

## **Elective Modules Innovation and Entrepreneurship | Wahlfächer Innovation and Entrepreneurship**

### **WahlKat-IE: Catalogue of Elective Modules: Innovation & Entrepreneurship | Wahlkatalog: Innovation & Entrepreneurship**

#### **Module Description**

#### **WI000116: Lead User Project | Lead User Projekt**

Version of module description: Gültig ab winterterm 2015/16

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The progress of the project is verified several times during the different project phases.

- Midterm presentation (voluntary): Students have to show that they developed critical knowledge and competencies with the industry of the project partner and that they identified trends and needs in the respective industry.
  - Final presentation (30 minutes): Students propose different workshop combinations of lead users and assess constellations of expert panels based on their industry insights they developed over the course of the project.
  - Project report (25 pages): Students document their key learnings along the entire project process as well as how the project contributes to their personal development into a successful career in management.
- Students learn to present results in front of our cooperation partner. Furthermore, they document the results in a project report including the scientific theory of the lead user method.
- Consistently, grading of the module is based on a project work (project report 25 pages and presentation 30 minutes). The progress of the project is verified several times during the different project phases.
- Students have the possibility of a midterm presentation in which they have to show that they dealt with the industry of the project partner. They show their ability to identify and consider trends and needs in the respective industry. This midterm presentation is highly recommended because students can gain further knowledge for their final presentation. With this presentation the final grade can be improved by 0,3.

With the final presentation students show on the one hand the project progress and propose different workshop combinations of lead users. On the other hand they show their ability to conduct interviews with experts and to communicate and present on a high business level. They are able to judge the branch-specific challenges and identify experts who complete each other perfectly in workshops.

In the project report the students show their ability to document their project process and their findings in a clear and comprehensible manner. Furthermore they show their ability to analyze and evaluate the challenges in this industry.

With this project work students show that they can present results in front of our cooperation partner. Furthermore they show that they can compose a project report in which they formulate their practical results and combine them with the scientific theory of the lead user method.

The project work is conducted by teams of 4 students. Students demonstrate their ability within a team to manage resources, and deadlines through timely submission of the enumerated tasks. The project work is set up in a way which enables the identification and evaluation of each student's individual contribution to the project's success.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

Fundamentals of Technology and Innovation Management

**Content:**

The lead user project is a practical module. Participants in teams of 4 perform a lead user project in cooperation with an industry partner.

- We apply the lead user method developed by Eric von Hippel at MIT
- Starting point is the industry of our cooperation partner

The participants learn to understand the target industry:

- Search for trends and needs in the industry
- Identification of lead users

Students get to know the cooperation partner as well as its industry. The students are working independently and are coached regularly. In addition two professional presentation coachings are offered. Dr. Christian Hackl from TUMtech gives Feedback how to improve presentation content and style.

A successful participation encourages students to be creative, proactive, and work in teams.

**Intended Learning Outcomes:**

After successful completion of this module students will be able to describe the lead user method and understand its advantages. Students will know different methods to identify trends and needs. They will be able to deal intensively with a targeted industry and can evaluate the challenges in this industry. They will be able to identify experts and to develop a workshop for these experts. The

students will be able to present their results in front of company representatives. Furthermore, they will be able to document their results in a clear and comprehensible manner.

Students can contribute an own part to a team's work output. Students are able to exchange in a professional and academic manner within a team. They show that they are able to integrate involved persons into the various tasks considering the group situation. Furthermore the students conduct solution processes through their constructive and conceptual acting in a team.

### **Teaching and Learning Methods:**

During a real life innovation project students learn the theory of the lead user method and apply it during the module. The module is a practical project and the students get to know the different stages of a lead user project and work together with our industry partner. The students deal intensively with the target industry.

- During the kick-off the lead user method is explained
- The students work independently and are coached regularly during the project
- Students present their results after the first phase (need identification) and at the end of the project (lead user identified)
- Before the presentations a professional presentation coaching with Dr. Christian Hackl (TUMtech) will take place

### **Media:**

Participants receive all presented slides and research papers about the lead user method.

### **Reading List:**

- Glen L. Urban / Eric von Hippel (1988). Lead User Analyses for the Development of New Industrial Products, *Management Science*, Vol. 34, No. 5, pp. 569-582.
- Herstatt, C., Lüthje, C., & Lettl, C. (2003). Fortschrittliche Kunden zu Breakthrough-Innovationen stimulieren. In *Management der frühen Innovationsphasen* (pp. 57-71). Gabler Verlag.
- Henkel, J., Jung, S. (2009) The Technology-Push Lead User Concept: A New Tool for Application Identification, [http://www.researchgate.net/publication/228820209\\_The\\_Technology-Push\\_Lead\\_User\\_Concept\\_A\\_New\\_Tool\\_for\\_Application\\_Identification/](http://www.researchgate.net/publication/228820209_The_Technology-Push_Lead_User_Concept_A_New_Tool_for_Application_Identification/) links/00b7d521ce2d489500000000
- Lüthje, C. (2000), Kundenorientierung im Innovationsprozess, S. 130-152.
- v. Hippel, E. / Thomke, S. / Sonnack, M. (1999), Creating Breakthroughs at 3M, *Harvard Business Review*, September-October, S. 47-57.
- v. Hippel, Eric. Democratizing innovation. MIT press, 2005.

### **Responsible for Module:**

Henkel, Joachim; Prof. Dr. rer. pol.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Lead-User Projekt (WI000116, deutsch) (Limited places) (Seminar, 4 SWS)

Hanschur L, Henkel J, Hackl C

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# SOT10028: Social Entrepreneurship in (Dual Vocational) Education: Innovative Learning for Schools and Companies | Social Entrepreneurship in der (dualen Berufs-)Ausbildung: Innovatives Lernen für Schule und Unternehmen

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

Auf Basis der Inhalte der Seminarsitzungen erstellen die interdisziplinären Studierendengruppen Weiterbildungskonzepte für die Zielgruppe Schülerinnen und Schüler (Unterrichtskonzepte) und/oder Unternehmen (Mitarbeiterfortbildung) zum Themenbereich "Social Entrepreneurship Education". Die Studierenden müssen sich bei der Anmeldung für entweder die Zielgruppe Unternehmen oder Schülerinnen und Schüler entscheiden.

Die konzipierten Weiterbildungskonzepte werden von den Studierenden in ihren Gruppen nach Rücksprache mit den Dozierenden durchgeführt bzw. mit den Zielgruppen getestet. In einer (unbewerteten) Zwischenpräsentation weisen die Studierenden den aktuellen Arbeitsstand nach und erhalten Rückmeldungen von ihren Mitstudierenden und den Dozierenden.

In einer (Projekt-)Abschlusspräsentation diskutieren die einzelnen Studierendengruppen den Umsetzungsverlauf und reflektieren ihre Erfahrungen sowie die Ergebnisse mit der Zielgruppe. Im Projektbericht bereiten die Studierenden gemeinsam die einzelnen Phasen der Lehrveranstaltungen auf. Der Projektbericht wird in der jeweiligen Gruppe verfasst und umfasst pro Person 4-6 Seiten.

Gemeinsam mit der Abschlusspräsentation bildet der Projektbericht die Endnote des Moduls.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

### **Content:**

Die Lehrveranstaltung ist in vier Phasen unterteilt. In der ersten Phase werden die Studierenden inhaltlich befähigt, Unterrichts- bzw. Veranstaltungsformate nach dem Grundgedanken des Social Entrepreneurship-Ansatzes für den Unterricht oder die Mitarbeiterfortbildung zu planen, durchzuführen und zu evaluieren. In der zweiten Phase entwickeln die Studierenden Weiterbildungskonzepte für die Zielgruppe Schülerinnen und Schüler (Unterricht) und/oder Unternehmen (Mitarbeiterfortbildung). In diesem Zeitraum werden die Studierenden von den Dozierenden betreut und beraten. Die dritte Phase ermöglicht es den Studierenden, die selbst entwickelten Formate umzusetzen. In der Abschlusspräsentation (Phase 4) diskutieren die Studierenden die Umsetzung sowie die Evaluationsergebnisse und reflektieren ihre Erfahrungen und Lernergebnisse. Bei der Anmeldung über TUMonline müssen sich die Teilnehmenden entscheiden, ob sie ein Weiterbildungskonzept für die Zielgruppe Schülerinnen und Schüler oder Unternehmen entwickeln möchten.

### **Intended Learning Outcomes:**

Nach dem erfolgreichen Absolvieren des Moduls sind die Teilnehmer in der Lage, eigenständig Unterrichtskonzepte/Weiterbildungskonzepte im Kontext der Social Entrepreneurship Education zu planen, zu gestalten, durchzuführen und zu evaluieren. Sie können adressatenbezogen die entsprechenden Methoden sowie Sozial- und Aktionsformen auswählen und mit Bezug auf theoretische Hintergründe Handlungsalternativen darstellen. Sie erkennen die vielfältigen Anforderungen, um den Ansatz der Social Entrepreneurship Education zu implementieren, umzusetzen sowie passende Evaluationen zu entwickeln und anzuwenden. Zudem entwickeln die Studierenden ihre Projektmanagementkompetenzen.

### **Teaching and Learning Methods:**

Dozentenvortrag, Seminar, Train-the-Trainer, Präsentation, Challenge-Based-Learning, Methoden- und Medientraining, etc.

### **Media:**

Dozentenvortrag, Skript, Powerpoint, Eigenlektüre, Tafelanschrieb / Whiteboard, Online-Plattformen (z.B. Moodle, Kollaborations-Tools, ...); Lernvideos; Train-The-Trainer-Seminar

### **Reading List:**

wird zu Beginn der Lehrveranstaltung bekannt gegeben

### **Responsible for Module:**

Förster, Manuel; Prof. Dr. rer. pol.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Social Entrepreneurship Education in der Aus- und Weiterbildung (Seminar, 2 SWS)

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For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

### MCTS9004: Organizations and Innovation. Sociological Perspectives | Organizations and Innovation. Sociological Perspectives



Version of module description: Gültig ab summerterm 2018

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Students demonstrate

- their familiarity with key STS literature focused on the relationship between industries and innovation.
- their ability to examine particular cases drawing on insights from the literature.
- their ability to formulate analytical questions that are relevant to the topic of industries and innovation.
- their ability to present well-structured arguments about the relationship between industries and innovation in an essay of 3000-4000 words.

Students are required to prepare reading cards in which they reflect on the strengths and limitations of different theoretical frameworks used in the study of organizations and innovation. They will apply one or more theoretical frameworks in the analysis of a specific example.

The examination consists of two parts: 1) the essay weighted with 50 % and 2) the reading cards weighted with 50 %. Both parts must be passed. The overall grade results from the average of the weighted individual marks.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

#### Content:

In contemporary societies, technoscientific innovation occurs within and across industrial fields, and the way industrial organizations work, play a key role in the complex process of innovation.

This module provides the students with introductory knowledge about the concept of industrial innovation. The course content stems from theoretical perspectives developed in industrial sociology, sociology of organizations, institutional theory, and science & technology studies.

**Intended Learning Outcomes:**

Students will develop initial understanding of the relationship between innovation and industries. Such understanding will allow them to think on large scale processes and on the wider organizational dynamics involved in the maintenance, change, and daily functioning of industries. These are crucial for addressing fundamental questions about the nature of innovation in contemporary societies. Upon successful completion of this module, students will be able to gain more in-depth knowledge in the module Advanced Topics: Industries & Innovation

**Teaching and Learning Methods:**

Presentations, individual work, group work and group discussion, case study.

**Media:**

**Reading List:**

- Hughes, Thomas Parke (1987): The Evolution of Large Technological Systems. In: Wiebe E. Bijker, Thomas Parke Hughes und T. J. Pinch (Hg.): The Social construction of technological systems. New directions in the sociology and history of technology. Cambridge, Mass: MIT Press, S. 45–76.
- Edquist, Charles/Johnson, Björn (1997): Institutions and Organizations in Systems of Innovation. In: Edquist, Charles (ed.): Systems of Innovation: Technologies, Institutions and Organizations. London: Pinter Publishers, 41-63.
- Garud, Raghu et al. (2002): Institutional entrepreneurship in the sponsorship of common technological standards: the case of Sun Microsystems and Java. In: Academy of Management Journal, 45 (1), 196-214.

**Responsible for Module:**

Dr. Ulrich Meyer

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001294: Star-ups - from foundation to exit - legal basics an fiscal treatment | Start-ups - von der Gründung bis zum Exit: Rechtliche und steuerliche Probleme**

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Die Prüfung dient der Feststellung, ob bzw. inwieweit die formulierten Lernergebnisse erreicht wurden. Dies wird im Rahmen einer ca. 20-minütigen mündlichen Prüfung oder einer 90-minütigen schriftlichen Klausur unter Zuhilfenahme der Gesetzestexte ermittelt.

Die Studierenden müssen im Rahmen abstrakter Fragen demonstrieren, dass sie die Grundsätze des deutschen Steuerrechts mit einem Schwerpunkt bei der Besteuerung von kleinen und mittleren Unternehmen (KMU) kennen und erklären können und dabei auch die Verbindung zu rechtlichen Gestaltungsmöglichkeiten herstellen.

In der Prüfung müssen die Studierenden an Hand abstrakter Fragen zeigen, dass sie die Grundsätze des deutschen Steuerrechts kennen und erklären können. Daneben müssen die erworbenen Kenntnisse zur Besteuerung KMU durch das Einkommensteuergesetz, Körperschaftsteuergesetz und das Gewerbesteuergesetz im Rahmen einer Fallbearbeitung auf unbekannte Lebenssachverhalte angewendet werden. Auf diese Weise wird ermittelt, ob die Studierenden konkrete Lebenssachverhalte unterrechtlichen und steuerrechtlichen Gesichtspunkten analysieren und hinsichtlich steuerrechtlicher Folgen bewerten können. Abstrakte Fragen und Fallbearbeitung haben eine Gewichtung von etwa 40 % zu 60 %. Die genaue Gewichtung wird von den Dozenten vor der Prüfung bekannt gegeben. Gleiches gilt für die für die Prüfung notwendigen bzw. erlaubten Gesetzesmaterialien."

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

## **Content:**

"Das Modul soll den Studierenden einen Überblick über das deutsche Steuerrecht mit einem Schwerpunkt bei der Besteuerung von KMU geben.

Inhaltlich werden besprochen:

- Überblick über das deutsche Steuerrecht
- Einkommensteuerrecht: Systematik des Einkommensteuerrechts mit Schwerpunkt bei den Einkünften aus Gewerbebetrieb und den Einkünften aus Kapitalvermögen; Besteuerung von Veräußerungsgewinnen und der Übertragung von Unternehmen
- Körperschaftsteuerrecht
- Aufbau und Struktur (Gesellschaftsformen) von Unternehmen und die Folgen für die Besteuerung"

## **Intended Learning Outcomes:**

Am Ende des Moduls werden die Studierenden in der Lage sein,

- (1.) die Grundzüge des deutschen Steuerrechts zu verstehen,
- (2.) den steuerrechtlichen Rahmen für wirtschaftliche Betätigung von KMU zu erfassen,
- (3.) steuerrechtliche Folgen zu identifizieren und daraus Gestaltungsmöglichkeiten für Unternehmen abzuleiten,
- (4.) konkrete Lebenssachverhalte steuerrechtlich zu beurteilen.

## **Teaching and Learning Methods:**

"In der Vorlesung werden die Lerninhalte vom Vortragenden präsentiert und mit den Studierenden diskutiert.

Anhand von Fällen wird die Besteuerung von KMU von der Gründung bis zur Übertragung (unter Lebenden und von Todes wegen) auf konkrete Lebenssachverhalte angewandt. Die Ergebnisse werden mit der Besteuerung anderer rechtlicher Gestaltungsmöglichkeiten verglichen. Dies dient der Wiederholung und Vertiefung des Stoffes sowie der Verknüpfung verschiedener Problemkreise.

## **Media:**

Präsentation, Fälle mit Lösungen, ausführliches Skript

## **Reading List:**

Wichtige Steuergesetze, Verlag NWB, Herne (zugelassenes Hilfsmittel zur Prüfung)

## **Responsible for Module:**

Ann, Christoph; Prof. Dr.

## **Courses (Type of course, Weekly hours per semester), Instructor:**

Start-ups - von der Gründung bis zum Exit: Rechtliche und steuerliche Probleme (MGT111294, deutsch) (Vorlesung, 2 SWS)

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For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001295: Transformation processes in digital company | Transformationsprozesse eines Digitalkonzerns

Version of module description: Gültig ab winterterm 2021/22

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Project plan, seminar thesis and presentation with focus on a specific project. Within this project, students analyze a specific aspect, evaluate possible solutions, derive action plans, and present strategies for implementation.

Weighting/Grade composition:

- 55% Seminar Thesis
- 35% Presentation
- 10% Project Plan

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

#### Content:

The seminar teaches the foundations of the following topics:

Business steering of media companies; concepts, tools and management methods in the media industry; Competitive landscape in the media industry; Product and customer strategy; Digitalization; Corporate Responsibility; Sustainability

#### Intended Learning Outcomes:

At the end of the module students are able to a) understand steering of global digital companies and success factors of value creating business models b) evaluate innovation and sustainability management in the media industry c) write and present a scientific paper

**Teaching and Learning Methods:**

- Lecture for teaching the theoretical background and contents, held by Christine Scheffler, Member of the Executive Board at ProSiebenSat.1 Media SE
- Discussion for deepening the contents
- Group work for applying the contents/learning outcomes
- Presentation: Communication of learning outcomes

**Media:**

PowerPoint, Flipchart

**Reading List:**

Knut Hickethier - Einführung in die Medienwissenschaft

**Responsible for Module:**

Friedl, Gunther; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001300: Advanced Seminar Innovation & Entrepreneurship: Digital Platforms and the Law | Advanced Seminar Innovation & Entrepreneurship: Digital Platforms and the Law**

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) in a group project work (approx. 15 pages, 50%), an oral presentation (approx. 15 minutes per participant, 40%) as well as participation in the oral discussion of the case presentations of other groups (10%). Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

#### **Content:**

Digital markets, and digital platform markets in particular, are shaped by digital technologies and exhibit special economic features in terms of market and competition mechanisms as compared to traditional markets. This results in special challenges for start-ups and digital business models. At the same time, there is a risk that start-ups will be hindered in their participation in the market by anti-competitive behavior, for example by dominant digital platforms exclude other companies from participating in the market.

