

## Syllabus Winter 25/26

### 153082 MU Transferstudie Unternehmensführung: Würth

| I. Course Profile          |   |
|----------------------------|---|
| <b>Course Code</b>         | 153082  |
| <b>Course Name</b>         | Transferstudy Business Management   |
| <b>SPO Semester</b>        | 2   |
| <b>Type</b>                | Core  |
| <b>Sequence</b>            | Every semester  |
| <b>Language</b>            | German & English  |
| <b>Number of ECTS</b>      | 5   |
| <b>Student Workload</b>    | 125 hours   |
| <b>Contact hours</b>       | 22,5 hours = 2 SWS  |
| <b>Independent studies</b> | 102,5 hours   |
| <b>Exam Mode</b>           | LA  |
| <b>Max. # students</b>     | 20  |
| <b>Prerequisites</b>       | Research Methods, Research Study (Basics)   |
| <b>webpage</b>             | <a href="https://www.hs-heilbronn.de/de/transferstudy">https://www.hs-heilbronn.de/de/transferstudy</a> |

| II. Course Responsible & Instructor |  |
|-------------------------------------|--|
| <b>Course Responsible</b>           | Prof. Dr. Susanne Wilpers  |
| <b>Contact information</b>          | Office: S 3.25, Office hours by appointment<br>Email: <a href="mailto:Susanne.wilpers@hs-heilbronn.de">Susanne.wilpers@hs-heilbronn.de</a> |

| III. Course Content       |  |
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| <b>Course description</b> | <p>The course offers the students to apply their knowledge in teams of 5-6 students in a real life business problem of the company "Würth" in Künzelsau. They serve as consultants to advise them on the given tasks of different departments. The speaker of the Management Board of Würth holds an internal competition on the topics of the students projects and is also present at the kickoff and final pitches. The students are mentored by the winners of the internal contests at Würth. They are also coached by the course instructor. This course offers a great opportunity to gain insights in the company Würth, work on real life problems and to build a network for the future career.</p> <p>The primary objective of the transfer study is to provide valuable recommendations and solutions for a real-life business case presented by an actual company. Throughout a span of approximately 15 weeks (one semester), students engage in a comprehensive analysis of the given problem, conduct research, and critically evaluate relevant literature. They employ scientific methodologies, such as conducting questionnaires or interviews, to gather essential data and insights.</p> |

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|   | <p>The transfer study entails a systematic approach where students develop a well-structured milestone plan to guide their progress. This plan allows them to address different aspects of the business case systematically and efficiently. As they progress, they aim to identify potential challenges and opportunities, while also crafting innovative and feasible solutions that align with the company's goals.</p> <p>The study culminates with a comprehensive presentation of their findings, conclusions, and recommendations in front of representatives from the collaborating company. This final presentation is a crucial aspect of the study, as it serves as a platform for the students to demonstrate their in-depth understanding of the problem, showcase their research and presentation skills, and propose practical strategies that can benefit the company.</p> <p>The transfer study offers a valuable experiential learning opportunity for students, as it bridges the gap between academic knowledge and real-world applications. By working on a genuine business case, students gain practical insights and experience in dealing with real-world complexities and challenges. Moreover, the collaboration with a real company allows them to understand the dynamics of the business environment and how their academic expertise can be utilized to create tangible impact. Overall, the transfer study serves as a win-win situation, benefiting both the students and the collaborating company. The students acquire hands-on experience and develop essential skills, while the company receives fresh perspectives and potential solutions to their real-world challenges, fostering a mutually beneficial relationship between academia and industry.</p> |  |
| <b>Professional competence: knowledge and understanding Learning objectives</b> | <b>Professional Skills:</b> <ul style="list-style-type: none"> <li>- Knowledge about relevant technological trends and current business problems</li> <li>- Application of theoretical knowledge to real business problems</li> <li>- Application of scientific methods to real business problems</li> <li>- Analytical decision making</li> <li>- Awareness of sustainability/ethical issues</li> </ul> <b>Personal/Social Skills:</b> <ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Project Management</li> <li>- Communication</li> <li>- Focusing on the most important things</li> <li>- Presentation skills</li> <li>- Analytical skills</li> </ul>   |  |
| <b>Contribution to program's learning goals</b>                                 | <p>The learning objectives of this course contribute to the following program learning goals:</p> <ul style="list-style-type: none"> <li>• LG1: Our graduates demonstrate deep knowledge and analytical skills in their field.</li> <li>• LG2: Our graduates successfully apply theoretical concepts to business problems.</li> <li>• LG 3: Our graduates communicate complex ideas accurately and effectively.</li> <li>• LG 4: Our graduates communicate complex ideas accurately and effectively. skills</li> </ul>   |  |
| <b>IT/Digitalization/Tech-nologies</b>  | <p>The students need to apply relevant software to analyze data or transcribe interviews.</p>  |  |
| <b>Literature/ Learning sources</b>   | <p>Students have to do their own literature research, relevant data is provided by the company or has to be</p>  |  |

