdisciplinary methods such as public value. They are able to outline and develop holistic concepts for the strategy and control of concrete types of administration and organization and to reflect on legal aspects. In doing so, they question the functionality and fit of these concepts with regard to the political-administrative system, the initial economic conditions and social expectations.</p>
<p>4</p>	<p>Teaching and learning methods</p> <p>Seminar lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination in the form of a written exam of 60 - 90 minutes (e-exams are possible). The exam can be repeated in the following semester.</p>

7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Introduction to Public Management</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module is also applicable for the study program Energy Management B.Sc., under prerequisites in the study program Business Administration B.Sc.</p>
11	<p>Literature</p> <p>Ahrend, Klaus (2014). Corporate Governance in the Energy Industry - Between Corporate Value and Public Value.</p> <p>Bogumil, Jörg; Holtkamp, Lars (2006): Local politics and local government. A practice-oriented introduction. Bonn: Springer VS</p> <p>Gomez, Peter/Meynhardt, Timo (2013): Organizations create value for society. Hamburg: Murmann</p> <p>Gomez, Peter/ Meynhardt, Timo (2014): Public value - Creating social value as a corporate Mandatory. Wiesbaden: Springer Gabler</p> <p>Horner, Louise/ Fauth, Rebecca/ Mahdon, Michelle (2007): Creating public value: Case studies. The work foundation Oschiensky, Frank (2010): New governance model and administrative modernization; [http://www.bpb.de/politik/innenpolitik/arbeitsmarktpolitik/550]</p> <p>Röber, Manfred (2012). Institutional diversity and new confusion: future perspectives of efficient governance of public tasks between public management and public governance (Vol. 212). BWV Publishers</p> <p>Schedler, Kuno/Siegel, John Philipp (2005). Strategic management in municipalities: An integrative approach with reference to governance and human resource management. Study/edition der Hans-Böckler-Stiftung, 116.</p>

1	Module name Human resources management and (personnel) leadership
1.1	Module abbreviation 542
1.2	Type Mandatory
1.3	Course Human resources management and (personnel) leadership
1.4	Semester Semester 4
1.5	Module manager Prof. Dr. Friederike Edel, Prof. Dr. Werner Stork
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Classification of human resource management in business administration, in particular the interrelationships and connection to strategy development, organization and management, and administrative culture. • Public-law framework of human resources management • Actors, responsibilities and objectives of personnel management • Human resources management functions, in particular strategic functions such as personnel planning and -change as well as personnel development • Motivation and leadership, especially public service motivation • Leadership theories, leadership styles, leadership concepts and leadership behavior • Public Sector Leadership • Selected future topics of personnel management in the public sector, e.g. demographically sensitive personnel policy, diversity management, integration of career changers, new forms of work, digitalization in personnel management. • Personality skills / cross-cutting objectives: Communication and dealing with conflicts, self-leadership, resilience and coaching.

<p>3</p>	<p>Targets</p> <p>Knowledge:</p> <p>Students have gained an overview of the most important frameworks and theories of human resource management, as well as motivation and leadership theories. Students will be able to</p> <ul style="list-style-type: none"> • Classify human resource management as an operational function and identify the key interrelationships in terms of strategy, organization, management and administrative culture, • present the basic requirements for and tasks of human resources management, • describe the core task areas of personnel management and present the concepts, methods and tools commonly used here, • Explain the basic concepts of motivation and human resource management, • explain the dimensions of leadership and the specific aspects of leadership. They are familiar with leadership concepts such as "servant leadership" and "manager as coach". <p>Skills:</p> <p>They are able to relate this content to the context of the public sector and to critically discuss and reflect on current issues. Thus, they are able to shape the change of human resource management in the public sector, also with regard to taking on a leadership role. Students recognize the importance of leadership theory in a democratic context.</p> <p>They have practical knowledge for reflecting on, understanding and solving problems of leading and being led, taking into account the specific conditions for this in administrations. They can apply leadership concepts such as "servant leadership" and "executive as coach" to specific and appropriate leadership tasks and situations.</p> <p>Competencies:</p> <p>The students are able to sensitively perceive the complexity of human resource management approaches as well as to critically reflect on their own role in relation to superiors and employees in human resource development processes. In the context of practice situations and reflection tasks, students have identified leadership challenges and further developed their leadership skills. The students can also personally comprehend the attitude of a leader as a "supporter" or as a "coach" and apply it to selected situations in the context of their studies (situations with leadership elements or with elements of decision-making and implementation) and reflect on them with regard to the quality of results, the quality of processes and the quality of relationships. They possess social competencies required for teamwork (critical and conflict skills, readiness for action, etc.).</p>
<p>4</p>	<p>Teaching and learning methods</p> <p>Lecture (L) and exercises (E) (case studies) and excursion</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a presentation in small groups with a speaking time of approx. 15 minutes per person as well as a written elaboration on the presentation, which will count for 70% of the module grade.</p> <p>Preliminary examination in the form of a learning diary accompanying the lecture in individual performance. The preliminary examination is graded and accounts for 30% of the module grade.</p> <p>The examination performance and the preliminary examination performance can be repeated in the following year. Passing the preliminary examination is a prerequisite for participation in the examination.</p>