Special challenges arise also for antitrust law and the antitrust authorities. This has led to investigations into the competition mechanisms of digital markets worldwide, as well as to high profile antitrust cases. Prominent among these are the proceedings brought by the European

Commission and German Federal Cartel Office against dominant tech players like google, amazon, apple and facebook.

At the same time, innovative regulations were introduced into German antitrust law that deal specifically with digital markets and platforms. The European Union has also presented draft legislation. The Digital Markets Act, for example, provides special regulations for competition in digital markets.

**Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the main features of European and German antitrust law,
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and economic actors as well as possible efficiencies,
- (3.) apply the learned knowledge in the assessment of current cases and legislative projects in the field of the digital platform economy,
- (4.) analyze the specific challenges in digital platform markets, recognize barriers to competition, and identify business practices that represent successful participation in merit competition

**Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the basic principles of antitrust law.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

**Media:**

Books, scientific articles, legal texts, power point slides, flipchart

**Reading List:**

Jones/Sufrin, EU Competition Law; Motta, Competition Law and Practice

**Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### MGT001308: Young Entrepreneurs in Science | Young Entrepreneurs in Science

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> irregularly
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The final examination consists of two components, each carrying 50% of the final course grade: (a) a final report of ca. 22,200 characters due exactly four weeks after the presentation day and (b) a 15 minute presentation in the final course meeting.

On (a): Each team of students will be required to document its constant collaboration with its case-giver, to update the course about the progress in several blocked meetings, and to discuss the progress with an assigned coach. The focus of the evaluation will lie on whether and how participants work to develop creative solutions to the ventures' problems, and make progress in implementing those successfully. All information gathered by the participants should be collected and presented in a systematic fashion to be able to pass it on to the partnering firms after the course, such as in a business plan. In doing so, students will showcase their ability to structure and prioritize information, and communicate this information clearly and effectively so that it is actionable. If no separate final report is handed in, any intermittently produced documents will be treated as such. Any report should not exceed 22,200 characters. It is to be handed in by precisely four weeks after the final presentation. Any changes to this will be announced at least three weeks prior to the date of final presentation.

On (b): The final presentation is expected to last 15 minutes, any changes to this will be announced at least three weeks prior to date of the final presentation. Its key contents are the purpose and explanation of the problem-solutions created by the teams (irrespective of whether the ventures chose to implement them), which are to be communicated understandably to all course participants. As such, the presentation should focus on the outputs achieved (how should the problem be solved?), not the process through which it was generated. Of particular interest is students' understanding of interdependencies between the aspects of their problem-solutions, and their creating of an internally consistent problem-solution that takes those interdependencies into

account, which would be a testimony to students' ability to develop their own strategy to found a start-up.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

- Recommended (but not mandatory): Basic understanding of the entrepreneurial process, acquired e.g., through an introductory lecture on entrepreneurship
- Recommended (but not mandatory): Basic understanding systematic firm and market analysis tools, acquired e.g., through an introductory lecture on strategy
- Recommended (but not mandatory): Initial experience in science industries, for example through a major or minor in a science discipline in a B.Sc. degree, or work experience

**Content:**

'Young Entrepreneurs in Science' (YEiS) will enable students at the intersection of management and technology - and in particular those interested in entrepreneurship, intrapreneurship, business development, or R&D in science-based industries - to take an essential part during the early stage of a science-based entrepreneurial initiative from a company in the Munich area (such as from a TUM start-up or an established firm from the Munich Metropolitan area) and beyond (such as globally active science-based firms in industries like chemistry, electronics, or pharma), to consult them, and to take an active part in their establishment and growth. Specifically, as a team of up to five students, participants in YEiS will be tasked to support one science-based entrepreneurial initiative in one crucial problem it is currently facing and to design and possibly implement at least one solution alternatives for that issue. To be able to do that, all YEiS participants will receive a solid introduction into the topic of science-based entrepreneurship, as well as to proven methods and tools for designing and evaluation entrepreneurial initiatives in this context.

**Intended Learning Outcomes:**

Having completed the module, students will be capable of understanding crucial elements of the entrepreneurial journey and apply them to the context of entrepreneurship & intrapreneurship in science-based industries. In addition, students will be able to evaluate information and alternative pathways for action in science-based entrepreneurship/intrapreneurship. Furthermore, students will be able to analyze existing opportunities, projects, and initiatives for science-based entrepreneurship/intrapreneurship and develop preliminary alternative designs. Finally, students will be able to hone their social skills, team-working skills, and consulting skills.

**Teaching and Learning Methods:**

Presentations, discussion, project work, feedback. Each methods will be chosen in accordance with the content to be communicated. For example, new material may be introduced in short presentations by subject matter experts or through videos, then discussed in teams or by the entire course, and then applied in the project work. The group-level feedback meetings ('coachings') help to ensure that all materials have been understood and applied correctly (including potential

adaptations). Required skills will further be showcased through the final presentation (with feedback) and report (feedback upon request).

**Media:**

Presentations, videos, handywork, flipcharts, whiteboards, etc.

**Reading List:**

Garette, B./ Phelps, C./ Sibony, O. Cracked it!: How to solve big problems and sell solutions like top strategy consultants. Palgrave MacMillan, 2018

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Young Entrepreneurs in Science (MGT001308, englisch) (Seminar, 3 SWS)

Alexy O [L], Alexy O

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001315: European Business Law | European Business Law [EBL]

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as a written exam of 60 minutes.

In this exam students will be asked theoretical questions. This will demonstrate to what extent they have memorised and understood principles of EU law. Students will also be asked to apply their knowledge to known and fictional cases. This second part demonstrates if students have developed the required legal analytical skills, as well as the ability to apply their knowledge to fact settings not discussed in the lecture and to evaluate the legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

None

#### Content:

This module provides an overview of the laws of the European Union that are relevant for national and international businesses.

Topics covered are the institutional framework of the EU, the relationship between the EU and national law, the concept of internal market & 5 freedoms, trade law, EU competition law, and EU IP & licensing agreements.

#### Intended Learning Outcomes:

At the end of this course students will be able (1.) to name and understand the rules and principles of EU law which are most important for businesses, (2.) to grasp and explain the framework of EU economic policies, in particular the interaction between EU law and member state law, (3.)

to identify and analyse restraints prescribed by EU law from the perspective of businesses and employees, (4.) to assess real life scenarios regarding their EU law implications and to present the results of their analyses in a written memorandum.

**Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios covering issues EU law. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues. This application facilitates the students' abilities to present their findings in writing.

**Media:**

Presentations (PPT), Reader, Case studies (including model answers)

**Reading List:**

Chalmers, Davies & Monti, European Union Law, 3rd edition 2018, Cambridge University Press.

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

European Business Law (MGT001315, englisch) (Vorlesung, 2 SWS)

Dubov B, Duque Lizarralde M

European Business Law - Exercise (MGT001315, englisch) (Übung, 2 SWS)

Dubov B, Duque Lizarralde M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001317: World Trade Law | World Trade Law [WTO]

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as a written exam of 60 minutes.

Students will be asked theoretical questions. This will demonstrate to what extent they have memorised and understood principles of World Trade Law.

Students will also be asked to apply their knowledge to known and fictional cases. This demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Basics in the application of law

#### Content:

The World Trade Law is of central importance for the global exchange of goods and services. It is determined by international organizations (World Trade Organization WTO, International Monetary Fund IMF, World Bank) and international treaties (GATT, GATS, TRIPS, free trade agreements). The WTO pursues the objective of removing trade barriers and import restrictions and creating uniform rules for trade in goods and services as well as for the observance of intellectual property rights and dispute settlement proceedings.

#### Topics to be discussed:

- Organization of WTO
- General Agreement on Tariffs and Trade (GATT)
- Agreement on Technical Barriers to Trade (TBT)

- Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS)
- Dispute Settlement Understanding (DSU)

#### **Intended Learning Outcomes:**

At the end of this module students will be able

- (1.) to understand the basic structure of WTO and the international contracts GATT, GATS, Trips and DSU
- (2.) to grasp the legal framework of business activity in global exchange of goods and services,
- (3.) to analyse legal implications of typical business situations and to identify their options,
- (4.) to present the results of their analysis in a written memorandum.

#### **Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of global exchange of goods. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues. Students will develop the ability to present these findings in a concise and well-structured written analysis.

#### **Media:**

Lecture, PowerPoint, exercise sheets, exercise portfolio (in Moodle)

#### **Reading List:**

Benthlehem, van Damme, McRae & Neufeld, The Oxford Handbook of International Trade Law, 2009, Oxford University Press

Van den Bossche & Zdouc, The Law and Policy of the World Trade Organisation, 4th edition 2017, Cambridge University Press

#### **Responsible for Module:**

Ann, Christoph; Prof. Dr.

#### **Courses (Type of course, Weekly hours per semester), Instructor:**

World Trade Law - Exercise (MGT001317, englisch) (Übung, 2 SWS)

Bliesze L

World Trade Law (WTO) (MGT001317, englisch) (Vorlesung, 2 SWS)

Bliesze L

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

**MGT001325: Identifying Research Question in Innovation & Entrepreneurship: Context Deep Dive and Ecosystem Mapping in New Technologies and Nascent Markets | Identifying Research Question in Innovation & Entrepreneurship: Context Deep Dive and Ecosystem Mapping in New Technologies and Nascent Markets [Identifying RQ Seminar]**



Version of module description: Gültig ab winterterm 2021/22

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

Grading is based on a written seminar paper (60%) and a presentation (40%). Please note that dropping the course after topics of the seminar paper have been chosen and announced will have consequences. The grade for your seminar paper (10 +/- 10%) will be determined purely on the last version you hand in before the final submission deadline (see "course outline"), you will have the opportunity to discuss with the instructor on an earlier version of the paper and presentation. Please note that we will require you not only to submit your paper to us via Moodle, but also to TurnItIn, for an automated citation check.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

### Content:

This seminar provides an introduction to the first step of conducting academic research: identifying novel, interesting, and relevant research questions. The students will:

- read journal articles that have an interesting empirical context and learn how the authors connect academic theories and empirical contexts and situate their research questions;
- choose an empirical context (an industry, a market, or a technology) to conduct a deep dive, and identify interesting phenomena in the empirical context that are not yet explained by existing literature;

- experience the iteration between theory and empirics, identify and clarify a research question based on deep understanding of an empirical context.

The seminar consists of lectures, class discussions, and individual feedback sessions where students share their progress and receive feedback. The seminar paper will be about the deep dive into the industry of the students' choice and the presentation will be about the research question identified through the industry deep dive. The students are supervised by the instructors in different stages of the seminar.

**Intended Learning Outcomes:**

After completing this seminar, students should be able to:

- understand key concepts and steps when preparing to write an academic paper, including how to generate research topics, conduct industry deep dive, evaluate academic literature, participate in academic conversation, and clarify a research question.
- demonstrate a set of skills including, but not limited to analytical skills, critical thinking, information and literature search, academic writing, presentation
- construct next-step plans for Advanced Seminar courses and Master Thesis

**Teaching and Learning Methods:**

Action-oriented learning, interactive teaching, group discussions

**Media:**

PowerPoint, journal articles, videos

**Reading List:**

Byrne, D. (2017). Philosophy of research. Project Planner. <https://dx.doi.org/10.4135/9781526408495>.

**Responsible for Module:**

Zhao, Ding; Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Identifying Research Question in Innovation & Entrepreneurship (MGT001325, englisch): Context Deep Dive and Ecosystem Mapping in New Technologies and Nascent Market (Limited places) (Seminar, 4 SWS)

Zhao D

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

### **MGT001335: Advanced Seminar Innovation & Entrepreneurship: CSR and Sustainability of Family Firms | Advanced Seminar Innovation & Entrepreneurship: CSR and Sustainability of Family Firms**

Version of module description: Gültig ab winterterm 2021/22

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Each seminar participant will work individually on a specific topic in the field of CSR and sustainability of family firms.

Each student will write an academic essay (80% of the overall grade), based on existing literature on CSR and sustainability of family firms as well as on interview insights collected by the student. Each student will conduct a 1-hour interview with a family business owner of a medium sized family firm on sustainability and CSR topics. Students should demonstrate that:

- They are able to conduct semi-structured interviews to a high academic standard
- They can evaluate their interview insights in light of existing research on the topics of CSR and sustainability
- They can draw conclusions and identify opportunities for future research
- They are able to write a paper that follows a clear logic and is based on academic literature

Each student will present their work (20% of the overall grade) to an academic audience. Each student should demonstrate that they are able to answer questions to the empirical and theoretical part of their work.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Fluency in spoken and written English

## **Content:**

This module will explore actions towards a sustainable economy and ways to improve the social responsibility of businesses. In particular, it will assess how family firms' entrepreneurial and social activities and their unique culture affect CSR and sustainability. Topics covered in the module are:

- Contemporary environmental and social issues for organizations
- The non-financial goals of family firms and their consequences
- Family firms and environmental performance
- Family firms and external stakeholders
- Family firms and internal stakeholders
- Family firms and reporting
- Family firms and philanthropy
- Family firms and social entrepreneurship

## **Intended Learning Outcomes:**

After completing the seminar students should understand how family business owners tackle pressing social and environmental issues. After completing the module students will be able to:

- Understand and critically reflect on the role of family ownership for CSR and sustainability
- Understand family owners' non-financial incentives to engage in CSR and sustainability
- Reflect on possible barriers to promote CSR and sustainability through the family firm
- Compare existing knowledge of CSR and sustainability with their own first-hand experience interviewing medium sized family firms in the region
- Evaluate a specific family firm's actions to promote CSR and sustainability
- Explore how family businesses can exploit sustainable opportunities

Moreover, students will be able to

- Search, understand, synthesize, analyze and apply academic literature
- Present and discuss their findings and conclusions to an academic audience

## **Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, in which the instructor provides the theoretical foundations of family and social enterprises
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work and breakout sessions will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-life input will be given through multi-media resources and case studies
- Next to in-class discussions student interaction is also ensured through online technology, such as online polls.

- For their essays students will investigate topics within the subject of this course. Students will receive feedback from the instructor
- In a final presentation, students present the results of their seminar essays

**Media:**

Powerpoint, Zoom-Sessions, Breakout-Sessions, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle):

- Berrone, P., Cruz, C., Gomez-Mejia, L. R., & Larraza-Kintana, M. 2010. Socioemotional Wealth and Corporate Responses to Institutional Pressures: Do Family-Controlled Firms Pollute Less? *Administrative Science Quarterly*, 55(1): 82-113.
- Berrone, P., Cruz, C., & Gomez-Mejia, L. R. 2012. Socioemotional wealth in family firms: Theoretical dimensions, assessment approaches, and agenda for future research. *Family business review*, 25(3), 258-279.
- Campopiano, G., De Massis, A. 2014. Corporate social responsibility reporting: a content analysis in family and non-family firms, *Journal of Business Ethics*, 1-24
- Campopiano, G., De Massis, A. & Chirico F. 2014. Firm Philanthropy in Small- and Medium-Sized Family Firms: The Effects of Family Involvement in Ownership and Management. *Family Business Review*, 27: 244-257
- Cruz, C.; Larraza-Kintana, M. Garcés-Galdeano, L. Berrone, P. 2014. Are family firms really more socially responsible? *Entrepreneurship Theory and Practice* 38(6), 1295–1316
- Deephouse, D. L., & Jaskiewicz, P. 2013. Do family firms have better reputations than non#family firms? An integration of socioemotional wealth and social identity theories. *Journal of management Studies*, 50(3), 337-360.
- Dyer, W., & Whetten, D. 2006. Family Firms and Social Responsibility: Preliminary Evidence from the S&P 500. *Entrepreneurship Theory & Practice*, 30(6): 785-802.
- Gomez-Mejia, L. R., Cruz, C., Berrone, P., & De Castro, J. 2011. The Bind that Ties: Socioemotional Wealth Preservation in Family Firms. *Academy of Management Annals*, 5(1): 653-707.
- Kellermanns, F. W., Eddleston, K. A., and Zellweger, T. M. 2012. Extending the socioemotional wealth perspective: A look at the dark side. *Entrepreneurship Theory and Practice*, 36(6): 1175-1182.
- Le Breton-Miller, I., & Miller, D. 2016. Family firms and practices of sustainability: A contingency view. *Journal of Family Business Strategy*, 7(1), 26-33.
- Miller, D., & Le Breton-Miller, I. 2005. Managing for the long run: Lessons in competitive advantage from great family businesses: Harvard Business Press.
- Richards, M. 2022. When do Non-financial Goals Benefit Stakeholders? Theorizing on Care and Power in Family Firms. *Journal of Business Ethics*, 1-19.

- Richards, M., Zellweger, T., & Gond, J. P. 2017. Maintaining moral legitimacy through words and worlds: an explanation of firms' investment in sustainability certification. *Journal of Management Studies*, 54(5), 676-710.
- Spence, L. J. 2016. Small business social responsibility: Expanding core CSR theory. *Business & Society*, 55(1), 23-55.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001335, englisch): CSR and Sustainability in Family Firms (Limited places) (Seminar, 4 SWS)

Richards M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001341: Prototyping Entrepreneurial Ideas in New Technology | Prototyping Entrepreneurial Ideas in New Technology



Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Grading is based on a group project (60%) and a presentation (40%). Please note that dropping the course after topics of group projects have been chosen and announced will have consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

#### Content:

The module consists of lectures, class discussions, groupwork, group project and individual feedback sessions where students share their progress and receive feedback. The students are supervised by the instructors in different stages of the class.