| III. Evaluation  |   |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|--|---|--|-----|----------------------------------|-----|-----------------------------|-----|--------------------------|-----|--|-----|--|--|--|--|
| Rubrics  | See separate Rubrics Files  |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
| Grading scheme   | <table><tr><th colspan="2">Grading Elements</th></tr><tr><td>A#1: Project plan and milestones</td><td>10%</td></tr><tr><td>A#2: Pitch Würth Consulting</td><td>50%</td></tr><tr><td>A#3: Final documentation</td><td>30%</td></tr><tr><td>A#4: Participation in regular meetings</td><td>10%</td></tr><tr><td></td><td></td></tr></table>   | Grading Elements                       |     | A#1: Project plan and milestones | 10% | A#2: Pitch Würth Consulting | 50% | A#3: Final documentation | 30% | A#4: Participation in regular meetings | 10% |  |  |  |  |
|  |   | Grading Elements                       |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|  |   | A#1: Project plan and milestones       | 10% |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|  |   | A#2: Pitch Würth Consulting            | 50% |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|  |   | A#3: Final documentation               | 30% |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|  |   | A#4: Participation in regular meetings | 10% |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
|  |   |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
| Plagiarism or the unmentioned use of AI Tools or other means of aid will lead to course failure. |   |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
| Unexcused absence at mandatory dates will lead to course failure.                                |   |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |
| Project Diary  | <p>The assessment is generally carried out on a group basis. In justified cases, a differentiation (bonus/malus) is possible.</p> <p>The groups keep a project diary to document the processing of the task, in particular with regard to work packages and contributions of the group members. If necessary, the project diary may serve as a basis for differentiated evaluation; otherwise, the evaluation remains at the group level.</p> |  |     |                                  |     |                             |     |                          |     |  |     |  |  |  |  |

| IV. Course schedule (contact hours with professor, deadlines and assignments) |                       |  |   |                     |
|---|-----------------------|--|---|---------------------|
| Date  | Time                  | Course Topics  | Preparation   | Location            |
| Thursday<br>09.10.25  | 5:30 pm               | Introduction to course and to projects   | Read the material that is already online and bring along all your questions.  | ONLINE              |
| Thursday<br>09.10.25  | Start<br>6 pm         | Registration for projects in ILIAS   | See ilias:<br>tba   | ONLINE              |
| Monday*<br>20.10.25   | 09:45-<br>ca<br>18:00 | Kick-Off @Würth and celebration of 10 years Transferstudy with Würth               | Organize carpools to get there! We will meet at 09:30 in front of tba. We expect you to pay the travel costs on an individual basis. Prepare questions for your Würth representative concerning your project. | Würth, Künzelsau    |
| Friday<br>24.10.25  | 23:00                 | Upload your Project Plan A#1 in ILIAS  |   | ONLINE              |
| Every<br>Tuesday,<br>1-2 pm   | tbd                   | Project Update Meetings with Prof. Wilpers when needed (approx. every second week) |   | ONLINE or Campus    |
| Friday<br>16.01.26<br>3 pm  | tbd                   | "Dress rehearsal" of Final Pitch   | Bring your presentation laptop, presentation on stick, remote control (if necessary)  | ONLINE or on Campus |
| Sun<br>18.01.26   | 23:00                 | Upload your Presentation (Final Pitch)<br>Final Documentation in ILIAS             |   | ONLINE              |
| Monday*<br>19.01.26   | 1 pm-<br>4:30 pm      | A#2 Final Pitch @Würth   | Bring your presentation laptop, presentation on stick, remote control (if necessary)  | Würth, Künzelsau    |
| After pitch   | Tuesday 2-3 pm        | Feedback   | Book one of the feedback slots in ILIAS with your whole group   | Online              |

The individual working hours are not in this course plan. They include regular meetings with the Würth representative, your team and individual work. It is expected to work on the project throughout the whole semester and are scheduled within your group. Make sure, that your appointments do not interfere with other lectures.

Participation is mandatory for all the dates marked with \* in the course schedule. You have to hand in a medical certificate if you cannot attend the meetings.