7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Gourmelon, Andreas. et al. (2009): Personnel selection in the public sector. Baden Baden.</p> <p>Malik, Fredmund, (2006): Lead, Perform, Live: Effective management for a new age. Frankfurt: Campus-Verlag</p> <p>Rosenstiel, Lutz von; Regnet, Erika; Domsch, Michel E. (Eds.) 2009: Führung von Mitarbeitern. 6th ed., Stuttgart: Schäffer-Poeschel.</p> <p>Stock-Homburg, R. 2013: Personalmanagement. 3rd ed., Wiesbaden. Thom, Norbert (2008): Modern human resource development. Wiesbaden.</p> <p>Weibler, Jürgen (2016): Personalführung 3. edition, Munich: Vahlen Verlag.</p>

1	Module name Selected aspects of law in public management
1.1	Module abbreviation 543
1.2	Type Elective
1.3	Course Two events from the SuK area on aspects of law in public management.
1.4	Semester Semester 4
1.5	Module manager Study program management of the accompanying study program SuK
1.6	Other teachers Teachers in the accompanying study SuK
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • The module includes courses from the SuK subject area "Politics, Institutions & Society" at the SuK I or SuK II level in terms of a positive list. • Courses to be selected include, but are not limited to: <ul style="list-style-type: none"> ○ Basic principles of construction planning law ○ Introduction to environmental law ○ Data protection law ○ Renewable energy law ○ Etc.

3	<p>Targets</p> <p>Knowledge:</p> <p>In addition to the intended subject-specific knowledge, students acquire further legal knowledge for responsible professional and private action in a democratic and social constitutional state. Students will be familiar with the different areas of law and the most important legal provisions applicable to them. They know decision-making mechanisms of national, European and international politics as well as the functioning of formal and informal institutions.</p> <p>Skills:</p> <p>Students develop an understanding of the interrelationships of the areas of law with technical, political and economic aspects, are able to analyze legal issues and find appropriate solutions. They can transfer what they have learned to new cases in the fields of law and are able to analyze constellations of action on the basis of legal requirements, to combine this with the other requirements and to develop and critically classify solutions on this basis.</p> <p>Competencies:</p> <p>The students are enabled to expertly and critically examine their own professional tasks and their own professional field and area of expertise in the context of society as a whole, to act in a future-oriented and responsible manner in a democratic and social constitutional state, and to engage in interdisciplinary cooperation and intercultural communication.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L) or seminar (S), usually 2 times 2 SWS</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Written exam (60 min. to 90 min.), lecture (20 min.) with written elaboration (approx. 8 to 10 pages), presentation or term paper, etc. The specific form of examination depends on the chosen SuK event.</p> <p>Possibilities to repeat the examinations exist in the following semester or within the academic year (depending on the chosen SuK course).</p> <p>The share of each examination performance in the module grade is 50%.</p>
7	<p>Necessary knowledge</p> <p>See description of the respective SuK module.</p>
8	<p>Recommended knowledge</p> <p>See description of the respective SuK module.</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module includes two courses of 2 SWS each (4 SWS in total). Elective courses for this module are offered every semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Will be announced at the beginning of the respective event.

1	Module name Administration - Democracy - Ethics
1.1	Module abbreviation 544
1.2	Type Mandatory
1.3	Course Two events from the SuK area on administration - democracy - ethics
1.4	Semester Semester 4
1.5	Module manager Study program management of the accompanying study program SuK
1.6	Other teachers Teachers in the accompanying study SuK
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Management <ul style="list-style-type: none"> - Administrative reforms, decentralizations and privatizations and their impact on discretionary powers, conflicts of interest and controls - Dealing with sponsorship and lobbying - Administrative transparency and freedom of information • Democracy and governance <ul style="list-style-type: none"> - Fundamentals of democracy (research) in Germany - Structure of the state of the Federal Republic and legislative process - critical view: Problematization of anti-democratic tendencies - Involvement of non-state actors in political processes - 'Division of labor' between state and non-state actors (highways, tolls, etc.) - Criticism of the governance concept (political legitimacy of non-state actors; accountability; outsourcing of original state tasks; neoliberal denationalization) • Ethics <ul style="list-style-type: none"> - Codes of Conduct in Public Administration - Issues of corruption, transparency and accountability - Intercultural action competencies as well as current developments on the topics of diversity and ethics