#### Intended Learning Outcomes:

After completing this module, students should be able to:

- understand the connection between technological features, entrepreneurial opportunities and business ventures in new technologies
- identify and evaluate entrepreneurial ideas in new technologies
- apply concepts and tools to discover customer problems and formulate a solution-based approach using new technologies
- demonstrate a set of skills including, but not limited to analytical skills, critical thinking, planning, building, and presenting a pitch deck
- develop abilities to work in an entrepreneurial team: communication, coordination, continuous improvement, goal management, rapid prototyping

**Teaching and Learning Methods:**

Action-oriented learning, interactive teaching, group project, group discussions

**Media:**

PowerPoint, journal articles, videos

**Reading List:**

Gruber, M., & Tal, S. (2017). Where to Play: 3 steps for discovering your most valuable market opportunities. FT Publishing International

Christensen, C. M., Hall, T., Dillon, K., & Duncan, D. S. (2016). Know your customers' "jobs to be done": is innovation inherently a hit-or-miss endeavor? Not if you understand why customers make the choices they do. *Harvard Business Review*, 94(9), 54–62.

Mullins, J., & Komisar, R. (2010). A business plan? Or a journey to plan B? *MIT Sloan Management Review*, 51(3), 1–5.

**Responsible for Module:**

Zhao, Ding; Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Prototyping Entrepreneurial Ideas in New Technologies: Artificial Intelligence (AI) (MGT001341, englisch) (Limited places) (Seminar, 4 SWS)

Burger B, Xu X, Zhao D

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001346: Impact School | Impact School



Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The final examination of the project consists of two components. The first is the presentation prepared by the students at the end of the intensive phase. The second is a final report that must be submitted at the end of the semester. Both count for 50% of the grade.

At the end of the intensive phase, the teams present the approaches that they developed for solving the challenges set beforehand. This includes the presentation of a simple prototype, for example a mock-up or a document. The presentation is approximately 10 minutes in length. The students thus show that they are able to translate the information they have received into developing independently a solution and to present it in an appropriate manner. During the intensive phase, they are accompanied and supported by their coaches and the accompanying instructors.

The second part of the grade consists in the report to be submitted at the end of the semester. The report covers the preliminary sessions, the intensive phase as well as the follow-up session. It documents in a structured way how the information received was used to develop the solution. Furthermore, feedback received from the partner who provided the challenge should be considered and incorporated. The report ensures that instead of simply documenting their findings students structure and reflect on them. The final report should not exceed 27,000 characters and must be submitted by the end of the semester.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

- Basic understanding of entrepreneurship and its principles, such as from attending an introductory lecture on the topic, founding experience, or closely following the media on the topic

- Interest in the creation of societal and ecological impact by developing technology-based solutions

### **Content:**

The seminar is divided into several phases. In the course of two preliminary sessions, the students gain basic knowledge about the focused technology and its opportunities and risks based on existing approaches in the field of climate protection, ecology or society. Ethical implications are also discussed at this point. Furthermore, they get to know the concept of impact as well as the first basics for creating an impact logic. With the help of self-learning materials, they deepen this knowledge until the beginning of the intensive phase.

The core of the Impact School is the five-day intensive phase, during which students work in teams on challenges that are provided by cooperation partners. The challenges focus on social and/or ecological problems that are to be solved using technology-based approaches. During the week, the participants learn the practical application of innovation methods as well as the basic principles of business modelling and develop a simple prototype of their solution. They also receive input from experts in the field. Companies, public administration, non-governmental organizations, student organizations and other partner universities and organizations can be involved as cooperation partners. They also contribute by offering thematic inputs, excursions or similar. The participants form teams at the beginning of the intensive phase and each team is accompanied by a coach. The coaches support the application of the tools and methods learned and ensure a healthy feedback and discussion culture within the teams. The intensive phase ends with an event in which the teams present the solutions they have developed.

There will be a follow-up session, which will introduce participants to the opportunities and resources for pursuing start-up projects within TUM. The first part is a short presentation followed by a Q&A session with start-up consultants. Furthermore, an exchange with a tech start-up that focuses on solving a social or ecological problem is planned.

### **Intended Learning Outcomes:**

The goal of the impact school is to enable students to develop practice-oriented solutions to reach the UN Sustainable Development Goals by using technologies of the future. The students will gain knowledge regarding these technologies from an interdisciplinary perspective. They will learn:

- to assess the benefits and risks of technologies with regard to the generation of social and ecological impact
- to understand and apply the concept of impact and its implications
- to implement the entrepreneurial innovation process in interdisciplinary teams in order to generate concrete solutions.

By developing solutions in teams, students improve soft skills such as creativity, perseverance and communication skills. In addition, they get to know the Munich ecosystem for impact/social entrepreneurship as well as TUM's resources and opportunities for implementing their own start-up projects.

**Teaching and Learning Methods:**

Lectures, discussions, development of challenge-based solutions, excursion, team coaching sessions, feedback discussions, presentations, Q&A session. The variety of methods ensures that the right method is chosen for each learning content to be taught. For example, new material is presented by experts in the field in keynote speeches and then discussed in large or small groups before it is incorporated into the development of solutions. Feedback discussions and team coaching sessions ensure that the tools and methods presented are correctly understood and applied. Furthermore, the teams are supported in working together in a respectful and effective manner and to develop an appreciative feedback culture. The final presentation at the closing event gives the participants the opportunity to practice their communication skills. Through the final report students consolidate the knowledge gained during the seminar and reflect on it. The exchange with start-up consultants and start-ups provides the participants with an impression of how social and ecological impact can be generated in practice through the implementation of their own start-up projects.

**Media:**

Videos, presentations, online materials, quiz, exercise sheets, Power Point, flip charts, mural boards

**Reading List:**

Garette, B./ Phelps, C./ Sibony, O. Cracked it!: How to solve big problems and sell solutions like top strategy consultants. Palgrave MacMillan, 2018

Martin, L. Design of Business: Why Design Thinking is the Next Competitive Advantage. Harvard Business Press, 2009

Kurz, B./ Kubek, D.: Social Impact Navigator, Phineo, 2017, verfügbar auf <https://www.social-impact-navigator.org/>

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).



## Module Description

### MGT001347: Innovation Facilitator | Innovation Facilitator

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 130	<b>Contact Hours:</b> 50

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Combination of group and individual project assignment - final examination consists of two components, each carrying 50% of the final course grade: (1) a 5 minute group presentation plus 10 minutes Q&A and feedback at the end of the course and (2) an individual reflection paper of ca. 2,500 words.

Students will present to the class, the lecturer and the partner how the team identified an attractive opportunity in a suitable market, understood the customers' / users' needs in the process and, as a result, proposed a sustainable business model that balances people, planet and profit.

In a written reflection paper, every student will reflect upon and consolidate their individual learnings from (1) the training on high-performing teams, (2) the reading package and (3) their entrepreneurial experience on three different levels - self, team and entrepreneurship.

As part of the reflection, every student will anonymously read reflection papers of their peers. The peer feedback will foster students' ability to analyze the work of others as well as their own work and to give and receive effective feedback.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Practical experience in applying Design Thinking and Business Design as well as distinct ability to work in a team and great interest in working with individuals and teams

#### Content:

Supported by a training on building a high-performing team and the reading package students will work on five intensive days in interdisciplinary teams on a challenge from a partner and learn why and how to develop customer and user centric business ideas through applying an entrepreneurial mindset and innovative methods - always considering the triple bottom line.

Taking on an embedded view on the interrelatedness of economic, social and environmental systems, students will develop an ecosystem map to get an overview of relevant stakeholders and potential customers as well as important relationships and value streams. Input on Empathy Research will prepare them to collect qualitative insights from potential customers and users through interviews, immersion and contextual observations.

After conducting their Empathy Research they will step by step learn how to synthesize their insights and define opportunities for sustainable innovation. With a concrete how-might-we-question they will start into ideation. Through different creativity methods they will develop and prioritize ideas and build a simple prototype. This prototype is being tested again through qualitative tests with potential customers and users. When they come back after testing they do a first iteration based on the feedback they got and derive assumptions on a potential business model. After input on pitching they will prepare slides or other material and pitch in front of the group, partner and external guests. After the pitch event they will be led through a reflection of the learnings they gained during the week. The reading package will support the transfer of these learnings.

#### **Intended Learning Outcomes:**

By the end of the semester students will be able to understand and apply life-centered design principles in the early stages of an entrepreneurial process: from identifying an entrepreneurial opportunity and understanding its environmental and social impact to validating assumptions by applying qualitative research methods and interpreting data as well as using prototyping as a tool for communication and learning. They will be able to apply creativity methods, take over collective responsibility and know how to effectively communicate their business opportunities.

They will have deepened their methodological knowledge in Design Thinking and sustainable business design and have the ability to apply it in following founding projects or a lead role in an innovation team. At the same time, they will have experienced working in a diverse, self-organized team and they will have learned to actively create a setting in which teams can work together effectively by giving and receiving feedback, moderating discussions, defining project goals and reacting to changes.

#### **Teaching and Learning Methods:**

This module relies on a combination of readings, input sessions, workshops, teamwork and individual feedback and support. While input sessions will stimulate students' engagement with relevant tools and topics, workshops and team discussions will support the implementation of the knowledge in their projects and facilitate students' learning of the soft and intricate aspects of adopting an entrepreneurial mindset and skills. Working on a design challenge that a partner (e.g. TUM Venture Labs) provides stimulates peer competition and allows students to directly apply what they learn in a real life setting. The reading package will strengthen students' understanding of the methods and allow them to make sense of their practical experience.

#### **Media:**

Presentations, Canvas, handywork

**Reading List:**

Each semester students will be provided with a mandatory reading package.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Innovation Facilitator (MGT001347, englisch) (Seminar, 4 SWS)

Alexy O [L], Hagleitner F

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### MGT001349: How Digital Platforms Compete – Building and Sustaining Competitive Advantage | How Digital Platforms Compete – Building and Sustaining Competitive Advantage

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module is examined via exercises (“Übungsleistung & Testate”), using two elements to assess the different learning goals of this course.

- Oral, individual: 50%. For each session of class, you will be given in advance a set of Assignment Question to prepare for case study discussion. We will assess your contributions to solving these question in class when we discuss the case study to see whether you can define, explain, and apply key elements of the subject matter; describe, compare, and appraise platform business models for a given situation; and build and sustain competitive advantage. Students do not have to be present in every session to achieve full marks; given to-be-defined, legitimate circumstances, such as health matters, and instructor permission, students may also submit written solutions prior to class as a basis of grading. Each student should attend a feedback session around the middle of the term to be informed about their current performance
- Written, individual: 50%. in the last session of class, students will be provided an exercise sheet, in which students will individually highlight in written, condensed form that they understood the key learnings emerging from a synthesis of the class discussions from the entire course

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

English proficiency for case preparation and class discussion is critical. Adapting the case specific terminology is necessary for meaningful class discussions. Weekly time budget no less than 5 hours per case (depending on language skills). No specific prior courses necessary. Cases will be provided.

## **Content:**

With the advent of the internet in the early 1990s, digital platforms have become the fastest growing and most valuable businesses of the economy. Based on new high-speed (mobile) telecommunication networks, access to digital platforms has become universal and facilitated opportunities for innovative services, from online searches to social networks, online auctions to music streaming, real-time news distribution to ubiquitous video entertainment, and so on. All corporate entities, or firms, engaged in this market are fairly young and indeed created a different type of ‘competitiveness’ compared to traditional industries. So ‘how digital platforms compete’, i.e. how they are building and sustaining competitive advantages, is what we are discussing in this seminar.

Using the Case Study Method, developed by Harvard Business School (HBS) to educate graduate students, we look at one case at a time in the form of a fact-based case description paper, provided to all participants one week prior to class. Each (weekly) class focuses on one digital platform providers’ competitive performance and discusses its competitive options at the time of the case, covering three broad topic areas: 1) How successful firms build and sustain competitive advantages; 2) Digital platforms’ specific ‘network effects’ and resulting business models and their economic results; 3) Dependence of digital platforms on facilitating network infrastructures . With about 12 different cases, e.g. on Amazon, Google, Spotify and WhatsApp, the variety/multitude of competitive actions for digital platform firms will become apparent during of the seminar. This shall enable students, when later in life confronted with real-life competitive issues, to apply their judgement based on the experience of the variety/multitude of cases discussed in the classroom. That is how close a classroom discussion can come to the ‘real world’. In addition, the active case discussions provide a good exercise of ‘disagreeing in an agreeable manner’, which is good practice.

## **Intended Learning Outcomes:**

Knowledge-related outcomes

Upon completion of this module, students will be able to:

- Define, explain, and apply in practice key theories related to platforms and platform business models
- Interpret, classify, and assess the conduct and performance of firms trying to establish, actively deploying, or fighting against platform business models
- Describe, compare, and appraise different platform designs for a given situation
- Distinguish the newly learned theories of platforms, platform business models from previously learned perspectives
- Evaluate how environmental change may affect existing platforms and theories around platform (business models)

Skill-related outcomes

- Improve diagnostic and analytical skills (i.e., structured problem-solving)
- Build up critical thinking and interpretation skills
- Enhance verbal and argumentation skills via presentations and group discussions

### **Teaching and Learning Methods:**

The course will mainly draw on the Case Method, most famously used at Harvard Business School. Since the selected cases were not specifically written for this seminar (Strategy, General Management), ‘assignment questions’ are added to the case preparation in order to provide the specific focus on the seminar theme of competitiveness. There is no objective to ‘solve’ a case and the aim is to show various options from which to choose a preferred way of action. A ‘vote’ on the best ‘strategy’ at the end of a class discussion usually presents the principal options, not ‘right’ versus ‘wrong’, rather a ‘competition’ of the strong against the weak argument presented by the participants.

### **Media:**

The largest share of this course will be co-developed by all of us through discussions of course materials. In each session, we will help facilitate and guide the course discussion by taking notes on whiteboards. We strongly encourage you to take notes yourselves, and to consider not bringing laptops (they are not as bad as phones [NO PHONES!], but will still inhibit your learning). Specific topics and definitions may be introduced using PowerPoint slides. Finally, note how a large share of learning will occur through you preparing individually and in groups for the in-class session. Techniques to do so will be introduced in the first session of class.

### **Reading List:**

An up to date reading list will be distributed around the first session of class each semester.

### **Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

How Digital Platforms Compete – Building and Sustaining Competitive Advantage (MGT001349, englisch) (Limited places) (Seminar, 4 SWS)

Alexy O [L], Melcher H

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001360: Advanced Seminar Innovation & Entrepreneurship: Digital Platforms, Data and the Law | Advanced Seminar Innovation & Entrepreneurship: Digital Platforms, Data and the Law**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) in a group project work (approx. 15 pages, 60%), an oral presentation (approx. 15 minutes per participant, 30%) as well as participation in the oral discussion of the case presentations of other groups (10%). The papers can be written in German or English. Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

none

#### **Content:**

The digital economy is significantly shaped by a large number of digital platforms: search engines, online marketplaces, social networks, communication services, intermediary services in the sharing economy. Digital platform markets are shaped by digital technologies and exhibit distinct economic features in terms of market and competition mechanisms as compared to traditional markets. Especially due to the high concentration tendencies, new competition law issues and challenges arise for cartel authorities. High-profile antitrust proceedings brought by the European Commission and German Federal Cartel Office against dominant tech players like google, amazon, apple and facebook all over the world.

Furthermore, responsibility and liability (fake news, infringement of intellectual property, criminal content) are important questions that are the subject of legal policy debates and legislative activities. At the European level, for example, the Digital Markets Act and the Digital Services Act are being discussed.

The collection and exploitation of data forms a crucial basis for many business models in the digital economy. However, in the case of personal data in particular, the requirements of data protection law and in particular of the General Data Protection Regulation must be observed, for example with regard to issues of privacy protection in Big Data, profiling, web tracking or cloud computing. As part of the European data strategy, drafts for an EU Data Act and Data Governance Act are central legislative projects of the EU Commission to enable increased development of artificial intelligence and cloud computing in the future through data exchange models.

Fundamental questions also arise with regard to recent developments in the fields of "entrepreneurial strategies and competition" and "sustainability and law".

### **Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the basic features of the functioning and legal framework for digital platforms and data use,
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and economic actors as well as possible efficiencies,
- (3.) apply the learned knowledge in the assessment of current cases and legislative projects in the field of economic activity related to digital technologies and data,
- (4.) analyze the specific challenges in digital platform markets, recognize barriers to competition, identify the need for adaptation and present conclusions in a systematic manner.

### **Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the main features of the legal assessment of facts on digital markets.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

### **Media:**

presentations, scientific literature

### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/>

Ezrachi, Competition and Antitrust Law: A Very Short Introduction

**Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001360, englisch): Digital Platforms, Data and the Law (Limited places) (Seminar, 4 SWS)

Mackenrodt M, Krüger J, Pless V

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001362: Advanced Seminar Innovation & Entrepreneurship: Contemporary and emerging issues for organizations | Advanced Seminar Innovation & Entrepreneurship: Contemporary and emerging issues for organizations**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Write a 3,500 word essay that demonstrates the range and depth of your thinking skills.

The Management Consultant's Task. Identify a contemporary issue facing one or more organisations. Draw on the skills developed in the lectures to arrive at a deep understanding of the problem and to identify a strategy for tackling it.

- What is the presenting problem?
  - What issues need to be taken into account in order to understand the problem?
  - Analyse the issues/problem using two or more of the approaches discussed in the lectures;
  - What is the real problem?
  - Decide what should be done to tackle it;
- Write an essay showing your analyses and outlining a strategy to tackle the problem (80% of the grade).
- You will present your work (20% of the overall grade) to an academic audience. You should demonstrate that you are able to answer questions on your work.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Fluency in spoken and written English

#### **Content:**

Organisations are persistently faced with changing internal and external contextual issues. Changes can thereby be both rapid and profound and often involve interactions between various processes and forces including, but not limited to, the societal, political, economic, and

technological contexts in which organisations operate. This course is designed to edify the application of critical thinking skills in evaluating selected contemporary and emerging issues so that the students can use informed judgment in formation of appropriate business responses.