| <b>V. Additional Work Details/Information</b> |  |
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| <b>A#1: Project Plan and Milestones</b>       | You have to prepare a project plan and milestones for your group assignment. This is due one week after the kickoff at Würth.  |
| <b>A#2: Final Pitch</b>                       | <p>The final pitch in front of board of directors (Würth) will take place on 19.01.2026 at a special event. Your pitch will include a Presentation with:</p> <ul style="list-style-type: none"> <li>• Team introduction</li> <li>• An explanation of your team's interpretation of the problem presented</li> <li>• Details of your proposed solution and the supporting rationale</li> <li>• Critical analysis/discussion of results</li> <li>• Q&amp;A</li> </ul> <p>Your group has max. 20 minutes time for your presentation; plus 10 minutes time for Q&amp;A. The presentation has to be uploaded in ILIAS.</p>  |
| <b>A#3: Final documentation</b>               | <p>The final set of documentation includes:</p> <ul style="list-style-type: none"> <li>• Team introduction</li> <li>• An explanation of your team's interpretation of the problem presented</li> <li>• Details of your proposed solution and the supporting rationale</li> <li>• Critical analysis/discussion of results</li> <li>• process documentation on AI utilization if applicable (see below)</li> </ul> <p>If your slides of the final pitch are comprehensive enough, you may just upload this presentation as "final documentation". If not, please upload the presentation and additional information in a final documentation.</p>  |
| <b>A#4: Participation</b>                     | <p>During regular (online) meetings (approx.. every second week) you should present your recent findings and analysis of your assignment.</p> <p>This includes a final training for the pitch (June), where all groups present to each other.</p>  |
| <b>A#4: Project Diary</b>                     | The groups keep a project diary to document the processing of the task, in particular with regard to work packages and contributions of the group members. If necessary, the project diary may serve as a basis for differentiated evaluation; otherwise, the evaluation remains at the group level.   |
| <b>Declaration of Authorship</b>              | <p>Every assignment needs a signed amendment with the following text. Plagiarism will lead to course failure. Usage of AI has to be declared in a process documentation.</p> <p><b>"Declaration of Authorship</b><br/> I/We hereby declare that the thesis submitted is my/our own work. All relevant means of aid (e.g. AI,...) were stated. All direct or indirect sources used are acknowledged as references.<br/> I/we am/are aware that the assignment in digital form can be examined for the use of unauthorized aid and in order to determine whether the assignment as a whole or parts incorporated in it may be deemed as plagiarism. For the comparison of my/our work with existing sources I agree that it shall be entered in a database where it shall also remain after examination, to enable comparison with future assignments submitted.<br/> This assignment was not previously presented to another examination board and has not been published."</p> |

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| <p><b>Process documentation/AI utilization***</b></p> | <p>I encourage you to use AI tools to prepare your assignments. In order to do a fair grading on your actual contributions and thoughts you put into the assignments, I expect from you to write a process report on the usage of AI tools for ANY assignment. Even if you did not use any AI tools (like deepl, ChatGPT,...), explain why you decided against it. The process documentation should include the aspects of Methodology, Applications, Examples, Reflection. See details below. Further expectations see also below.</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>• Describe the AI tools that were chosen for the assignment and provide a rationale for their selection.</li> <li>• Explain the process followed to integrate and utilize the AI tools in the assignment.</li> </ul> <p>Application of AI Tools:</p> <ul style="list-style-type: none"> <li>• Provide specific information of how AI tools were applied in different stages of the assignment, such as data analysis, research, content generation, proof-reading or problem-solving.</li> <li>• Explain the reasoning behind the selection and application of each AI tool and how it contributed to the overall objectives of the assignment.</li> <li>• Showcase critical thinking by discussing the limitations, challenges, or potential biases associated with the use of AI tools and how they were addressed or mitigated.</li> </ul> <p>Examples and Outcomes:</p> <ul style="list-style-type: none"> <li>• Include exemplary screenshots or examples of the prompts used with AI tools and their corresponding outcomes or results.</li> <li>• Explain the significance of each example and how it influenced or shaped the overall content, insights, or conclusions of the assignment.</li> <li>• Reflect on the effectiveness and reliability of the AI tools used, highlighting any notable insights, discoveries, or challenges encountered.</li> </ul> <p>Reflection and Evaluation:</p> <ul style="list-style-type: none"> <li>• Reflect on your own contributions and critical thinking that went into the assignment, alongside the application of AI tools.</li> <li>• Discuss the evaluation of the strengths, limitations, and potential future improvements in utilizing AI tools for similar assignments or tasks.</li> <li>• Share personal insights or lessons learned from the experience of using AI tools and how it influenced your approach to the assignment.</li> </ul> <p><b>Formatting and Presentation:</b></p> <ul style="list-style-type: none"> <li>• Use clear and concise language, ensuring the report is well-structured and organized.</li> <li>• Include appropriate headings, subheadings, and sections to enhance readability and understanding.</li> <li>• Provide a visually appealing layout with proper formatting, such as bullet points, numbered lists, and relevant illustrations or diagrams.</li> </ul> |
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|                               | <p><b>Citations and References:</b></p> <ul style="list-style-type: none"> <li>• If any external sources or references were used in the process report, provide proper citations following the appropriate citation style (e.g., APA, MLA).</li> <li>• Acknowledge and cite any AI tools or resources utilized during the assignment.</li> </ul> <p><b>Length and Submission:</b></p> <ul style="list-style-type: none"> <li>• The process report should be approximately not exceed 1500 words in length, excluding any supporting screenshots or illustrations.</li> <li>• Submit the process report according to the deadline of the respective assignment.</li> </ul> |
| <b>Teamwork documentation</b> | Document your teamwork. Take meeting minutes with tasks assigned to team members, attendance etc. In case a team member does not contribute anything to the teamwork ("free rider problem"), the documentation can be handed over to the instructor, who can then decide on grade degradation.  |

\*\*\*Written with the help of ChatGPT