3	<p>Targets</p> <p>Knowledge:</p> <p>Students are familiar with the different actors in a democratic state and understand their different approaches to asserting their political interests. Based on this, they can understand and analyze the problems of social change in contemporary society. They know and learn the political, social and cultural prerequisites of modern administrative action and practice looking at concrete problems of municipal realities.</p> <p>Skills:</p> <p>Students are able to analyze examples from administrative practice and use the methods acquired to develop targeted solutions.</p> <p>Competencies:</p> <p>Students possess competencies to create new (own) concepts for complex, divergent situations and requirements for action, to recognize the basic democratic order and ethical responsibility in society and to strengthen them with their own initiative, as well as to explicate and independently advance professional and personal development and to assume responsibility in working and learning contexts.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L), seminar (S), project work, group work, business game, etc. usually 2 times 2 SWS</p> <p>Media used: communication media for group work (including chats, instant messaging, cloud storage, and content management systems), presentation media for presenting findings (including projector, whiteboard, flipchart, smartboard, metaplan).</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Written exam (60 min. to 90 min.), lecture (20 min.) with written elaboration (approx. 8 to 10 pages), presentation or term paper, etc. The concrete form of examination depends on the chosen SuK course.</p> <p>Possibilities to repeat the examinations exist in the following semester or within the academic year (depending on the chosen SuK course).</p> <p>The share of each examination performance in the module grade is 50%.</p>
7	<p>Necessary knowledge</p> <p>See description of the respective SuK module.</p>
8	<p>Recommended knowledge</p> <p>See description of the respective SuK module.</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module includes two courses of 2 SWS each (4 SWS in total). Elective courses for this module are offered every semester.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the Business Administration B.Sc. program.</p>

11 Literature

Will be announced at the beginning of the respective event.

1	Module name Project management in the public sector
1.1	Module abbreviation 545
1.2	Type Mandatory
1.3	Course Project management in the public sector
1.4	Semester Semester 4
1.5	Module manager Prof. Dr. Werner Stork
1.6	Other teachers Prof. Dr. Friederike Edel, Prof. Dr. Anke Kopsch
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Definition of projects - delimitations and understanding (also DIN 69901 for project management) • Types of projects and forms of project management (classic and agile) • Goals, procedures and processes as well as phases of projects • Goal-setting processes, planning processes, controlling and steering processes • Important elements, tools and success factors in projects (including milestones, work packages, planning methods, stakeholder management, project organization) • Communication and motivation in the project • Project completion and documentation

3	<p>Targets</p> <p>Knowledge:</p> <p>The students know the essential elements of project management as well as the dynamics and challenges of projects. They are familiar with the special features of projects in the public sector. They are sensitized to the appropriate handling of the clients, the stakeholders as well as the various project employees and their different functions and roles in projects. Students are familiar with presentation media and can use them in a targeted manner.</p> <p>Skills:</p> <p>Students have the skills to initiate, plan, execute and control projects. They take into account the specifics of the public sector in all phases of the project management cycle. They are able to apply and use the basic techniques of presentation in an addressee-appropriate manner, they use different media (context- and situation-related), give presentations and are able to reflect and defend their results and approach.</p> <p>Competencies:</p> <p>Students master methodical instruments for project initiation, planning, implementation, controlling and completion with regard to personnel, costs, deadlines and quality and can present project results appropriately. They demonstrate a high level of self-direction and teamwork skills in project management. You are open to other perspectives and creative in developing solutions. You cope with difficulties and setbacks and recognize new perspectives and opportunities in them.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L), exercises (E), project work (in a project group)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes and in the form of a practical exercise in group work (project work).</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the preliminary examination is determined by the responsible teacher at the beginning of the semester.</p> <p>Repeat opportunities for the examination performance and, if applicable, the preliminary examination performance exist in the following year.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>

10	Usability of the module The module can also be used for the Business Administration B.Sc. program.
11	Literature Meyer, Helga/Reher, Heinz-Josef (2016): Project management: from definition to project planning to successful completion. Wiesbaden: Springer Gabler Patzak, Gerold/Rattay, Günter (2014): Project management: guide to managing projects, project portfolios and project-oriented companies. Vienna: Linde

1	Module name E-government and digitization
1.1	Module abbreviation 546
1.2	Type Mandatory
1.3	Course E-government and digitization
1.4	Semester Semester 4
1.5	Module manager Prof. Dr. Tilmann Drebes
1.6	Other teachers Lecturers of the department W
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Communicate and clarify current developments around e-government and digitization. • Clarify and explain key terms and be able to apply them in new situations. • Know specific contexts of action and actors/stakeholders and their expectations at the federal, state, and local levels and be able to understand and apply interplay. • Know the online access law as a special framework, know the contents for the modernization of the administration as well as transfer and apply the knowledge to new action situations. • Understand transformation processes of e-government and digitization with phases and be able to apply them situationally. • Experience empirical insights into the reality of transformation processes to e-government and digitization processes in administrations and public service organizations and be able to develop action strategies.
3	Targets Knowledge and skills: At the end of this course, students will know and understand the fundamental necessity of modernizing administrations by means of e-government and digitization from an interdisciplinary perspective. As a result, they will be able to act appropriately in new situations. To this end, they have a multidimensional basic understanding of the significance of e-government and digitization for public service institutions in Germany.