### **Intended Learning Outcomes:**

This unit will help you avoid making mistakes and ensure you make the best decisions possible in the circumstances. It will do this through developing your critical thinking and analytical skills. Imagine working as a manager in a few years time, or perhaps running your own business. You have a task to do. Rather than jumping immediately to do it, you will be able to analyse the situation from a variety of perspectives, develop understanding of why the current situation has arisen, explore what is actually happening in this situation, and work out the best way forward. That is, you will be able to generate deep insights into what you are facing as a manager and be able to act using forethought and understanding. To achieve this, we will focus on four areas that can help improve our thinking and analytical skills:

- a. Critical thinking skills. We will be focusing on what blinkers we put over our eyes that prevent us thinking things through. This also helps generate self-understanding;
- b. We develop an understanding of other people, through different perspectives of how people function;
- c. We reflect on how to act ethically when dealing with a difficult situation;
- d. Integrative thinking skills. We discuss the method, pros and cons of integrative thinking.

There will be an emphasis on three learning processes throughout the unit. The first is on enhancing awareness and understanding of emerging and contemporary issues for organisations. The second one is understanding ourselves as individuals, and especially identifying what influences our own thought processes. The final learning process is on group discussions. This is because our powers of analysis are multiplied when we work with others. But we also have to be able to listen to and learn from others.

### **Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, where the instructor provides the theoretical foundations of family and social enterprises.
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work and breakout sessions will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-live input will be given through multi-media resources and case studies
- Next to in-class discussion student interaction is also ensured through online technology, such as online polls.

- For their essays students will investigate topics within the subject of this course. Students will receive feedback from the instructor.
- In a final presentation, students present the results of their project thesis

**Media:**

Powerpoint, Zoom-Sessions, Breakout-Sessions, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle): Chatfield, Tom. (2017) Critical thinking. Your guide to effective argument, successful analysis and independent study. London: Brockman, John (2013) Thinking: the new science of decision-making, problem-solving, and prediction in life and markets. Harper-Collins, New York.  
Stocchetti, M. and Kukkonen, K. (2010) Critical media analysis: an introduction for media professionals. Peter Lang publishers.  
Butt, Trevor (2003) Understanding people. Basingstoke: MacMillan.  
Goffman, I. (1990) The presentation of self in everyday life. London: Penguin.  
Boltanski, L., & Thévenot, L. (2006). On justification: Economies of worth. Princeton University Press.  
Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). The institutional logics perspective. Oxford University Press.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001362, englisch): Contemporary and Emerging Issues for Organizations (Limited places) (Seminar, 4 SWS)

Richards M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001364: Family Businesses | Family Businesses

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The module will rely on an exam (100% of the overall mark), asking students questions on the core topics discussed in class. Each question requires a reflective and elaborate response from the students drawing on the course content and showing critical thinking skills.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Fluency in spoken and written English

#### Content:

This foundation course “Family Businesses” deals with the particularities of family businesses and includes the core topics of succession, finance, governance, entrepreneurship, innovation, and corporate social responsibility.

Students will explore the advantages and disadvantages of family owned enterprises compared to non-family firms. The module will also discuss the definition and prevalence of family firms around the world and help students understand the heterogeneity of family businesses.

The module will draw from theory and practice, as we will rely on both, academic literature and practical insights through case studies and guest lectures.

#### Intended Learning Outcomes:

After completing the module students will be able to:

- Understand and critically reflect on the role of family firms in Germany and worldwide
- Understand family owners' non-financial and financial goals that drive decision making in family firms
- Reflect on possible advantages and disadvantages of family firms
- Compare theoretical insights on family firms with practical insights through guest lectures

- Apply the learning of the module on real world case studies
- Evaluate specific family firms' actions to address contemporary and emerging opportunities and challenges

**Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, where the instructor provides the theoretical foundations of family enterprises.
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work and breakout sessions will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-live input will be given through multi-media resources and case studies
- Next to in-class discussion student interaction is also ensured through online technology, such as online polls.

**Media:**

Powerpoint, Zoom-Sessions, Breakout-Sessions, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle): Berrone P, Cruz C, Gomez-Mejia LR. Socioemotional Wealth in Family Firms: Theoretical Dimensions, Assessment Approaches, and Agenda for Future Research. *Family business review*. 2012;25(3):258-279.  
Gomez-Mejia LR, Cruz C, Berrone P, De Castro J. The Bind that Ties: Socioemotional Wealth Preservation in Family Firms. *Academy of Management Annals*. 2011;5(1):653-708.  
Kellermanns FW, Eddleston KA, Zellweger TM. Article Commentary: Extending the Socioemotional Wealth Perspective: A Look at the Dark Side. *Entrepreneurship theory and practice*. 2012;36(6):1175-1182.  
Richards M, Kammerlander N, Zellweger T. Listening to the Heart or the Head? Exploring the "Willingness Versus Ability" Succession Dilemma. *Family business review*. 2019;32(4):330-353.  
Zellweger T. Managing the Family Business#: Theory and Practice.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001378: Advanced Seminar Innovation & Entrepreneurship: Platform Law and Marketing Compliance | Advanced Seminar Innovation & Entrepreneurship: Platform Law and Marketing Compliance**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) individually or in a group project work (approx. 15 pages, 60%), an oral presentation (approx. 15 minutes per participant, 30%) as well as participation in the oral discussion of the case presentations of other groups (10%). The papers can be written in German or English. Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

none

#### **Content:**

The seminar deals with current legal issues arising in the context of platforms and the data economy, in particular with online marketplaces, social networks, communication services and intermediation services in the sharing economy. The legal and economic assessment of entrepreneurial strategies and innovation activities are essential for the functioning of markets and for start-ups.

The focus will be on questions which are relevant from the perspective of the management of companies, as for example compliance of undertakings with legal rules, liability of undertakings in case of legal infringements and the possibilities of companies to assert their rights and to defend

themselves. Legal questions relating to a sustainable economy can also be the subject of seminar papers.

Seminar papers and presentations can be – depending on the topic – in German or in English language.

Some papers are also assigned on topics that do not require prior attendance of a law lecture.

### **Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the main features of the functioning and legal framework of digital platforms
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and on economic actors as well as possible efficiencies,
- (3.) apply the acquired knowledge in the assessment of current cases and legislative projects in the field of the digital platform economy,
- (4.) analyze the specific challenges in digital platform markets, recognize restraints of competition, and identify business practices that represent successful competition on the merits.

### **Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the main features of the legal assessment of facts on digital markets.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

### **Media:**

Books, scientific articles, legal texts, power point slides, flipchart

### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/>;

Ezrachi, Competition and Antitrust Law: A Very Short Introduction;

Veröffentlichungen der OECD zu verschiedenen Bereichen des Wirtschaftsrechts: [www.oecd.org/daf](http://www.oecd.org/daf)

### **Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

### **Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001382: Advanced Seminar Innovation & Entrepreneurship: Sustainability Communication and Trends in Enterprises | Advanced Seminar Innovation & Entrepreneurship: Sustainability Communication and Trends in Enterprises**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination consists of a presentation of contents and results of an academic essay in a 30-minute oral (in classroom) presentation and discussion (30%), including preparation of a written academic essay (around 3,000 words excluding references) containing the content and results of the research question related to one of the module's different topics (50%).

The presentation is a means to measure the student's ability to understand a technical/scientific subject, to analyze and evaluate facts and factors of influence, to summarize the subject and present it to an audience, and to conduct a discussion about the presented subject.

The academic essay measures the students' abilities to write scientifically in a clear and concise manner about an emerging topic in enterprises. The academic essay also allows students to administrate their creativity in tackling the issue in hand from different lenses, with a sense of practicality, allowing the room of recommendations for potential solutions of given problems that enterprises may face.

Also, the examination includes regular attendance and participation in classroom discussions with tutor, guest speakers, and fellow students about the module's topics (20%), conveying subject-related interests and application of critical thinking and debating skills.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

Fluency in spoken and written English; Scientific/academic writing and presentation skills

## **Content:**

Enterprises are persistently faced with challenging sustainability initiatives, trends, and communication expectations (and regulatory obligations) to cater to. Such changes can be both rapid and profound and often involve interactions between various processes and aspects including, but not limited to, the societal, political, economic, and technological contexts in which enterprises operate. This module serves as an introduction to different sustainability-related topics and trends facing enterprises. The following common topics will be addressed:

- Definitions of sustainability including current challenges;
- Closer look into sustainable development goals (SDGs);
- Sustainability reporting including current regulatory and non-regulatory developments and governing standards and frameworks (e.g., Double Materiality; European Green Deal; Global Reporting Initiative (GRI); EU Taxonomy; among others);
- Critical analysis of corporate sustainability reports and non-financial statements;
- Design of corporate sustainability reporting cycle;
- Corporate internal and external sustainability communication;
- ESG risks and controversies including introduction to ESG ratings and investments;
- ESG crisis management and communication
- Sustainability strategy (and organization);
- Green HRM;
- Sustainability audits including data collection and management;
- Human Rights and Supply Chain Due Diligence,

This, as well as additional content, will also be facilitated not only through the course lecturer(s), but also through the class visits of several guest speakers working in the field of sustainability (both from the corporate world and from academia, allowing students further exchange of knowledge and a glimpse into the corporate world).

## **Intended Learning Outcomes:**

Upon successful completion of this module, students are able to understand, analyze, and therefore evaluate:

- sustainability communication including reporting, auditing, and strategy setting, and other related trends that enterprises currently face in their day-to-day business;
- sustainability as a current and future trend;
- challenges arising in the process of integrating sustainability in companies amid fast and current regulatory changes;
- other "hot topics" in the field of sustainability such as green Human Resource Management (HRM), Education for Sustainable Development (ESD), ESG Risks and Ratings, ESG Crisis Management, Greenwashing, and Human Rights Due Diligence (HRDD).

Furthermore, the module will allow students - as potential future professionals and managers - to avoid making corporate decision-related mistakes, and rather prepare them – to a given extent – in taking decisions based on their critical thinking and analytical skills. As such, the course will support students in improving their thinking and analytical skills through:

- getting involved in discussions and debates requiring critical analytical skills;

- generating self-understanding of topics;
- developing understanding of other people and different perspectives;
- reflecting on how to act and make decisions responsibly especially in difficult and crisis situations;
- developing integrative thinking;
- identifying classroom research question and investigating it further.

Finally, the module will enhance awareness and understanding of emerging sustainability-related topics and initiatives for enterprises including current and upcoming regulatory changes in this regard.

**Teaching and Learning Methods:**

- Through lectures, supported by PowerPoint presentations, the seminar's topics are taught theoretically.
- Through classroom discussion and breakout rooms, the theoretically learned content is applied practically and deepened by the students.
- Through classroom group work, polls, interactive role play, and simulations students jointly and critically will reflect on the content presented in the module, thus promoting an exchange of knowledge between students.
- Through existing academic literature related to the module's topics, students will be able to further deepen their classroom discussion and formulate research questions for their module assignment and possibly beyond.

**Media:**

PowerPoint; Interactive Activities, e.g., Breakout Sessions, Polls, Simulations, Media Articles, among others. Films; Flipchart.

**Reading List:**

To be provided during lectures

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001394: Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship for a Cause | Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship for a Cause**

*Entrepreneurship for a Cause*

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The grading is based on a research paper (10 +/- 1 pages, 70% of grade) and a presentation (15 mins, 30% of grade). The research paper and the presentation will be conducted in groups formed in the introductory session. An assessment sheet filled in by the students and handed in with the research paper clarifies students' individual contribution to the research paper. As every student will present in the final presentation, every student's contribution is clearly identifiable and appraisable, thus, students can be graded individually. The research paper is a means to measure how students were able to understand previous academic literature in the field of entrepreneurship, how they achieved to define their own research question, collect and analyze data, and provide a relevant, novel, and interesting contribution to entrepreneurship research.

The final presentation proves if students are able to present their findings in a comprehensive, precise, and structured way. We will further evaluate if students are able to communicate clearly and perform professionally.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

none

#### **Content:**

The module prepares students for the scientific work in their master thesis and provides them with deepening insights into the academic literature on entrepreneurship. Besides writing a research paper, this involves presenting their final results.

Students may choose from a broad range of topics within entrepreneurship research with a specific focus on topics relevant to research on "entrepreneurship for a cause". This may include topics such as:

- understanding and shaping entrepreneurial mindsets and motivations
- developing and using entrepreneurial skills and competences
- contexts influencing entrepreneurial intentions and behaviors
- enabling students to become entrepreneurs that change the world
- redesigning entrepreneurial education and ecosystems to nurture transformative mindsets and competences
- entrepreneurship for a (societal) cause/tackling grand challenges
- entrepreneurship for a purposeful life

#### **Intended Learning Outcomes:**

The module consists of an introduction to academic research/scientific writing where the topics for each student's research paper will be decided. Based on their topic, students prepare their research paper, which they will present at the end of the module. Upon prior discussion on different research methods (quantitative/qualitative/literature review/conceptual work) and how to use them, the students will identify and apply a research methodology that best addresses their identified research question. Furthermore, the module involves interactive discussions and practical in-class exercises. In (group and/or) individual feedback sessions, students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members of the chair. Within the module, the topics will be discussed after the final presentations.

#### **Teaching and Learning Methods:**

The module consists of an introduction to academic research/scientific writing where the topics for each student's research paper will be decided. Based on their topic, students prepare their research paper, which they will present at the end of the module. Upon prior discussion on different research methods (quantitative/qualitative/literature review/conceptual work) and how to use them, the students will identify and apply a research methodology that best addresses their identified research question. Furthermore, the module involves interactive discussions and practical in-class exercises. In (group and/or) individual feedback sessions, students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members of the chair. Within the module, the topics will be discussed after the final presentations.

#### **Media:**

Presentations, Flipchart, Whiteboard, digital Tools, Videos

**Reading List:**

Hoppe, M., & Namdar, K. (2023). Towards entrepreneurship for a cause: Educating transformative entrepreneurial selves for a better world. *Entrepreneurship Education and Pedagogy*, <https://doi.org/10.1177/25151274221148222>.

Colquitt, J. A., & George, G. (2011). Publishing in AMJ - Part 1: Topic choice. *Academy of Management Journal*, 54(3), 432-435.

Further readings will be announced in the introduction of the module.

**Responsible for Module:**

Tryba, Anne; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (MGT001394, englisch): Entrepreneurship for a Cause (Limited places) (Seminar, 4 SWS)

Mayer C, Tryba A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001395: Entrepreneurship and Innovation in China | Entrepreneurship and Innovation in China

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Each seminar participant will work individually on a specific topic in the field of entrepreneurship and innovation in China. Each student will write an academic essay (75% of the overall grade), based on existing literature on entrepreneurship and innovation in China. In their essay, the students will select a Chinese company of their choice, analyze its business model, position in the market, and how they fit into China's entrepreneurship and innovation ecosystem.

Students should demonstrate that they can:

- describe and evaluate a company's business model, degree of innovation and its position in the Chinese market
- draw conclusions and identify opportunities for future research
- write an essay that follows good academic writing practices, has a clear logic, and is based on academic literature

Students will present their work (25% of the overall grade) to an academic audience.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Fluency in spoken and written English

#### Content:

This module explores entrepreneurship and innovation in China.

Before diving into several aspects of China's entrepreneurship ecosystem and national innovation system, we learn about China and analyze its economy.

Topics covered in the module are:

- China's Economy
- Innovation and entrepreneurship theory
- China's Innovation System and the history of entrepreneurship in China
- Green growth strategy
- Innovative unicorns and the Chinese venture capital market
- Research and education System
- Made in China (MIC) 2025 and beyond
- Corporate social credit system
- Intellectual property rights system
- Artificial intelligence
- Chinese women's entrepreneurship

**Intended Learning Outcomes:**

After completing the seminar, students should understand how entrepreneurship and innovation work in China.

After participating in this module, students can...

- summarize the historical development of private entrepreneurship in China
- describe the current state of (women) entrepreneurship in China
- name and critically reflect relevant stakeholders in China's national innovation system
- explain the relevance of China's start-up ecosystem and Chinese private companies
- evaluate the current state of entrepreneurship and innovation in China
- analyze the latest tech, entrepreneurship, and innovation trends

Moreover, students will be able to

- search, understand, synthesize, analyze, and apply academic literature
- present and discuss their findings and conclusions to an academic audience

**Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, in which the instructor provides the theoretical foundations of entrepreneurship and innovation in China
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work (flip chart activities etc.) in the classes will be an essential part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises (e.g., quizzes and discussion rounds), in which students apply their learning
- Other important real-life input will be given through multi-media resources and company case studies

- For their essays, students will investigate topics within the subject of this course. Students will receive feedback from the instructor
- In a final presentation, students present the results of their seminar essays
- The instructor offers weekly seminar-related office hours for the students (offline and online)

**Media:**

Powerpoint, Quizzes, Flip chart activities, Word Clouds, etc.