They are able to place developments in Germany in the European context and compare e-government and digitization with other European developments. They know and understand what e-government means and what goals are pursued by means of e-government and digitization. The students are familiar with corresponding transformation processes and real context experiences and know that this topic is not just about the one-sided and one-dimensional implementation of technology and software. In addition to the advantages, students also know the disadvantages or risks that can be associated with e-government and digitization and are able to assess situations and developments in a correspondingly differentiated manner.

Skills:

As a result, students are able to comprehensively assess the topic area of e-government and digitization and participate in current developments and new tasks and contribute accordingly. They are able to act competently in a given situation. In addition to the intended consequences of action, they can also consider, discuss, describe and assess the unintended consequences of action in eGovernment and digitization. New problems arise, particularly during implementation, and must be solved competently, quickly and according to the situation. Students are able to apply their acquired knowledge and transfer and apply it to new action situations by means of innovation transfer. Through this, the subject achieves the goal as well as providing the skill to promote and strengthen the students' organizational action competence on the topic of e-government and digitalization in a multidimensional way.

Competencies:

In addition to learning and applying appropriate knowledge to the above topic area, students will significantly develop three competencies in this course:

Methodological competencies: Students develop their methodological competencies by analyzing problems and developing new strategies for action through exercises and case studies, as well as in the context of actual practical experiences. Text analysis and interpretation are also part of this.

As a result, students develop their problem-solving skills.

Social Skills: Students develop their social skills through group work and case studies. Through this, their communication and cooperation skills are encouraged and challenged, their ability to work in teams and resolve conflicts is developed, and they learn to reach compromises through negotiation.

Human Resource Competencies: The students develop their personal competencies with regard to an awareness of responsibility and quality within the framework of the case studies and group work. They learn what it means to be perceived as a representative of the university in the public outside the university and what responsibility this entails. Through a teaching and learning coaching by means of self-image and external image analysis, the students develop a realistic image of themselves.

This achieves the goal of developing, promoting, and challenging a personal competence in "learning to learn."

4 Teaching and learning methods

Seminar lecture (L)

Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)

5 Workload and Credit Points

Total workload of 150 hours for 5 credit points (CP)

Attendance time: 64 hours

Self-study: 86 hours

6	<p>Form of examination, duration and examination requirements</p> <p>Examination in the form of a written exam (also e-exam) of 60 - 90 minutes or a lecture (20 minutes) with an elaboration of 8 - 10 pages.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>None</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Drebes, Tilmann (2019) "Innovation transfer as a social-organizational process." Baden-Baden: Nomos Verlag.</p> <p>Heuermann, Roland; Tomenendal, Matthias; Bressemer, Christian (2018) "Digitalisierung in Bund, Länder und Gemeinden. IT organization, management and recommendations". Berlin: Springer Verlag.</p> <p>Lühr, Hans; Jabkowski, Roland; Smentek, Sabine (2019) "Handbuch Digitale Verwaltung". Wiesbaden: Kommunal- und Schul-Verlag.</p> <p>Klenk, Tanja; Nullmeier, Frank; Wewer, Göttrik (2020) "Handbuch Digitalisierung in Staat und Verwaltung". Wiesbaden: Springer Fachmedien.</p> <p>Schenk, Birgit; Schneider, Claudia (2019) "Mit dem digitalen Reifegradmodell zur digitalen Transformation der Verwaltung. Guide for organizational design on the way to the smart city". Berlin: Springer Verlag.</p> <p>Schmid, Andreas (2019) "Verwaltung, eGovernment und Digitalisierung. Fundamentals, concepts and use cases". Wiesbaden: Springer Fachmedien.</p> <p>Streicher, Hans Werner (2018) "Digital Transformation in Public Administration. Practical handbook for project managers and executives". Berlin: Springer Verlag.</p> <p>Piesold, Ralf-Rainer (2021) "Kommunales E-Government. Grundlagen und Bausteine zur Digitalisierung von Verwaltungen", Berlin: Springer Verlag.</p>

1	Module name Ecosystems of general interest
1.1	Module abbreviation 551
1.2	Type Mandatory
1.3	Course Ecosystems of general interest
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Timo Braun
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Introduction to selected fields of public services: <ul style="list-style-type: none"> ○ Education Management, ○ Energy Management, ○ Health Management, ○ Infrastructure Management, ○ Cultural Industries, ○ Traffic and transportation, ○ Housing industry, ○ Other areas. • Private-sector target systems and common good/pubic value orientation • Stakeholders in the field of public organizations (intra- and inter-organizational) as well as relevant stakeholders in the field of private business • Institutional arrangements for the performance of public tasks, privatization, PPP and re-municipalization. • Qualities of interorganizational relations (vertical, horizontal, lateral) as well as levels of relations (organizations, networks, clusters, organizational fields, society) • Characteristics of interorganizational relationships (market relationships, hierarchical relationships, network relationships) • Network Relationship Management • Services of general interest and digitization • Services of general interest and sustainable development

<p>3</p>	<p>Targets</p> <p>Knowledge: Students will be able to</p> <ul style="list-style-type: none"> • give an overview of the concept, fields and tasks of services of general interest contained therein. • explain the different target systems of private-sector and public-sector actors and, in particular, reflect on the tensions they contain. • describe the complexity due to the variety of interacting actors and their networks of relationships. • Know approaches to network management and relate them to practical phenomena of public service. • recognize current challenges in the area of digitization and sustainability management in the area of services of general interest and systematize them using established concepts and theories. <p>Skills: Students will be able to</p> <ul style="list-style-type: none"> • recognize institutional arrangements in the differentiated public sector and understand the role of different groups of actors and organizations from the perspective of public management and public governance. • recognize the relevant actors of the system as well as the complex interrelationships, classify them transdisciplinarily and align their own actions accordingly (especially with regard to the management of inter-organizational cooperations and networks). • independently analyze and reflect on concrete institutional specifics, restrictions and multiple rationalities in the management of public tasks. • Collect, evaluate, and interpret relevant information for their areas of work and learning. <p>Competencies:</p> <p>Students are able to link their knowledge with other fields of knowledge and to participate in a problem-aware and competent manner in collective processes that are carried out across organizations between public and private institutions in a responsible position. This relates in particular to the coordination and management of interorganizational network relationships.</p>
<p>4</p>	<p>Teaching and learning methods</p> <p>Seminar-like lecture (L) with exercises based on case studies (E) as well as parts of a self-study. Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan).</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or an elaboration of a case study in the form of a student research project.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
<p>7</p>	<p>Necessary knowledge</p> <p>None</p>

8	Recommended knowledge None
9	Duration, time structure and frequency of the offer The module covers one semester with 4 SWS and is offered once a year in the summer semester.
10	Usability of the module The module cannot be used for other courses of study.
11	Literature Klimmer, Matthias (2020): Corporate organization. Herne: nwb Mause Karsten (2018): Daseinsvorsorge. In: Voigt R. (ed.) Handbook of government. Wiesbaden: Springer VS Neu, Claudia (2009): Daseinsvorsorge: a sociological approach. Wiesbaden: VS Verlag Schreyögg, Georg/Koch, Jochen (2014): Fundamentals of management: basic knowledge for study and practice. 3rd ed.; Wiesbaden: Springer Gabler Sydow, Jörg/Duschek, Stephan (2011): Managing interorganizational relationships: Networks - clusters - alliances. Stuttgart: Kohlhammer Thommen, Jean-Paul (2002): Management and organization - concepts, instruments, implementation. Zurich: Versus Vahs, Dietmar (2019): Organization - Introduction to organizational theory and practice. Stuttgart: Schäffer-Poeschel

1	Module name Sustainable investment and financing
1.1	Module abbreviation 552
1.2	Type Mandatory
1.3	Course Sustainable investment and financing
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Christopher Almeling, Hanns Rüsçh
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content <ul style="list-style-type: none"> • Deferral of investments to other expenses • Procurement • Investment calculation methods (static and dynamic calculation methods: Cost comparison, profit comparison, utility analysis, net present value method). • Definition sustainability • Conflict between a sustainability and a higher expenditure to achieve sustainability and the principle of economy. • Interest calculations, determination of present and terminal values, interest methods • Investment opportunities taking sustainability into account • Internal and external financing / equity and debt capital • Financial planning / recent developments in the financial sector
3	Targets Knowledge: Students will know and understand concepts of sustainability as well as the key steps in an investment process, investment appraisal procedures, and possible financing alternatives.

	<p>Skills:</p> <p>Students are able to review and select investment appraisal methods for their suitability, also against the background of sustainability, to independently perform investment appraisals and utility analyses, and to structure and classify types of financing.</p> <p>Competencies:</p> <p>Students have the skills to critically analyze and discuss investment alternatives with regard to their impact on the environment and financing.</p>
4	<p>Teaching and learning methods</p> <p>Lecture (L) and exercise (E)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written examination (also e-examination) of 60 - 90 minutes or a term paper - also in group work - of 8 - 12 weeks.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Modules "Fundamentals of Public Accounting and Controlling", "Sustainable Development</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Däumler, Klaus-Dieter / Grabe, Jürgen (2014): Fundamentals of investment and profitability analysis. Herne: NWB

Olfert, Klaus (2019): Investment. Herne: NWB

Olfert, Klaus (2017): Financing. Herne: NWB

Perridon, Louis / Steiner, Manfred / Rathgeber, Andreas W. (2016): Financial economics of business. Munich: Vahlen