**Reading List:**

Basic literature (for detailed reading list, see Moodle):

- Atherton, Andrew, and Alex Newman (2017), Entrepreneurship in China. The Emergence of the Private Sector, Routledge, Abingdon.
- Drucker, Peter Ferdinand (2006), Innovation and Entrepreneurship, HarperBusiness, London.
- Lardy, Nicholas R. (2014), Markets Over Mao: The Rise of Private Business in China, Peterson Institute for International Economics, Washington, DC.
- Lee, Kai-Fu (2018), AI Superpowers: China, Silicon Valley, and the New World Order, Houghton Mifflin, New York.
- Lee, Kai-Fu and Qiufan Chen (2021), AI 2041. Ten Visions for our Future, WH Allen, London.
- Naughton, Barry (2007), The Chinese Economy. Transition and Growth. The MIT Press, Cambridge.
- OECD/Eurostat (2018), "Oslo Manual 2018: Guidelines for Collecting, Reporting, Using Data on Innovation, 4th Edition, The Measurement of Scientific, Technological and Innovation Activities", OECD Publishing, Paris. <https://doi.org/10.1787/24132764>.
- Roberts, Huw, Josh Cowls, Jessica Morley, Mariaosaria Taddeo, Vincent Wang and Luciano Floridi (2020) "The Chinese approach to artificial intelligence: an analysis of policy, ethics, and regulation", *AI and Society*, Vol. 36 No. 1, 59-77.
- Schaper, Anna-Katharina (2023), "Let's add the land of the pandas to our research agenda. Why female entrepreneurship in China matters", *Entrepreneurship Blog of the University of Siegen*, <https://blogs.uni-siegen.de/modernentrepreneurship/2023/01/09/lets-add-the-land-of-the-pandas-to-our-research-agenda-why-female-entrepreneurship-in-china-matters/>.
- Schaper, Anna-Katharina and Doris Fischer (2021), "Does Gender Matter for the Entrepreneurship Fairy Tale? An Analysis of Chinese Unicorn Start-ups", *CBE Research Notes* 02/2021, University of Würzburg, Würzburg. [https://opus.bibliothek.uni-wuerzburg.de/opus4-wuerzburg/frontdoor/deliver/index/docId/24441/file/CBE\\_RN02\\_Schaper\\_Fischer.pdf](https://opus.bibliothek.uni-wuerzburg.de/opus4-wuerzburg/frontdoor/deliver/index/docId/24441/file/CBE_RN02_Schaper_Fischer.pdf)
- Tse, Edward (2015), *China's Disruptors: How Alibaba, Xiaomi, Tencent, and other Companies are Changing the Rules of Business*. Penguin, New York.
- World Economic Forum (WEF) (2020), *The Global Competitiveness Report 2019*, Geneva. [http://www3.weforum.org/docs/WEF\\_TheGlobalCompetitivenessReport2019.pdf](http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf).
- Yueh, Linda (2019), *Enterprising China. Business, Economic, and Legal Developments since 1979*, Oxford University Press, Oxford.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001396: Narratives for Impact | Narratives for Impact

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module is examined via your solution of exercises (“Übungsleistung”). Specifically, we draw on two types of exercises to assess whether students have reached the above learning goals. These elements correspond to the “Teaching Methods” listed in a separate section. There is no written exam.

- Oral, individual – 50%: we will assess the quality of your contributions toward solving pre-assigned question in class discussions (i.e. film screenings, debate workshop) to see whether you can define, explain, and apply in practice key theories of impact, narrative and entrepreneurship (discussion of readings); describe, compare, and appraise different existing narrative solutions for a given organizational context (teaching case study discussions); and compose innovative ideas for addressing social and environmental challenges through narrative storytelling (final presentation).

- Written, group – 50%: at the end of the course, you will submit a group reflection paper in the form of a slide show in which you will highlight your key learning in this course, so as to show that you can distinguish the newly learned theories from previously learned management perspectives. As a group, you will be assigned a future film, which you will analyze by drawing on some of the concepts learned in class. This is used to showcase that you can interpret, classify, and assess the conduct and performance of any organization aiming to inspire, inform and mobilise entrepreneurial efforts aimed at addressing social, environmental, and economic challenges.

#### Repeat Examination:

Next semester

**(Recommended) Prerequisites:**

In general, students from all departments are admitted to the seminar, but a good command of English and a general interest in sustainability/impact issues are basic requirements to take the course.

Willingness to read scientific literature is an important prerequisite, as knowledge of it will influence the final grade.

We strongly discourage 1st and 2nd semester students as well as students who have not yet completed 6 ECTS in a research philosophy course.

**Content:**

This course will draw on a series of inductive teaching methods. We will provide various teaching techniques and input sessions to enable students to access independently a large share of the subject matter. For example, students will learn to study, digest, and present academic content and apply it to current real problems - for example, we will not only teach how to read academic articles, but also enable students to present them cohesively in a debate format. In addition, students will get to know methods help them analyze and understand the importance of narratives for innovation processes, again drawing on specific real-life examples such as corporate training and image movies. The diverse set of methods students will get to know will help them explore and understand the various roles narratives may play in different types of innovative and entrepreneurial activities, and see how narratives may help realize a (pre-)intended way of corporate (entrepreneurial) activity. The final written report will showcase students' creativity and their ability to transfer what they have learned to another (real-life) setting.

**Intended Learning Outcomes:**

- To learn key theoretical foundations for better understanding the role impact has in business innovation processes and entrepreneurship.
- To develop an understanding of the role of storytelling and narrative in shaping collaborative innovation processes as well as public perception of entrepreneurship and social impact in general.
- To critically analyze the portrayal of entrepreneurship and innovation in a range of films and media, and to identify key themes and messages related to impact-oriented entrepreneurship.
- To explore the ways in which films can inspire and inform entrepreneurial efforts aimed at addressing social, environmental, and economic challenges.
- To encourage creative thinking and the development of innovative ideas for addressing social and environmental challenges.
- To build skills in critical analysis, oral and written communication, and collaborative problem-solving.

After the course, students will be able to:

- Define, explain, critically discuss and apply key theories related to both impact and narratives.
- Interpret, classify, and assess the conduct and performance of any organization's innovation efforts.
- Describe, compare, and appraise entrepreneurial strategies and innovation concepts given their potential societal impact.
- Distinguish the newly learned impact and narrative theories from previously learned management perspectives.
- Evaluate how future films may affect innovation processes.

### **Teaching and Learning Methods:**

This course will draw on a series of inductive teaching methods. We will provide various teaching techniques and input sessions to enable students to access independently a large share of the subject matter. For example, students will learn to study, digest, and present academic content and apply it to current real problems - for example, we will not only teach how to read academic articles, but also enable students to present them cohesively in a debate format. In addition, students will get to know methods help them analyze and understand the importance of narratives for innovation processes, again drawing on specific real-life examples such as corporate training and image movies. The diverse set of methods students will get to know will help them explore and understand the various roles narratives may play in different types of innovative and entrepreneurial activities, and see how narratives may help realize a (pre-)intended way of corporate (entrepreneurial) activity. The final written report will showcase students' creativity and their ability to transfer what they have learned to another (real-life) setting.

### **Media:**

The largest share of this course will be developed by each study group through solving the specific case challenge and presenting the results. The hallmark of this course's study challenges is their visual-cinematic format combined with entrepreneurship-related questions and theories. In group discussions, we will then debate the results presented and thus co-create the learning outcome.

In each session, we will help facilitate and guide the course discussion by taking notes on whiteboards and moderate the overall learning journey. We strongly encourage you to take notes yourselves and to consider not bringing laptops (they are not as bad as phones [NO PHONES!], but will still inhibit your learning). Specific topics and definitions may be introduced using PowerPoint slides. Finally, note how a large share of learning will occur through you preparing individually and in groups for the in-class session (i.e. readings). Techniques to do so will be introduced in the first session of class.

### **Reading List:**

An up to date reading list will be distributed around the first session of class each semester.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001403: Managing the Family Firm | Managing the Family Firm

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Each seminar participant will complete an exam, which will test students' knowledge of the seminar's content. However, more importantly, the exam will test student's critical thinking and knowledge application skills through the use of open ended questions (90%).

Each student is also encouraged to participate actively in class and share their thoughts and opinions in the classroom. Active participation will contribute with 10% to the overall grade.

In the exam, students should demonstrate that:

- They have gained a new understanding and knowledge of family firms
- They are able to critically reflect on the unique advantages and challenges of family firms in different (international) contexts
- They have gained insights into how to manage a family firm and the various aspects related to finance, governance, succession, marketing, strategy, human resources, entrepreneurship and CSR.
- They are able to transfer their knowledge and apply it on real life cases

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Fluency in spoken and written English

#### Content:

This module will explore the unique characteristics, opportunities and challenges related to managing a family firm. Topics covered in the module are:

- Governance
- Finance and Accounting
- Succession

- Strategy
- Marketing
- Human Resource Management
- CSR, purpose and grand challenges
- Entrepreneurship

### **Intended Learning Outcomes:**

After completing the seminar students should understand the unique characteristics of family businesses and their implications for the role of the manager.

Completing the module students will be able to:

- Understand and critically reflect on the unique opportunities and challenges of managing a family firm related to finance, governance, succession, entrepreneurship, strategy, marketing, human resource management and CSR
- Understand family owners' non-financial and financial goals and their effects on decision-making
- Learn from real life insights through several family business owners and experts as guest speakers
- Reflect on the importance of context when we think of family firms, such as international, sector and size differences
- Compare theoretical knowledge of family firms with practical case studies
- Evaluate how family firms tackle grand challenges
- Explore how family businesses can exploit new opportunities

### **Teaching and Learning Methods:**

The content of the course is transmitted via lectures, supported by power-point presentations, in which the instructor provides the theoretical foundations of managing the family firm

- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-life input will be given through multi-media resources and case studies
- Next to in-class discussions, student interaction is also ensured through online technology, such as online polls.

### **Media:**

Powerpoint, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle):

Zellweger, Thomas. Managing the family business: Theory and practice. Edward Elgar Publishing, 2017.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Managing the Family Firm (MGT001403, englisch) (Limited places) (Seminar, 4 SWS)

Richards M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### MGT001404: Scaling Entrepreneurial Ventures | Scaling Entrepreneurial Ventures

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module's learning objectives are examined via exercises ("Übungsleistung") comprising the four elements outlined below. There is no written exam.

(1) Individual oral class engagement & homework (40%): For each session, you will be given in advance a set of questions or tasks to prepare (homework). In class, you will be assessed regarding the quality of integrating the prepared homework into course discussions, case assessments, group work, and presentations. This will demonstrate that you can explain and integrate learned entrepreneurial venture scaling and growth concepts, frameworks, and theories in practice and describe, compare, and appraise the conduct and performance of existing scaling/scaled entrepreneurial ventures. In case not all sessions can be attended, under specific circumstances and upon granted instructor permission, you may submit written/video solutions of your homework before class as a basis for grading.

(2) Individual written reflection paper (10%): At the end of the course, you will submit a short reflection paper highlighting the key learnings of the course and explaining why, how, and where they might help you in the future. The individual reflection will show that you can process, synthesize, and prioritize the newly learned knowledge and critically think about and argue for more expansive fields of application beyond those discussed in class.

(3) Group written report (30%): As part of a group composed in the kick-off session, you will create a "scaling plan" by analyzing and formulating the scaling potential and related implications of a real-life early-stage startup and developing concrete recommendations for scaling-related strategies and actions. This assessment will show that you can directly apply the learned frameworks, theories, and concepts to uncover and assess the implications of venture scaling, determine and evaluate suitable scaling strategies, prioritize and initiate actions and decisions for their implementation, identify predictors of failure, and propose mitigative steps. It also illustrates

that you can collaborate in a team, adopt a leader's perspective, strategize, and solve problems in an analytical and structured way. The scaling plan will be submitted at the end of the course. An assessment sheet filled in by each group member and handed in at the end of the course will clarify your individual contribution.

(4) Group final presentation (20%): In the final session, you will present a part of your group's scaling plan. As each member of the group will present, your individual contribution is clearly identifiable and appraisable. The final group presentation will showcase that you are able to synthesize and present your findings in a comprehensive, precise, and structured way. It will also show that you communicate clearly and perform professionally.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

none

**Content:**

Scaling an entrepreneurial venture can be a very complex and demanding challenge. Often this requires a fundamental redesign of many firm areas, high team effort, and very strong leadership. In addition, dynamic markets and grand challenges create additional pressures on young ventures attempting to grow.

This module provides a holistic view of the scaling process of an entrepreneurial venture from a leader's perspective. It introduces you to theories, concepts, and frameworks for scaling entrepreneurial ventures and venture growth. Based on engaging with crucial literature and concepts in entrepreneurship, strategy, and general management, discussing related news articles, case studies, industry insights, and best practices, and applying them in short class activities, you will learn why, how, and when entrepreneurial ventures scale and grow, which challenges and barriers they might face and how to overcome these. In addition, you will use this knowledge to analyze the conduct and performance of existing scaling/entrepreneurial ventures. Finally, you will directly apply this knowledge to assess the scaling potential and related implications of a real-life early-stage tech startup and develop and present concrete recommendations for effective scaling strategies and actions. Thus, the module will prepare you to effectively lead, accompany, or monitor an entrepreneurial venture through its scaling and growth phase.

Topics include, but are not limited to:

- Firm growth and scaling concepts, frameworks, and strategies from theory and practice
- Adopting a growth mindset
- Scaling and sustainability
- Implications of venture scaling: key opportunities and critical challenges focusing on leadership and strategy, people and culture, operations and structure, and financials
- Venture-specific and contextual factors for scaling
- Managerial scaling strategies, decisions, and actions
- Scaling success measures, risks, and risk mitigation strategies

- Venture exit options and strategies
- Predictors of venture failure and steps for dealing with failure and managing a turnaround.

### **Intended Learning Outcomes:**

Upon successful completion of this module, you will be able to:

Knowledge objectives:

- (1) Explain and apply key concepts, frameworks, and theories related to scaling entrepreneurial ventures and venture growth in practice
- (2) Describe, compare, and appraise the conduct and performance of existing scaling/scaled entrepreneurial ventures
- (3) Uncover and assess the implications of venture scaling
- (4) Determine and evaluate scaling strategies considering venture-specific and contextual factors
- (5) Prioritize and initiate actions and decisions for implementing suitable scaling strategies
- (6) Identify predictors of failure and propose mitigative steps

Competencies objectives:

- (1) Improve analytical, structured problem-solving, synthesis, and prioritization competencies
- (2) Enhance team collaboration and leadership competencies
- (3) Strengthen communication, presentation, and argumentation skills
- (4) Build up critical thinking and strategizing competencies

### **Teaching and Learning Methods:**

The module consists of an introductory session in which the fundamentals of scaling entrepreneurial ventures and venture growth will be shared and discussed. In addition, groups will be assembled, and each group will select a real-life early-stage tech startup for which a scaling plan will be jointly developed throughout the course.

In subsequent sessions, module contents will be co-developed by the course participants and the instructor(s). To enable building up a solid knowledge fundament, we integrate action-learning elements such as presentations and discussions of course material, case studies, and news articles; flipped classrooms, role plays, and games; and interactions with industry guest speakers. Continuous group work on the scaling plan will ensure that the newly acquired knowledge will be directly applied.

Hence, a large share of learning will occur through your individual and your group's preparation for the in-class sessions and working on your startup cases. Respective instructions and materials to prepare will be given throughout the course. Through peer review exercises, presentations, discussions of intermediate findings, and feedback provided by the instructor(s), you will be able to share and get an assessment of your progress continuously. The module will end with a group presentation followed by a moderated Q&A and joint reflection exercise.

### **Media:**

Presentations, flipchart, whiteboard, digital tools, videos, Zoom (for feedback sessions)

### **Reading List:**

Specific & mandatory readings will be specified at the beginning of the course.

Familiarizing with the following book is encouraged but not mandatory for passing the course:

- Eisenmann, T. (2021). Why startups fail: A new roadmap for entrepreneurial success. Crown.

**Responsible for Module:**

Tryba, Anne; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Scaling Entrepreneurial Ventures (MGT001404, englisch) (Limited places) (Seminar, 4 SWS)

Tryba A [L], Tacke F, Tryba A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001405: Global entrepreneurship summer school | Global entrepreneurship summer school

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b>	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The final examination of the project consists of two components. The first is the presentation prepared by the students at the end of the summer school. The second part is a final report that must be submitted approximately eight weeks after the summer school. Both count for 50% of the grade.

At the final event of the summer school, the teams present an approach to solving the problem challenge they have worked on in the field of climate change. The presentation has a length of 5-10 minutes and is evaluated by an external jury. The students thus demonstrate that they are able to transform the information they have received into the independent development of an impact-oriented business model and present it appropriately. In the preparation of the presentation, they are accompanied and supported by their coaches and the accompanying facilitators.

The second part of the grade consists in the report to be submitted after the summer school. It documents in a structured way how the information received was used to develop an impact-oriented business model. Furthermore, feedback received during the final presentation should be considered and incorporated. The report ensures that instead of simply documenting their findings students structure and reflect on them. The final report should not exceed 7500 characters and must be submitted eight weeks after the completion of the summer school.

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

- Basic understanding of entrepreneurship and its principles, such as from attending an introductory lecture on the topic, founding experience, or closely following the media on the topic

- Interest in developing innovative solutions from a systemic perspective to generate social and environmental impact

### **Content:**

As part of the Global Entrepreneurship Summer School (GESS), up to 50 international students from universities all over the world per cohort spend seven days intensively working on global challenges and the question of how these can be solved with the help of social and innovative business ideas. In preparation, the participants learn about the forms and goals of Social Entrepreneurship with online materials. Furthermore, they inform themselves and reflect on the effects of climate change in their local context. For this purpose, they interview two to three people and showcase and share their observations and information in the provided online workspace.

During the actual Summer School in Munich and, possibly, at other locations in parallel, they discuss and research current problems in the field of climate change and then develop entrepreneurial ideas for solutions. To support them, methods and knowledge are conveyed on topics such as system innovation, design thinking, business modeling, impact management and financing. The systemic perspective is of particular importance in the program. "Wicked problems" as represented by the social and ecological problems of our time cannot be solved in isolation. Solutions are therefore only possible by looking at them as phenomena inside of complex systems.

At the end of the Summer School, the students present the solutions they have developed in the form of impact-oriented business models to a jury and guests. In this context, they receive feedback and the opportunity to apply for follow-up coaching for the business ideas they have developed. The final report reflects on the process and structures its results.

### **Intended Learning Outcomes:**

The GESS aims to enable students to develop practice-oriented approaches to solutions in the form of impact-oriented business models. The aim is to generate impact in the sense of the United Nations Sustainable Development Goals. The students learn:

- to understand and apply the concept of impact and its implications
- to implement the entrepreneurial innovation process in interdisciplinary teams to generate concrete solutions
- to apply tools and methods from the field of system innovation and human-centered design.

The GESS focuses on experiential and problem-based learning and aims both to advance the development of social and entrepreneurial innovation and to promote and develop students' skills in responsible entrepreneurship. By working on solutions in international teams, students also improve soft skills such as creativity, perseverance, communication skills, and intercultural competencies.