1	Module name Municipal tax and corporate law
1.1	Module abbreviation 553
1.2	Type Mandatory
1.3	Course Municipal tax and corporate law
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Philipp Thiele
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>This module deals with the specifics of corporate and tax law in the public sector. In the area of corporate law, municipalities can choose between legal forms under private law (esp. GmbH, AG) and legal forms under public law (e.g. Eigenbetrieb, AöR). In this context, not only the aforementioned legal forms but also possibilities of inter-municipal cooperation (special-purpose association) and cooperation with the private sector (public-private partnership) as well as the trend towards remunicipalization of services of general interest are conveyed and discussed.</p> <p>In addition to their actual core tasks, municipalities and public sector entities are increasingly pursuing economic objectives, so that in this context the distinction between sovereign enterprises and commercial enterprises in particular will be the subject of this module. The latter are subject to income taxes, which will be taught in this module. To the extent that public sector enterprises pursue non-profit purposes, they receive tax benefits, which will be presented in an overview within the scope of this module.</p>

3	<p>Targets</p> <p>Knowledge:</p> <p>Students in this module will be able to explain the specifics and challenges of municipal corporate and tax law.</p> <p>Skills:</p> <p>Students will be able to assess the impact of corporate law structures on the implementation of political objectives and distinguish between the types of corporate law discussed. They will be able to apply the rules of municipal tax law to typical issues and weigh up the tax advantages and disadvantages of corporate law structures.</p> <p>Competencies:</p> <p>Students will be able to evaluate the effects of corporate and tax law decisions and make recommendations for action in this regard.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L)</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form of a written exam (also E-exam) of 60 - 90 or an oral exam of 15 - 45 minutes.</p> <p>Preliminary examinations (e.g. completion of exercises) - also in group work - are possible. Preliminary examinations can be graded or ungraded. In the case of graded preliminary examinations, the share of the module grade may not exceed 30%.</p> <p>The form of the examination and, if applicable, the form of the preliminary examination will be determined by the responsible teacher at the beginning of the semester.</p> <p>The examination and, if applicable, the preliminary examination can be repeated in the following semester.</p> <p>If preliminary examinations are required, passing the preliminary examination is a prerequisite for participation in the examination.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Introduction to the law</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Birk, Dieter/Desens, Marc/Tappe, Henning (2020): Steuerrecht. Heidelberg: C.F.

Müller Cronauge, Ulrich (2016): Kommunale Unternehmen. Berlin: Erich Schmidt

Verlag

Seibold-Freund, Sabine (2015): Besteuerung von Kommunen: Regiebetrieb, Eigenbetrieb und kommunale GmbH im Ertragsteuer-, Grundsteuer-, Umsatzsteuer- und Gemeinnützigkeitsrecht. Berlin: Erich Schmidt Verlag

1	Module name Socio-economic sustainability in transformation
1.1	Module abbreviation 554
1.2	Type Mandatory
1.3	Course Socio-economic sustainability in transformation
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Friederike Edel, Dr. Bedia Sahin
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content The content of the seminar module "Socio-economic Sustainability in Transformation" is the independent in-depth scientific examination of topics in the field of public or non-profit management.
3	Targets Knowledge: The students know the necessary literature research and analysis methods for scientific work. -management methods, as well as the formal requirements for writing a scientific paper. Skills: Students are able to develop scientific knowledge by addressing current problems. Students will be able to present their findings in a way that is appropriate for the target group. Competencies: Students independently develop solution paths and strategies to solve the given problem. Students are able to evaluate the texts of others with regard to compliance with the standards of science-oriented text production.
4	Teaching and learning methods Seminar (L) possibly in group work Media used: communication media for group work (including chats, instant messaging, cloud storage, and content management systems), presentation media for presenting findings (including projector, whiteboard, flipchart, smartboard, metaplan).

5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP).</p> <p>Attendance time: 64 hours (presentation of findings and final reports, coordination in the group)</p> <p>Self-study: 86 hours (literature work and preparation of the term paper and presentation).</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination in the form of a term paper, possibly in group work, and in the form of a presentation of 10 - 20 minutes per presenter.</p> <p>The exam can be repeated in the following semester.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Working methodology</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>
11	<p>Literature</p> <p>Depending on the topic of the term paper.</p>

1	Module name PuMa project
1.1	Module abbreviation 555
1.2	Type Mandatory
1.3	Course PuMa project
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Werner Stork
1.6	Other teachers Prof. Dr. Christopher Almeling, Prof. Dr. Friederike Edel, Prof. Dr. Anke Kopsch
1.7	Degree level Bachelor
1.8	Teaching language German
2	Content The content of the PuMa project is the application of project management techniques and other basic skills to practical cases (projects), especially in the field of public and non-profit management in group work (teams). The individual projects offered are newly designed each semester by the faculty and communicated to the students - in addition, students can contribute their own project ideas.
3	Targets Knowledge: The students know the challenges of project work in a group and can explain the importance of coordinating the activities of the individual acting persons. They are able to work out the significance of important elements, tools and success factors in projects and present them in relation to a concrete project.