### **Teaching and Learning Methods:**

Lectures, discussion, development of challenges, excursion, team coaching sessions, feedback discussion, presentation, Q&A session. The variety of methods ensures that the right method is chosen for each learning content to be conveyed. For example, new knowledge and tools are presented by experts in impulse lectures and then discussed in large or small groups before they are incorporated into the development of solutions. Feedback talks and team coaching sessions guarantee that the tools and methods presented are correctly understood and applied. Furthermore, good cooperation within the teams is ensured and an appreciative feedback culture is trained. The final presentation at the closing event gives the participants the opportunity to practise their communication skills. The final report helps to consolidate and reflect on the acquired knowledge.

### **Media:**

Videos, presentations, online materials, quiz, exercise sheets, Power Point, flip charts, mural boards

### **Reading List:**

Thinking in Systems, Donella Meadows. Earthscan, 2009

Martin, L. Design of Business: Why Design Thinking is the Next Competitive Advantage. Harvard Business Press, 2009

Kurz, B./ Kubek, D.: Social Impact Navigator, Phineo, 2017, verfügbar auf <https://www.social-impact-navigator.org/>

### **Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Global Entrepreneurship Summer School (MGT001405, englisch) (Seminar, 4 SWS)

Alexy O ( Vogel C )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### MGT001410: ChangeMakers: Entrepreneurial and Design Competencies for Societal Transformation | ChangeMakers: Entrepreneurial and Design Competencies for Societal Transformation

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module's learning objectives are examined via exercises ("Übungsleistung") comprising the three elements outlined below. There is no written exam.

(1) Group final presentation (50%): In the final session, you will present your team's approach and solution for a societally relevant challenge identified at the beginning of the course. The presentation format can be chosen by your team and should include the presentation of a design artifact. Design artifacts can include a 3-dimensional object, a visual representation, a video, a storyline, a systems map, and many other forms of storytelling and visualization. Presentations will last approximately 5 minutes, followed by a 5-10 minute Q&A and feedback round. Each team member must actively participate so your individual contribution is identifiable and appraisable. The final group presentation will showcase that you have acquired and can demonstrate essential entrepreneurial and design competencies: focus – you can identify whether a problem is worth solving; courage – you understand your role in creating change; imagination – you are capable of developing and articulating a vision; and action – you know how to take next steps.

(2) Individually written reflection paper (20%): At the end of the course, you will submit a short paper (2 pages excl. sources) reflecting on

- (a) your overall experience with and synthesis of the course's format (considering both the experiential learning immersion and the reading package)
- (b) your critical reflection on the design solution you and your team created
- (c) whether and how the course allows and will allow you to generate hope in the face of critical societal challenges

(3) Daily course exercises (30%)

In each session during the project week, you will be asked to submit a small reflection exercise related to the day's content and learning objectives via Moodle. We will dedicate 10-15 minutes of each session to this exercise using a set of questions. You will be guided through the exercise by the course instructors. This will demonstrate that you have engaged with, understood, and critically reflected on the day's topic.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

Fluency in English; interest in entrepreneurship, design, and a sustainable future; willingness to work in a team;

Due to the nature of the assessments and the ongoing team-based work in this course, consistent participation is mandatory. If you need to miss a session for health reasons or other valid circumstances, please inform us in advance via email. We may provide an opportunity to make up the missed material or, in cases of documented illness, assign a "Q" grade (indicating a missed exam with an accepted medical certificate).

Please note: Conflicts such as overlapping courses or work commitments are considered planning issues and should be resolved before enrolling in the course.

**Content:**

In this module, students will acquire entrepreneurial and design competencies through experiential and scenario-based learning: Set in a future scenario, students will be confronted with signals (based on scientific projections) that make clear what circumstances we may live in in the future. The Impulse Symposium ahead of the project week will provide inspiration and insight to stimulate students' imagination of the future we might live in. During the immersive project week, participants will work in small teams to create a real-life practical solution for a larger societal problem: The first day of the project week creates space to explore what challenges students find relevant and care about, and to explore through design and entrepreneurial methods whether these challenges appear to be worth solving. Throughout the week, students will learn and apply creative problem-solving methods, entrepreneurial thinking and decision-making to work through that challenge they chose. Students will be encouraged to leverage Generative AI tools to illustrate the ideas they create. Students will be guided to apply visualization and prototyping methods as well as reflection techniques that will support them in producing a shareable vision of a livable and lovable future and identify why and how they can contribute to realizing it.

The module is intentionally structured to include an impulse before, as well as iteration and reflection after an immersive project week. In addition, students will receive a reading package. Combining these elements will allow students to start well-prepared, reactive their prior knowledge, inform themselves about relevant methods, and process and appraise new information.

**Intended Learning Outcomes:**

After successful completion of this module, students will be able to:

- Understand and apply basic entrepreneurial and design competencies, including: Focus for sophisticated problem identification; Courage to take an active role in creating change; Imagination to develop and articulate ideas; Action to take an idea forward towards implementation
- Leverage these competencies to retain hope in the face of critical societal challenges

While developing and articulating solutions in interdisciplinary project teams, students will learn how to plan, manage and conduct a project, mobilize scarce resources, act in the face of uncertainty, collaborate in a team, and present, discuss, and reflect upon their own solutions convincingly. In addition, working with future scenarios will strengthen students' creative confidence and analytical and strategic skills.

### **Teaching and Learning Methods:**

This module relies on six core elements:

- Impulse – a university-wide public mini-symposium that includes high-quality inspirational speakers who will set the tone and give context.
- Project Week – an immersive one-week project-based experience including theory-driven and methodological impulses, team activities, interactive discussions, flipped classroom elements, and guided project work inside and outside the classroom.
- Iteration – a review of the work that has been created during the project week in small teams accompanied by feedback and support from peers and subsequent further development.
- Presentation – a celebratory moment where participating teams share their work with each other and discuss their process and results.
- Reflection – a moment to reflect on the experience and, importantly, plan for possible next steps of integrating the newly acquired skills into one's work.
- Reading package - a collection of supporting course material, links, and articles to strengthen the understanding and sensemaking of the applied methods.

### **Media:**

Presentations, videos, flipchart, whiteboard, digital tools, Zoom for feedback sessions, prototyping materials

### **Reading List:**

Each semester students will be provided with a reading list relevant to the course.

Inspirational readings include (students will be asked to engage with a selection of inspirational readings):

- \*Arend, R. J. (2020). The roles of thought and affect on entrepreneurship – A new hope. Journal of Business Venturing Insights, 14. DOI: 10.1016/j.jbvi.2020.e00188.
- \* Brown, T., Carey, S., & Wyatt, J. (2021). The next chapter in design for social innovation. Stanford Social Innovation Review.
- \* Giudice, M., & Ireland, C. (2023). Changemakers: How leaders can design change in an insanely complex world. Two Waves Books.

- \* Hari, J. (2023). Stolen focus: Why you can't pay attention--and how to think deeply again. Crown.
- \* Holiday, R. (2021). Courage is calling: Fortune favors the brave. Penguin.
- \* Hoppe, M., & Namdar, K. (2023). Towards entrepreneurship for a cause: educating transformative entrepreneurial selves for a better world. *Entrepreneurship Education and Pedagogy*, 6(4), 590-607.
- \* Lans, T., Blok, V., & Wesselink, R. (2014). Learning apart and together: towards an integrated competence framework for sustainable entrepreneurship in higher education. *Journal of Cleaner Production*, 62, 37-47.
- \* Markovitz, D. (2020). How to avoid rushing to solutions when problem-solving. *Harvard Business Review Digital Articles*, 2–6.
- \* Mauch, C. (2019). Slow hope: Rethinking ecologies of crisis and fear. *RCC Perspectives: Transformations in Environment and Society*, 1. doi.org/10.5282/rcc/8556.
- \* Noel, L. A. (2023). Design social change: Take action, work toward equity, and challenge the status quo. Ten Speed Press.
- \* Thackara, J. (2005): In the Bubble: Designing in a complex world; The MIT Press.
- \* Wedell-Wedellsborg, T. (2017). Are you solving the right problems? *Harvard Business Review*, 95(1), 76–83.
- \* Weiss, L. (2017). Stop mindlessly going through your work day. *Harvard Business Review Digital Articles*, 2–4.

**Responsible for Module:**

Tryba, Anne; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

ChangeMakers: Entrepreneurial and Design Competencies for Societal Transformation  
(MGT001410, englisch) (Seminar, 4 SWS)

Diefenthaler A, Hendra A, Mayer C, Tryba A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# MGT001419: Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship across Contexts | Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship across Contexts

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The examination consists of a group presentation. A topic is selected from a previously announced catalogue of topics. The group must prepare an interactive learning unit. The group presentation is accompanied by a written précis.

### Repeat Examination:

### (Recommended) Prerequisites:

Fluent in spoken and written English

### Content:

“Context is important for understanding when, how, and why entrepreneurship happens” (Welter 2011).

To understand the rules of entrepreneurship and entrepreneurial behavior in the pluralistic world of the 21st century, it is crucial to experience and observe it in different contexts, which can take different forms and shapes. Management and Entrepreneurship Students at a German university often experience entrepreneurship from a European perspective and in the here and now of socio-political events. However, Entrepreneurship has so much more to offer. With our module, we want to take students on a journey through countries, cultures and times that all have a significant influence on how entrepreneurs behave around the world and even across different generations.

As part of this module, we examine the following questions and topics:

- The meaning of context and its effects on entrepreneurship

- Forms and shapes of contexts: When and Where?
- Forms of entrepreneurship triggered through contexts with focus on necessity and social entrepreneurship
- Female entrepreneurship across the African and Chinese context
- Entrepreneurship across Generations

### **Intended Learning Outcomes:**

After completing the module students are be able to

- explain the meaning and different types of entrepreneurial contexts
- analyze entrepreneurial behavior and challenges through the lense of different contexts
- interpret different contexts and their impact on entrepreneurship
- evaluate scientific articles and their contribution to context-specific entrepreneurship research
- formulate interesting research questions to move context-specific entrepreneurship research forward

### **Teaching and Learning Methods:**

To achieve the modules intented learning outcomes different methods of instructions, teaching and learning will be employed. The different lecture units will consist of lectures, group work and exercises and student presentations and discussion rounds. While the lectures will provide the introduction and basis for each newly introduced topic students will be divided in teams to prepare a presentation for selected specialisation topics which will be presented in class. Students will receive key literature to develop said presentations but are required to review and utilise connected literature and research findings. The presentations will prepare the students for their final assignment which will consist of an essay.

### **Media:**

PowerPoint, video, exercise sheets, academic research articles, flipchart, Mentimeter

### **Reading List:**

More readings and scientific articles will be provided throughout the seminar:

Aldrich, Howard E.; Brumana, Mara; Campopiano, Giovanna; Minola, Tommaso (2021): Embedded but Not Asleep: Entrepreneurship and Family Business Research in the 21st Century. In: Journal of Family Business Strategy 12 (1).

Dencker, John C.; Bacq, Sophie; Gruber, Marc; Haas, Melvin (2021): Reconceptualizing Necessity Entrepreneurship: A Contextualized Framework of Entrepreneurial Processes Under the Condition of Basic Needs. In: AMR 46 (1), S. 60–79. DOI: 10.5465/amr.2017.0471.

Shepherd, Dean A.; Wennberg, Karl; Suddaby, Roy; Wiklund, Johan (2019): What Are We Explaining? A Review and Agenda on Initiating, Engaging, Performing, and Contextualizing Entrepreneurship. In: Journal of Management 45 (1), S. 159–196. DOI: 10.1177/0149206318799443.

Welter, Friederike (2011): Contextualizing Entrepreneurship—Conceptual Challenges and Ways Forward. In: *Entrepreneurship Theory and Practice* 35 (1), S. 165–184. DOI: 10.1111/j.1540-6520.2010.00427.x.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001423: Data Law and Platform Regulation | Data Law and Platform Regulation

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as an oral examination in groups with a duration of 15 minutes per person. Students will be asked case related and/or theoretical questions. This will demonstrate to what extent they have understood and can explain the legal framework of competition law and platform regulation in relation to the digital platform economy and the data economy, the economic effects of entrepreneurial strategies, their legal assessment, and the legal consequences of an infringement of competition law and/or regulation. This demonstrates if students have developed the required legal and economic analytical skills to understand the interrelationships of competition law in digital platforms. Students also need to demonstrate their ability to apply their knowledge to fact patterns not discussed in the lecture, and to evaluate legal issues in new scenarios.

#### Repeat Examination:

#### (Recommended) Prerequisites:

None

#### Content:

The lecture deals with current legal issues arising in the context of digital platforms and the data economy, in particular online marketplaces, social networks, communication services and intermediation services in the sharing economy. The legal and economic assessment of entrepreneurial strategies and innovation activities is essential for better understanding the functioning of markets and for start-ups. | The lecture includes multiple case studies based on real legal cases that deal with management strategies of platform companies and their legal assessment in relation to competition law and platform regulation. | The focus will be on

entrepreneurial issues for digital business models, e.g. managerial compliance of undertakings with legal rules, liability of undertakings in case of legal infringements and the possibilities of companies to assert their rights and to defend themselves. The lecture also deals with the competition law framework of mergers in the digital economy as well as with data regulation in relation to non-personal data.

#### **Intended Learning Outcomes:**

After attending the lecture, students will be able to | (1.) understand the main features of the functioning and legal framework of digital platforms and data driven business models; | (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and on economic actors as well as possible efficiencies; | (3.) apply the acquired knowledge in the assessment of current cases and legislative projects in the field of the digital and platform economy; | (4.) analyze the specific challenges in digital platform and data markets, recognize restraints of competition in management strategies and mergers, and identify business practices that represent successful competition on the merits; | (5.) comprehend the emerging legal framework for data regulation that aims to create free flow of non-personal data.

#### **Teaching and Learning Methods:**

The lecture will explain the theoretical aspects of competition law and platform regulation and of data driven business models in a discussion between the lecturer and the students. The lecture will also provide the opportunity to work individually or in groups on case studies (known and unknown), covering aforementioned issues of competition law and regulation in the digital economy. These case studies are based on real-world cases to discuss entrepreneurial strategies that might be subject to legal scrutiny. The purpose of the case studies is to repeat and to deepen the content discussed in the lecture and to review and evaluate legal issues that might arise in an entrepreneurial context. Students will develop the ability to present these findings in a concise and well-structured analysis and gain knowledge in managerial compliance with competition law and platform regulation in regard to the digital economy.

#### **Media:**

Books, scientific articles, legal texts, power point slides, flipchart.

#### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/> | Ezrachi, Competition and Antitrust Law: A Very Short Introduction | See also publications of the OECD on various areas of commercial law: [www.oecd.org/daf](http://www.oecd.org/daf)

#### **Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

#### **Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# MGT001429: Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship and Communities | Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship and Communities

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The examination for this seminar is based on a final written seminar paper (65%), the final presentation of the seminar paper (20%), and feedback on a peer's seminar paper (15%). Please note that dropping the course after topics have been chosen and announced leads to grade 5.0 (failed). While the grade for your final seminar paper (10 / 15 pages +/- 10%) will be determined purely on the last version you hand in before the final submission deadline (see "course outline"), you will also have to iterate on this throughout the class, by writing a draft paper earlier in the semester and giving a 10-15 minutes presentation on this earlier version (worth 15% of your grade).

Please note that we will require you not only to submit your paper to us via Moodle, but also to TurnItIn, for an automated citation check.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Courses in quantitative and qualitative research methods

### Content:

The module consists of an introduction to problematization methods for academic research/process of scientific writing. Early on in the course, the topics for each student's seminar paper will be decided. Based on their topic students prepare their term paper which they will present at the end of the module.

The module also involves multiple (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

**Intended Learning Outcomes:**

After the successful completion of this module, students are able to:

1. Understand the scientific research process
2. Understanding the steps in writing a scientific seminar paper, including how to evaluate academic literature, engage in an academic debate, and prepare and defend academic arguments.
3. Develop critical thinking and several soft-skills, including but not limited to: analytical skills, presentation, argumentation, storytelling, and synthesis.

**Teaching and Learning Methods:**

\*The goal of this module is for students to understand key concepts relevant to academic research at the nexus of entrepreneurship and communities. This body of research focuses on how entrepreneurs shape, and are in turn shaped by, the local and virtual communities that they are embedded in. Through the course they will develop specialist knowledge on their selected topic of interest.

More broadly the seminar work also prepares students for academic work (e.g. Masters Thesis, preview into PhD work). Students will write a seminar paper on a specific topic, present this topic to the class, discuss papers, and be involved in scientific discussions on a variety of topics in class. Students are provided with an overview of important readings and literature. Over the course, students will develop their own research questions and identify relevant readings in advancing their seminar paper.

**Media:**

Presentations, videos, interactive team-work templates

**Reading List:**

1. Bacq, S., Hertel, C., & Lumpkin, G. T. (2022). Communities at the nexus of entrepreneurship and societal impact: A cross-disciplinary literature review. *Journal of Business Venturing*, 37(5), 106231.
2. Lumpkin, G. T., Bacq, S., & Piddock, R. J. (2018). Where change happens: Community#level phenomena in social entrepreneurship research. *Journal of Small Business Management*, 56(1), 24-50.
3. Vedula, S., Doblinger, C., Pacheco, D., York, J. G., Bacq, S., Russo, M. V., & Dean, T. J. (2022). Entrepreneurship for the public good: A review, critique, and path forward for social and environmental entrepreneurship research. *Academy of Management Annals*, 16(1), 391-425.

**Responsible for Module:**

Vedula, Siddharth; Prof. Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (MGT001429, englisch): Entrepreneurship and Communities (Limited places) (Seminar, 4 SWS)

Vedula S [L], Bendaanane M

For further information in this module, please click [campus.tum.de](#) or [here](#).