	<p>Skills:</p> <p>Students are able to apply project management techniques in a targeted manner and in the context of a specific project. In doing so, they will be able to define and delimit the project goals, structure the project task, implement plans and control and monitor the project success. In addition, they are able to present the project results in a comprehensible and target group-oriented manner.</p> <p>Competencies:</p> <p>Students independently develop solution paths and strategies for mastering the project task. By distributing tasks and controlling and monitoring the achievement of objectives, they acquire important leadership skills. They demonstrate a high level of self-direction and teamwork skills in project management. They are open to other perspectives and creative in developing solutions. They overcome difficulties and setbacks and recognize new perspectives and opportunities in them.</p>
4	<p>Teaching and learning methods</p> <p>Project work in the group - supported by lecture elements</p> <p>Media used: communication media for project work (including chats, instant messaging, cloud storage and content management systems), presentation media for presenting project results (including projector, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP).</p> <p>Attendance time: 64 hours (presentation of progress reports and final reports, coordination in the project team)</p> <p>Self-study: 86 hours (other activities in the individual project phases of planning, implementation and completion)</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination performance in the form</p> <ul style="list-style-type: none"> • of project management (practical exam) • a presentation of the progress reports (approx. 30 to 60 minutes) and the final project report (approx. 60 to 120 minutes) (share in the module grade at least 30%) • a written project report (maximum share of 70% in the module grade) <p>The examination can be repeated in the following year.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Attendance of the module "Project Management in the Public Sector"</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the summer semester.</p>
10	<p>Usability of the module</p> <p>The module can also be used for the Business Administration B.Sc. program.</p>
11	<p>Literature</p> <p>Project Management Institute: A Guide to the Project Management Body of Knowledge.</p> <p>Pennsylvania/USA Further literature depending on the objective of the project.</p>

1	Module name Public Service Design
1.1	Module abbreviation 556
1.2	Type Mandatory
1.3	Course Public Service Design
1.4	Semester Semester 5
1.5	Module manager Prof. Dr. Friederike Edel
1.6	Other teachers
1.7	Degree level Bachelor
1.8	Teaching language German
2	<p>Content</p> <p>Note: This module is partially based on the curriculum "Teaching Public Service in the Digital Age" (https://www.teachingpublicservice.digital/de/syllabus)</p> <ul style="list-style-type: none"> • Introduction to Service Design • User-centeredness and co-creation • Requirements, specifics and framework of public service design • Meaning and importance of accessibility • Methods and instruments of public service design • Practical examples of public service design • Basic design exercise as a use case
3	<p>Targets</p> <p>Knowledge:</p> <p>In this module, students will learn to describe the methodology (or framework) of human-centered design and its associated practices and techniques. They will be able to describe the meaning and importance of accessibility.</p>

	<p>Skills:</p> <p>They are able to explain what good design is, why it is important, and why bad design is costly and counterproductive. You will understand how human-centered design can be useful in a policy context. You will be able to develop your own service design solutions to practice issues faced by public sector organizations.</p> <p>Competencies:</p> <p>They have developed a better understanding of a problem in basic design exercises, have tested the interaction of different competencies in teams for a common solution, and have improved their creativity, willingness to take responsibility and make decisions, as well as their ability to work independently in a team, and their communication and presentation skills. In this module, they take responsibility in their own learning context. Students have strengthened a user-centered and service-oriented public management attitude in terms of their personal development. They are open to new ideas, understand mistakes as learning opportunities, and recognize that creativity and innovation are long-lasting and cyclical processes of small successes and consistent mistakes.</p>
4	<p>Teaching and learning methods</p> <p>Seminar lecture (L) with exercise (E) in small projects</p> <p>Media used: communication media (e.g. electronic learning platforms), presentation media (e.g. beamer, whiteboard, flipchart, smartboard, metaplan) (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
5	<p>Workload and Credit Points</p> <p>Total workload of 150 hours for 5 credit points (CP)</p> <p>Attendance time: 64 hours</p> <p>Self-study: 86 hours</p>
6	<p>Form of examination, duration and examination requirements</p> <p>Examination in the form of a presentation of the project results in small groups with a presentation time of approx. 15 minutes per person as well as a written elaboration on the project of 8 - 10 pages or a written exam of 60 - 90 minutes.</p> <p>The form of the examination is determined by the responsible teacher at the beginning of the semester. The examination can be repeated in the following year.</p>
7	<p>Necessary knowledge</p> <p>None</p>
8	<p>Recommended knowledge</p> <p>Successful attendance of the module "Project Management in the Public Sector" is recommended.</p>
9	<p>Duration, time structure and frequency of the offer</p> <p>The module covers one semester with 4 SWS and is offered once a year in the winter semester.</p>
10	<p>Usability of the module</p> <p>The module cannot be used for other courses of study.</p>

11 Literature

Bason, Christian (2018): *Leading Public Sector Innovation 2E: Co-creating for a Better Society*. Policy press. Chapter 7

Eisenmann, Thomas/ Ries, Eric/Dillard, Sarah (2012): *Hypothesis-driven entrepreneurship: the lean startup*. Harvard Business School Entrepreneurial Management Case, (812-095).

Mager, Birgit (ed.), *Shaping Policy. Service Design in the Public Sector*. Cologne: KISD

Moynihan, D., Herd, P., & Harvey, H. (2015): *Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions*. *Journal of Public Administration Research and Theory*, 25(1), 43-69.