## Module Description

### MGT001436: Global Challenge Lab Hackathon | Global Challenge Lab Hackathon

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> irregularly
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

At the end of the two weeks of the program, students will submit a three-minute pitch video, accompanied by a 150 word summary, describing the problem they have identified and the solution they suggest to address it in the form of an entrepreneurial venture. They will be evaluated based on

- the quality of the problem they have identified (e.g., is it real, important, urgent, and human-centered? Can the students present data to support their claims?)
- the value and fit of their solution (e.g., does it solve the problem? Does it do so in a way that is positively different [better, cheaper, more sustainable, ...] than existing solutions? Can students show implementability and market demand?)
- the level of innovation (e.g., evidence of creativity and/or novelty in the idea, business model, implementation strategy, or technologies employed)
- impact (e.g., does the idea address the relevant SDGs? Do potential rewards justify expected costs?)
- team (e.g., does the team understand its abilities and skills? Do they see who and/or what else may be needed to make their idea a reality?)

The evaluation will be conducted by expert judges who support the GCL program. As these judges tend to evaluate the team rather than the individual, team members wishing for an individualized grade need to contact TUM staff before the end of the event and document which efforts were conducted by which group member (ideally confirmed by the other group members). The expert evaluation will be translated into a simple pass/fail grade. If necessary, a specific grade might also be inquired for.

#### Repeat Examination:

Next semester

**(Recommended) Prerequisites:**

No prerequisites, but some general knowledge about entrepreneurship is recommended.

**Content:**

How can we create a better society of tomorrow? One that is more sustainable, equal, and just? And how can students develop the skills to take part in this important transition, and take action to make it a reality?

At the Global Challenge Lab (GCL), students from around the world form cross-institutional and interdisciplinary teams - consisting of three to six people - to work on projects related to the UN Sustainable Development Goals (SDGs). In this program, Imperial College Enterprise Lab, Tsinghua University's x-lab and Technical University of Munich are working with global university partners to bring together hundreds of students and alumni to grow their international network, gain new skills, and create new ideas that help achieve the UN SDG defined by the United Nations.

At the end of the program, the best teams will have the opportunity to pitch their ideas live to a panel of judges and potentially win a share of a total of £10K in prize fund. The task is to come up with a technology-driven product or service solution that contributes to advance one or more of the Sustainable Development Goals as defined by the United Nations.

**Intended Learning Outcomes:**

**Knowledge Objectives**

After the course, students will be able to

- Understand selected major technological and societal development and how those may be shaped positively through entrepreneurial effort
- Identify human-centric problems and ways to assess their importance and urgency
- Describe ways in which to identify and develop potential solution that have the potential to address societal problems in a way that can be different from existing solutions.
- Understand how potential solutions may be applied to societal problems in innovative and original ways to achieve fit
- Collect data and feedback and draw inferences to evaluate or improve their solutions or identify different opportunities
- Explain and present their idea of how to apply their solution to which problem
- Identify some of the key skills required to implement a specific idea, and whether it is currently present in a team they are asked to assess (including their own team)

**Skills Objectives**

- Improve cross-cultural communication and collaboration skills
- Sharpen presentation and pitching skills
- Build up critical thinking and interpretation skills
- Learn how to evaluate different strategic options
- Learn about current technologies in the broader area of sustainable development
- Learn about strategic tools, options, and approaches that may work even under high uncertainty
- Assess and resolve entrepreneurial managerial challenges

## Learning Objectives

At the end of this course, students will be able to demonstrate understanding, critical assessment, and application of the following:

- The factors that contribute to achieving the UN SDGs from a global perspective
- The impact and importance of entrepreneurship in achieving the UN SDGs
- Approaches by which aspiring entrepreneurs may navigate the entrepreneurial journey

## Teaching and Learning Methods:

The GCL is an online format. Over the course of the two weeks, students will be exposed to a series of talks, workshops, and events, provided by a diverse set of experts and collaborators. Although attendance is not compulsory, we strongly encourage live participation to ensure the best possible learning experience.

The content of these sessions will include for example:

- Information on the GCL challenge, process, and expectations
- The SDGs and the role of entrepreneurship in this context, including specific challenges and opportunities, and related political, societal, economic, and technological developments
- The entrepreneurial process, with a specific focus on human-centered problems and processes
- Collaborating in cross-cultural teams

On top of that, student teams will have the opportunity to participate in mentoring sessions.

All sessions will be held via the Zoom platform. The links to the Zoom session will be distributed to all registered course participants. All participants are required to set up their Zoom account so that it eventually displays their Zoom name as [Team name]\_[Fullname], for example TheEnts\_JaneDoe.

Many content sessions will be offered twice to allow for participants from various time zone to join a live session. In addition, all sessions will be recorded and made available over the course of the program.

The majority of the work will consist of students shaping their own idea outside of the dedicated sessions by the GCL. Accordingly, students are expected to draw on their prior knowledge, the expert inputs they receive, and the teambuilding sessions in which they participate to facilitate an exploration, during which guidance by experienced mentors will be provided. Eventually, students will refine their idea into a pitch document that could form the nucleus of an entrepreneurial idea they could go on to realize after the GCL.

## Media:

Zoom and other online conference tools

## Reading List:

May be provided as part of course

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001444: The Entrepreneur's Playbook - case studies by VCs and founders | The Entrepreneur's Playbook - Fallstudien von VCs und Gründern**

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> irregularly
<b>Credits:*</b> 3	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 120

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Creation of a pitch/ learning deck per student (70%),  
Presentation of the deck in a final presentation (30%),  
Participation desired in guest lectures and workshops,  
Evaluation and feedback session at the end of the seminar.

#### **Repeat Examination:**

#### **(Recommended) Prerequisites:**

Basic knowledge in entrepreneurship and venture capital, academic excellence

#### **Content:**

“The Entrepreneur’s Playbook” offers TUM students the chance to gain deep insights into the world of venture capital and entrepreneurship. The course is structured around direct interactions with successful venture capitalists and founders, providing both theoretical knowledge and hands-on experience. The seminar includes guest lectures, workshops, and project work. Students will work in interdisciplinary teams to develop pitch decks for start-up ideas, guided by feedback from experienced VCs and entrepreneurs. The course culminates in a pitch session where teams present their work.

#### **Intended Learning Outcomes:**

The blend of theoretical knowledge and practical application in “The Entrepreneur’s Playbook” is designed to enhance students' understanding of venture capital and entrepreneurship. The course aims to equip students with the skills and insights necessary to navigate the start-up ecosystem successfully.

Students will learn:

How to develop and present effective decks for VCs.

The current trends and challenges in the start-up and venture capital industry.

How to identify and address critical issues in start-up development, including market fit and customer empathy.

The principles of working efficiently in interdisciplinary teams to solve real-world business problems.

Critical thinking, reflection, and the application of concepts to real-world entrepreneurial challenges.

Presentation and public speaking skills, including how to prepare and deliver impactful pitches.

**Teaching and Learning Methods:**

The course employs a combination of lectures, guest lectures, interactive workshops, and project work to achieve its learning outcomes. Lectures and guest lectures provide foundational and advanced knowledge about venture capital and start-up dynamics, ensuring students have a strong theoretical base.

Workshops are interactive and cover key topics such as product-market fit, customer empathy, and business modeling. These sessions are designed to enhance practical skills and facilitate the application of theoretical concepts in real-world scenarios.

Project work is a central component where students conduct independent research and develop pitch decks. This process includes preparing educational content, presenting their findings, and receiving feedback from peers and experts. The iterative feedback process helps students refine their projects and improve their presentation skills. These methods encourage critical thinking, self-assessment, and collaborative learning, preparing students for the challenges of the entrepreneurial world.

**Media:**

Online resources, slides, academic papers

**Reading List:**

Blank, S. (2018). Why the lean start-up changes everything.

Felin, T., Gambardella, A., Stern, S., & Zenger, T. (2020). Lean startup and the business model: Experimentation revisited. *Long Range Planning*, 53(4), 101889.

Gompers, P. A., Gornall, W., Kaplan, S. N., & Strebulaev, I. A. (2020). How do venture capitalists make decisions?. *Journal of Financial Economics*, 135(1), 169-190.

Müller, R. M., & Thoring, K. (2012). Design thinking vs. lean startup: A comparison of two user-driven innovation strategies. *Leading through design*, 151, 91-106.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Currency.

Shepherd, D. A., & Gruber, M. (2021). The lean startup framework: Closing the academic–practitioner divide. *Entrepreneurship Theory and Practice*, 45(5), 967-998.

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

The Entrepreneur's Playbook - Fallstudien von VCs und Gründern (Projektwoche) (Seminar, 2 SWS)

Welpe I, Kuhn F, Schenk N

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001447: Future Making & Creativity | Future Making & Creativity

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 90	<b>Contact Hours:</b> 90

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The course is examined via the solution of exercises (“Übungsleistung”). Specifically, we draw on two types of exercises to assess whether you and your team have reached the “Learning Goals”. These elements correspond to the “Teaching Methods” listed below. There is no written exam in the traditional sense.

Oral, individual – 30%: We will assess the quality of your contributions in class discussions to see whether you can define, explain, and apply in practice key theories of creativity, design, entrepreneurship, impact, and society; describe, compare, and appraise different existing design strategies and solutions for a given impact context; and compose innovative ideas for addressing social and environmental challenges through the application of photographic fieldwork and the curation of visual narratives.

Written, group – 70%: At the end of the course, you will submit a presentation in which you will highlight that you reached the key learning objectives of this course. As a group, you will be challenged to develop a unique creative approach to the case challenge, for which you will need to draw on key concepts learned in class and curate a photographic exhibition. This is used to showcase that you can interpret, classify, and assess the conduct and performance of any bottom-up organized effort to achieve societal change, i.e. to inspire, inform and mobilize entrepreneurial efforts aimed at overcoming social and/or environmental challenges

#### Repeat Examination:

#### (Recommended) Prerequisites:

Students of all disciplines are admitted to this course, but a good knowledge of German and English as well as a general interest in practical creative work, and in questions of sustainability and impact are basic prerequisites for participation in the course. The course language is mainly

German. Please note that you will work in interdisciplinary groups consisting of both TUM students and students of creative subjects at other leading institutions, such as design students the Munich University of Applied Sciences.

The willingness to read scientific literature and to learn how to use cameras are important prerequisites, as their knowledge and application will influence the final grade.

Important: You do NOT have to have previous experience as a photographer or own any camera equipment except for a smartphone camera. General interest in the topic and eagerness to learn will be sufficient. We strongly discourage students to attend this course who are not capable of attending all sessions.

### **Content:**

This course deals with the role of creativity in innovation development processes, and focuses, in particular, on how artistic production can be meaningfully used for this purpose. By linking photography with the Inner Development Goals (IDGs), the course engages both theoretically and practically with contemporary issues of societal progress, and public welfare-oriented, entrepreneurial action.

The general aim is to enable participants to apply a radically creative approach to entrepreneurial strategy-making, and to use artistic methods as a catalyst for society-oriented innovation development. Given its strong practical orientation, the end result will be a photo exhibition that discusses alternative entrepreneurial strategies in realizing the Inner Development Goals.

In designing the exhibition, students learn how an artistic method such as photography can be used to discover unconventional paths and recognise what radical new ways exist that could lead to positive social change. By reflecting on individual and cultural aspects of positive social development, the exhibition concludes the course and serves as a discussion forum for alternative realities of life and possible innovative approaches to progress.

The course will offered in interdisciplinary and cross-university fashion (at both the students and the teaching faculty level) and taught by experts in design, future-making, and entrepreneurship. Collaborations include for example the Munich University of Applied Sciences (Prof. Ralph Buchner, Faculty of Design) and the Technical University of Munich (Julian Krauss, Professorship of Innovation and Organization Design).

### **Intended Learning Outcomes:**

Learning Goals:

To learn key theoretical foundations for better understanding the role creativity has in innovation processes and entrepreneurship.

To develop an understanding of the role of artistic production, storytelling and narrative in shaping collaborative innovation processes as well as public perception of entrepreneurship and social impact in general.

To critically analyze the influence entrepreneurial action has on societal development, and to identify key themes and messages related to impact-oriented entrepreneurship.

To explore the ways in which artistic production, and visual narratives in particular, can inspire and inform entrepreneurial efforts aimed at addressing social, environmental, and economic challenges.

To encourage creative production and the development of innovative ideas for addressing social and environmental challenges.

To build skills in critical analysis, oral and written communication, and collaborative problem-solving.

After the course, students will be able to:

Define, explain, critically discuss and apply selected key theories related to entrepreneurship, strategy, creativity, impact and narratives.

Interpret, classify, and assess the conduct and performance of any organization's innovation and foresight efforts.

Describe, compare, and appraise entrepreneurial strategies and innovation concepts given their potential societal impact.

Distinguish the newly learned theories from previously learned management perspectives.

Evaluate how artistic work may affect innovation processes.

#### **Teaching and Learning Methods:**

Drawing on "Participant-Centred" teaching techniques, the largest share of this course will be co-developed by all of us through discussions of course materials and applying those in practice. The aim is not to learn a specific "best practice," but to explore the potential of photography in discovering unconventional strategic pathways, i.e. by exploring possible alternative realities, respectively to find out what photography can do to realize a preferred way of (entrepreneurial) action.

The final project at the end of the course is designed to demonstrate students' creativity and ability to apply what they have learned to a real-world problem.

Teaching methods will be chosen in accordance with the content to be communicated. For example, new material may be introduced in short presentations by subject matter experts or through videos, then discussed in teams or by the entire course, and then applied in the creative project work. The group-level feedback meetings ('coachings') help to ensure that all materials have been understood and applied correctly (including potential adaptations). Accordingly, a large share of learning will occur through you preparing individually and in groups for the workshop days and coaching sessions. Required skills will further be showcased through the final presentation (with feedback) and possibly a report (feedback upon request). We strongly encourage you to take notes yourselves. We may also ask you to conduct exercises as we speak.

**Media:**

The largest share of this course will be developed by each study group through solving the specific case challenge and presenting the results. The hallmark of this course's study challenges is their visual-photographic format combined with entrepreneurship-related questions and theories. In group discussions, we will then debate the results presented and thus co-create the learning outcome.

**Reading List:**

An up to date reading list will be distributed around the first session of class each semester.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Future Making & Creativity (MGT001447, Deutsch) (Seminar, 4 SWS)

Alexy O [L], Alexy O ( Krauss J )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# MGT001455: The Munich Entrepreneurial Ecosystem: A Deep Dive | The Munich Entrepreneurial Ecosystem: A Deep Dive

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The final exam of the module is an oral exam in the form of a group presentation (100%). In the final event, you will present one of the players in the Munich ecosystem, focusing on their goals, wishes and challenges. The presentation format can be freely chosen by your team. The presentations last approx. 10 minutes, followed by a 5- minute question and feedback session. Each team member must actively participate so that your individual contribution can be recognized and evaluated. The final group presentation should show that you have understood how an entrepreneurship ecosystem is structured, how the respective player contributes to the ecosystem, how the collaboration with founders works for the respective player, what the respective wishes, goals and backgrounds of the player are and what challenges there are to overcome.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

English language skills (fluent); interest in the dynamics of entrepreneurship ecosystems; willingness to work in teams

### Content:

An entrepreneurial ecosystem refers to the interconnected network of individuals, organizations, institutions, and resources that collectively support entrepreneurship and innovation within a specific geographic region or industry. These ecosystems provide an environment where entrepreneurs can start, grow, and sustain their ventures through access to various forms of support, including funding, mentorship, talent, infrastructure, and market opportunities. Understanding how entrepreneurial ecosystems function is vital for entrepreneurs, policymakers, investors, and other stakeholders as it facilitates opportunity recognition, resource mobilization, network building, innovation, collaboration, policy advocacy, and adaptation to change, ultimately

fostering vibrant and sustainable entrepreneurial communities. In this course, students will learn what constitutes an entrepreneurial ecosystem and how entrepreneurial ecosystems contribute to supporting founders and founding teams. In various site visits, they will get to know different ecosystem participants such as VCs, business angels, industrial companies that work with start-ups, entrepreneurial support organizations such as incubators or accelerators or makerspaces. Students will gain an understanding of the interaction between the various participants in the start-up ecosystem and understand the entrepreneurial journey using Munich as an example."

### **Intended Learning Outcomes:**

After successful participation, students are able to:

- understand how an entrepreneurial ecosystem is structured
- understand and describe the perspectives and goals of individual participants in the ecosystem
- understand what the entrepreneurial journey of a founder (team) through the ecosystem can look like

Students learn to work together in a team, present convincingly, discuss and reflect.

### **Teaching and Learning Methods:**

The seminar consists of several sessions and uses different teaching methods:

- Through lectures, the instructors show how entrepreneurial ecosystems are structured and how the individual players interact within them.
- Through guest lectures, students understand the perspectives and goals of the individual players in the ecosystem
- In group work, the students understand the challenges, goals and wishes of the individual ecosystem players
- In a final presentation, students demonstrate their presentation skills and present one ecosystem player in their group.

The seminar consists of the following elements:

1. introduction to entrepreneurial ecosystems
2. visit to an incubator/accelerator as a starting point of the Entrepreneurial Journey (e.g. TUM Incubator incl. pitch of a young start-up & makerspace)
3. visit to another entrepreneurial support structure (e.g. TUM Venture Lab FAB)
4. visit to an industrial company that works with start-ups (e.g. BMW Start-Up Garage, BayWa etc.)
5. visit to a VC investor or business angel (e.g. UnternehmerTUM VC, earlybird etc.)
6. visit to a successful start-up (e.g. Celonis, air up, Personio etc.)
7. final presentations and feedback"

### **Media:**

Presentations, company visits, flipchart, whiteboard, digital tools.

### **Reading List:**

Stam, E. (2014). The Dutch entrepreneurial ecosystem. Available at SSRN 2473475.

Mason, C., & Brown, R. (2014). Entrepreneurial ecosystems and growth oriented entrepreneurship. Final report to OECD, Paris, 30(1), 77-102.

**Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

The Munich Entrepreneurial Ecosystem: A Deep Dive (MGT001455, English) (Seminar, 4 SWS)

Patzelt H [L], Baur C

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### MGT001459: TUM Climate Ventures | TUM Climate Ventures

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 135	<b>Contact Hours:</b> 45

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module's learning objectives are examined via exercises ("Übungsleistung") comprising the three elements outlined below. There is no written exam.