Romme, A. G. L., & Meijer, A. (2020): *Applying design science in public policy and administration research*. *Policy & Politics*, 48(1), 149-165

Technology Foundation Berlin (2020): *Public Design. Handbook for innovative work in administration*. Berlin: CityLAB

1	Module name Practical module
1.1	Module abbreviation 561
1.2	Type Mandatory
1.3	Course Practical module
1.4	Semester Semester 6
1.5	Module manager Prof. Dr. Christopher Almeling
1.6	Other teachers All teachers at the department of economics
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	Content The practical module is to be completed as a practical activity in organizations of the public sector or the non-profit sector and addresses issues with concrete and current practical relevance, the solution of which requires subject-related in-depth knowledge and interdisciplinary knowledge and skills.
3	Targets Knowledge: Students will be able to, <ul style="list-style-type: none"> • describe the service production and utilization process of the organization in which the practical activity was carried out, • classify the department or organizational area in which the practical activity was carried out, • describe the task of the department or organizational area in which / which the practical activity was carried out, and • Describe the activities performed. Skills: Students are able to apply the relevant knowledge, skills and competencies acquired during their studies to practical issues. They are able to classify the processes found in practice in the corresponding, current state of science. Competencies: The students are able to critically question and evaluate the processes found in practice on the basis of the corresponding, current state of science.

4	Teaching and learning methods Professional practice activities in a public sector organization or non-profit sector. Media used: communication media (including email), presentation media for the presentation of the activities carried out (including beamer, whiteboard, flipchart, smartboard, metaplan).
5	Workload and Credit Points Total workload of 450 hours for 15 credit points (CP) for the performance of the practical activities and for the processing, presentation of the results.
6	Form of examination, duration and examination requirements Examination in the form of a practical report (75% of the module grade) and a presentation (25% of the module grade). The examination can be repeated in the following semester.
7	Necessary knowledge None
8	Recommended knowledge Depending on the content of the practical activities
9	Duration, time structure and frequency of the offer The module includes a practical phase of at least 10 weeks and is offered once per semester.
10	Usability of the module The module can also be used for the Business Administration B.Sc. program.
11	Literature Depending on the content of the practical activities

1	Module name Bachelor thesis module
1.1	Module abbreviation 562
1.2	Type Mandatory
1.3	Course Bachelor thesis module
1.4	Semester Semester 6
1.5	Module manager Prof. Dr. Christopher Almeling
1.6	Other teachers All teachers at the department of economics
1.7	Degree level Bachelor
1.8	Teaching language German or English
2	Content The bachelor thesis module consists of a bachelor thesis and a colloquium. It includes the independent preparation of a paper on a defined topic according to scientific methods and its presentation.
3	Targets Knowledge: Students are able to explain the requirements of scientific work and to describe challenges (e.g. literature research and source management, compliance with formal requirements, structuring of topics, comprehensible, balanced and error-free formulation) as well as efficient possible solutions in this regard. Skills: The students are able to work on a problem from the field of public management independently and practice-oriented according to scientific methods by linking, deepening and presenting specific areas of knowledge within the framework of the topic. Furthermore, the students are able to present the knowledge gained from the preparation of the bachelor thesis in a comprehensible and target group-oriented manner. present. For this purpose, they are able to develop an objective of the work on the basis of a problem and, by applying scientific methods, to develop a comprehensible, balanced and error-free result that leads to a gain in knowledge. Competencies: The students are able to evaluate the knowledge gained during the preparation of the bachelor thesis and to draw conclusions from it.

<p>4</p>	<p>Teaching and learning methods</p> <p>Thesis</p> <p>Media used: communication media (e.g. email), presentation media for the presentation of the activities carried out (e.g. beamer, whiteboard, flipchart, smartboard, metaplan)</p>
<p>5</p>	<p>Workload and Credit Points</p> <p>Total workload of 450 hours for 15 credit points (CP) for the preparation of the bachelor thesis and for the processing, presentation and presentation of the results.</p>
<p>6</p>	<p>Form of examination, duration and examination requirements</p> <p>Examination in the form of the Bachelor thesis and the colloquium. The examination can be repeated in the following semester.</p> <p>Prerequisite for the participation in the module and the examination result from § 12 Abs. 4 BBPO.</p>
<p>7</p>	<p>Necessary knowledge</p> <p>Prerequisite for the participation in the module and the examination result from § 12 Abs. 4 BBPO.</p>
<p>8</p>	<p>Recommended knowledge</p> <p>Depending on the objective of the bachelor thesis</p>
<p>9</p>	<p>Duration, time structure and frequency of the offer</p> <p>The module covers a period of 12 weeks and is offered in both summer and winter semesters.</p>
<p>10</p>	<p>Usability of the module</p> <p>The module can also be used for the Business Administration B.Sc. program.</p>
<p>11</p>	<p>Literature</p> <p>Depending on the objective of the bachelor thesis</p>