(1) Individual written reflection paper (10%): At the end of each session, you will submit a short reflection paper of 1/2 page (font size 12; double line spacing) highlighting the key learnings of the course and explaining why, how, and where they might influence your project. The individual reflection will show that you can process, synthesize, and prioritize the newly learned knowledge and critically think about and argue for more expansive fields of application beyond those discussed in class.

(2) Group presentations (60%): During the class, there will be three presentations: (1) A pitch in the first weeks of the course (2 minutes), (2) a midterm pitch (10 minutes), and (3) a final pitch (15 minutes). Each pitch has to reflect the content of the course. In the session, you will present a part of your group's climate venture. As each member of the group will present, your individual contribution is clearly identifiable and appraisable. The final group presentation will showcase that you are able to synthesize and present your findings in a comprehensive, precise, and structured way. It will also show that you communicate clearly and perform professionally. The final pitch will be graded.

(3) Group written reporting (30%): As part of a group composed in the first two weeks of the course, you will work on a climate venture project by assessing, analyzing, and designing climate-tech venture related strategies and actions. This assessment will show that you can directly apply the learned frameworks, theories, and concepts to uncover and assess the implications of climate ventures, determine and evaluate suitable climate ventures strategies, prioritize and initiate actions and decisions for their implementation, identify predictors of failure, and propose mitigative steps. It also illustrates that you can collaborate in a team, adopt a leader's perspective, strategize,

and solve problems in an analytical and structured way. The reporting includes the submission of a weekly (1) agenda for office hours meetings, a weekly update of an (2) interview tracking spreadsheet (approximately 50 interviews with experts and potential customers that you will conduct between week 3-13), and (3) the pitch decks of your presentations. An assessment sheet filled in by each group member and handed in at the end of the course will clarify your individual contribution.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

The course is looking for two different skill sets. You should either have advanced entrepreneurial knowledge and experience through courses, practical experience, or advanced programs like Manage&More or CDTM, or you have advanced technological understanding of relevant climate tech applications.

**Content:**

Building climate ventures that have impact can be a very complex and demanding challenge. Often this requires an expanded skillset of how to identify, assess, analyze, design, build, and launch climate-tech ventures, as well as high team effort, and very strong leadership. In addition, dynamic markets, technological uncertainties and grand challenges create additional pressures on novel ventures understanding their impact. This module provides a holistic view of the climate venture process in a real-world project. It introduces you to theories, concepts, and frameworks for climate ventures. Students will gain hands-on experience in the startup process, learning how to identify, assess, analyze, design, build, and launch climate-tech ventures.

Emphasis will be placed on effective collaboration within interdisciplinary teams to tackle real-world climate challenges. The course will help students build a strong climate-tech network and community, providing opportunities for collaboration and support. Students will work on creating new companies aimed at addressing high-impact climate problems, from ideation to market entry.

Exploration of breakthrough technologies and their potential applications in solving global climate issues will be a key component of the course. Students will understand the fundamentals of economic and technical evaluations specific to the climate-tech industry. The course will teach customer-centric approaches to developing climate solutions, emphasizing the importance of understanding and addressing customer needs.

Navigating the regulatory and market landscapes influencing climate-tech ventures will also be covered, helping students understand the broader context of their projects.

**Intended Learning Outcomes:**

Upon successful completion of this module, you will be able to:

Course Learning Goals:

1. Analyze relevant technical, business, political, and social drivers and barriers behind a vexing climate-tech challenge and design a solution as a team to address it.
2. Synthesize insights from research, analysis, and external engagements to compose a compelling value proposition around a new venture.
3. Evaluate and iterate through the potential success of a venture plan that meets the criteria of high impact, white space, unique value proposition, and self-sustainability.

Knowledge objectives:

- (1) Explain and apply key concepts, frameworks, and theories related to climate ventures in practice
- (2) Uncover and assess the implications of relevant technical, business, political, and environmental drivers and barriers behind climate tech ventures
- (3) Determine and evaluate climate venture strategies considering venture-specific and contextual factors through research and external feedback
- (4) Prioritize and initiate actions and decisions for implementing climate tech ventures with impact
- (5) Identify predictors of failure and propose mitigative steps

Competencies objectives:

- (1) Improve analytical, structured problem-solving, synthesis, and prioritization competencies
- (2) Enhance team collaboration and leadership competencies
- (3) Strengthen communication, presentation, and argumentation skills
- (4) Build up critical thinking and strategizing competencies
- (5) Perform under a maximised degree of realism in building a venture

### **Teaching and Learning Methods:**

The module consists of an introductory session in which the fundamentals of climate ventures will be shared and discussed. In addition, groups will be matched and assembled, and each group will work on a real-world climate-tech venture for which a business case will be jointly developed throughout the course.

In subsequent sessions, module contents will be co-developed by the course participants, the instructor(s), and guest lecturers. To enable building up a solid knowledge fundament, we integrate action-learning elements such as presentations and discussions of course material, interview results, and relevant publications; individual mentoring; and interactions with industry and venture capital guest speakers.

Continuous mentoring on the climate-tech ventures will ensure that the newly acquired knowledge will be directly applied. Groups are asked to gather information on their climate venture cases through approximately 50 interviews.

Hence, a large share of learning will occur through your individual and your group's preparation for the in-class sessions and working on your climate venture projects. Respective instructions and materials to prepare will be given throughout the course.

Through presentations, discussions of intermediate findings, guest lectures, and feedback provided by the instructor(s), mentors, industry experts and venture capitalists, you will be able to share and

get an assessment of your progress continuously. The module will end with a group presentation followed by a moderated Q&A and joint reflection exercise.

**Media:**

Presentations, flipchart, whiteboard, digital tools, videos, Zoom (for feedback sessions)

**Reading List:**

Class materials, lecture slides, suggested readings, other materials recommended for each team and guest speaker slides will be posted on Moodle.

**Responsible for Module:**

Tryba, Anne; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

TUM Climate Ventures (MGT001459, englisch) (Seminar, 4 SWS)

Tryba A [L], Eiermann-Hüser L, Lara Vargas L, Reiter S

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001461: The Role of Nature in Modern Capitalism: What is impact, what is progress? | Natur im modernen Kapitalismus: Was ist Impact, was ist Fortschritt?**

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

This module is assessed through a scientific elaboration ("Wissenschaftliche Ausarbeitung"). Specifically, at the end of the course, students will be asked to write a reflection paper ("Essay") in which they demonstrate what they have learned throughout the lecture series, and that they can differentiate the newly learned perspectives from previously learned management perspectives.

In particular, we will evaluate the final outcome on whether students can define, explain, and apply in practice the perspectives of impact, business, and society presented in class; whether they can describe, compare, and evaluate existing developments in terms of their functionality in society; and whether they can develop critical ideas to address emerging societal challenges in an innovative way. Not least, the reflection tasks are used to test whether students can interpret, classify, and evaluate the behaviour and performance of organizational and entrepreneurial efforts to address social, environmental and economic challenges.

To assess whether students have achieved these learning objectives, each examination question will correspond to one of the elements listed under "Teaching methods".

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

In general, students from all Schools can take part in this lecture series, but a good knowledge of English, and a general interest in issues of sustainable development in society are basic prerequisites for participation in the course. A willingness to attend all sessions is also strongly helpful, as knowledge of their contents will influence the final grade.

## **Content:**

The aim of the lecture series is to give participants the opportunity to deal with fundamental questions of impact and progress orientation in today's society, and, specifically, in the development of entrepreneurial innovations.

By exploring the question of how we can ensure that the "ideal" of naturalising capitalism also leads to social progress, we not only impart specialist expertise from a range of related professional fields, but also give students the opportunity to ask critical and practical questions, exchange ideas and discuss key social issues relating to technology development with renowned academics and practitioners.

The lecture series is divided into 4 blocks that build on each other:

The first part deals specifically with the question of what social progress actually means and how new developments might relate to it. The second part takes a critical look at the question of the extent to which the naturalisation of capitalism can lead to social progress. The third part deals with the potential of nature for entrepreneurial opportunities. Finally, the last part deals specifically with the extent to which cross-species perspectives can meaningfully drive design and innovation processes in practice.

## **Intended Learning Outcomes:**

- Learn important fundamentals of the issues and meaning of societal "impact", societal "progress", and the increasingly debated "more-than-human" turn in the design and management of innovation.
- Develop a better understanding of the key themes, and challenges for impact-oriented entrepreneurs in pursuing ideals of naturalizing capitalism, and shaping society-oriented innovation processes.
- Critically analyze the "impact" of new developments that rely on "nature" as an asset for entrepreneurial opportunity, and how such narratives contribute to the creation of a particular social reality.
- Explore the ways in which 'nature' can inspire and inform entrepreneurial efforts to address social, environmental and economic challenges, and contribute to social progress in the design and development of innovations.
- Build skills in critical analysis, written communication and creative thinking with the goal of critically evaluating and actively shaping issues of progress in society.

After the course, students will be able to:

Define, explain, critically discuss, and apply key perspectives related to impact, progress and nature.

- Interpret, classify and evaluate the conduct and performance of any organized efforts aimed to create a society "living in harmony with nature".
- Describe, compare, and evaluate entrepreneurial strategies and innovation concepts with regard to their potential for social progress; in particular, assess how impact-oriented entrepreneurship can contribute to societal progress.
- Differentiate the newly learned perspectives and innovation strategies from previously learned management perspectives.

**Teaching and Learning Methods:**

The main content of this course is provided by guest speakers from various academic disciplines and fields of practice, who present their work and perspectives on the topic online via Zoom. In addition, digital (online) workshops are held at regular intervals, in which participants interactively reflect on the lecture content, and co-develop learning outcomes. The entire course takes place online without any face-to-face event. In the final report, students debate the course outcomes and apply the content they have learnt (see "Learning Outcomes").

With this report, students will showcase their ability to critically examine the ideal of "impact orientation" in entrepreneurial innovation processes, and to find out what innovators can do to realise actual societal progress, i.e. in relation to nature. Accordingly, the final written project is designed to demonstrate students' critical thinking and their ability to creatively apply what they have learnt in class.

Throughout the entire semester, the course instructors will guide the guest lectures and moderate questions from the audience and group discussions in such a way as to ensure the focus on the specific course topic. During the guest lectures and workshops, we recommend that students take their own notes and find an undisturbed place to follow the lectures and participate in the workshops. Please note that a significant part of your learning will come from your preparation for each session and asking questions in class. Appropriate techniques will be introduced in the first session of the course.

**Media:**

Zoom (online), workshops.

**Reading List:**

An up to date reading list will be distributed around the first session of class each semester.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Natur im modernen Kapitalismus: Was ist Impact, was ist Fortschritt? (MGT001461) (Vorlesung, 2 SWS)

Alexy O. Krauss J

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### MGT001469: Leadership for Innovators | Leadership for Innovators

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The final examination is a written report in the form of an individual assignment (100%). At the end of the course, you will reflect on what you have learned in a final reflection report. Each main topic should be actively integrated, and its relevance to your past experiences as well as your future career path should be explained. The final reflection should demonstrate that you have gained insights into what good and values-based leadership means to you personally, how dynamics in leadership teams emerge and can impact daily work, what strengths and challenges you bring to your (future) role as a leader, and how you can best apply them.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

English skills (fluent!); interest in leadership and team dynamics; willingness to work in teams; willingness to discuss more personal topics such as one's own strengths, weaknesses, and needs in small group settings

#### Content:

In an increasingly complex, non-linear, and unpredictable market environment where young companies and start-ups operate, effective and reliable leadership is of paramount importance. This is especially true during phases where structures, processes, and responsibilities are not yet fully established, yet the company must grow and integrate an increasing number of employees. The leadership behavior of founder-CEOs plays a pivotal role in advancing the start-up's vision and leading employees in a way that motivates them to actively contribute to its realization.

#### Intended Learning Outcomes:

Upon successful completion, you will be able to:

- Understand how leadership in startups differs from leadership in established companies and what good leadership means to you personally.
- Understand and describe the perspectives, goals, and needs of the individual stakeholders in a leadership context.
- Understand your own role as a (future) leader and reflect on your strengths and challenges.

**Teaching and Learning Methods:**

The seminar consists of several sessions and uses various teaching methods:

- Through lectures, the instructors demonstrate what leadership in startups means and how it can differ from leadership in established companies.

**Media:**

Presentations, flipchart, whiteboard, digital tools.

**Reading List:**

Students will be provided with a reading list relevant to the course.

**Responsible for Module:**

Breugst, Nicola; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Leadership for Innovators (MGT001469, englisch) (Limited places) (Seminar, 4 SWS)

Breugst N [L], Barg M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001470: Advanced Seminar Innovation & Entrepreneurship: Mergers & Acquisitions, digital technologies and competition | Advanced Seminar Innovation & Entrepreneurship: Mergers & Acquisitions, digital technologies and competition**

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) in a group project work (approx. 15 pages, 60%), an oral presentation (approx. 15 minutes per participant, 30%) as well as participation in the oral discussion of the case presentations of other groups (10%). The papers can be written in German or English. Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

#### **Repeat Examination:**

End of Semester

#### **(Recommended) Prerequisites:**

none

#### **Content:**

The seminar deals with current issues arising in the context of mergers & acquisitions from the economic, competition law or regulatory perspective, especially in the digital economy. We will discuss business developments and market practices, for example regarding online marketplaces, social networks, communication services and intermediation services in the sharing economy. The legal and economic assessment of entrepreneurial strategies and innovation activities are essential for the functioning of markets and for start-ups.

The focus will be on questions which are relevant from the perspective of the management of companies, as for example compliance of undertakings with legal rules, liability of undertakings in case of legal infringements and the possibilities of companies to assert their rights and to defend themselves. Questions relating to the legal framework for a sustainable economy as well as questions relating to distribution and supply chains can also be the subject of the discussions.

Seminar papers and presentations can be – depending on the topic – in German or in English language.

Some papers are also assigned on topics that do not require prior attendance of a law lecture.

#### **Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the main features of the functioning and legal framework of digital platforms
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and on economic actors as well as possible efficiencies,
- (3.) apply the acquired knowledge in the assessment of current cases and legislative projects in the field of the economic activities with digital technologies and on platform markets,
- (4.) analyze the specific challenges in digital platform markets, recognize restraints of competition, and identify business practices that represent successful competition on the merits.

#### **Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the main features of the legal assessment of facts on digital markets.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

#### **Media:**

Books, scientific articles, legal texts, power point slides, flipchart

#### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/>;

OECD (2023), Theories of harm for digital mergers, [https://www.oecd.org/en/publications/theories-of-harm-for-digital-mergers\\_0099737e-en.html](https://www.oecd.org/en/publications/theories-of-harm-for-digital-mergers_0099737e-en.html);

Ezrachi, Competition and Antitrust Law: A Very Short Introduction;  
publications of the OECD on various areas of commercial law: [www.oecd.org/daf](http://www.oecd.org/daf)

#### **Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

MGT001470: Advanced Seminar Innovation & Entrepreneurship: Mergers & Acquisitions, digital technologies and competition | Advanced Seminar Innovation & Entrepreneurship: Mergers & Acquisitions, digital technologies and competition

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship: Mergers & Acquisitions, digital technologies and competition (MGT001470, englisch) (Limited places) (Seminar, 4 SWS)

Krüger J, Mackenrodt M, Mieskes D

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001481: Project Week AI Meets Antitrust: AI-Based Detection of Cartel Agreements | Projektwoche AI Meets Antitrust: KI-gestützte Erkennung von Kartellabsprachen**

## Module Description

### **MGT001488: The Dark Side of Entrepreneurship: Crime, Ethics, and Counterstrategies | The Dark Side of Entrepreneurship: Crime, Ethics, and Counterstrategies**

## Module Description

### MW2245: Think. Make. Start. | Think. Make. Start. [TMS]



*Build innovative products of your ideas in 10 days!*

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 120

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The module examination consists of a project work incl. written documentation (approx. 10 pages) and presentation (10 min), in which the students develop a new product in a group project and present their idea for founding a company on this basis. The individual performance is assessed to what extent the students are able to develop a product with market potential by means of an iterative approach to prototypical implementation. The assessment also includes the ability to work in a team, the ability to make well-founded design decisions and the completeness and conclusiveness of the concept, taking into account social relevance, novelty and innovation. As part of the project work, in addition to documentation, there is a final oral presentation. Through the presentation, students are expected to show whether they can demonstrate their ability to act as a competent team.

#### Repeat Examination:

#### (Recommended) Prerequisites:

The basic requirement is a willingness to engage with new learning methods, approaches, disciplines and ways of working. Cross-role experience in project management, product development (Design Thinking, TRIZ, Systems Engineering, etc), interdisciplinary teamwork, communication skills, creativity and problem solving skills are an advantage. A lot of emphasis is placed on practical experience.

For the "Problem Expert" role, experience in the following areas is an advantage:

- User Testing, Requirements Engineering, Interviewing, Human-Centered Design, Design, Visualisation, Use Case Definition, UX/UI Design, marketing, market research, benchmarking, design thinking.

For the "Tech Developer" role, experience in the following areas is an advantage:

- Hardware (mechanical): design, manufacturing (workshop/makerspace), prototyping, CAD/CAM.
- Hardware (electronic): embedded systems engineering, microcontrollers, sensors/actuators, Arduino, Raspberry, circuitry, board design, metrology, BUS protocols, prototyping, closed-loop/open-loop control, robotics
- Software focus: Backend development, databases, frontend development, machine learning, web development, app development, embedded systems

For the "Business Developer" role, experience in the following areas is an advantage:

- Business Plan/Strategy/Design, Marketing, Sales, Interviewing, Finance & Accounting, Business Law & Regulations, Entrepreneurship.

The number of participants is limited and there will be an application process.

#### **Content:**

During the interdisciplinary team project, students work methodically, purposefully and agilely on a development project to develop innovative new products with the intention of successfully launching them on the market. Current needs and problems from social, technological and economic systems are identified, analysed and validated in the interdisciplinary team. In doing so, they cooperatively solve challenges that arise from constraints from the different disciplines. They generate suitable market hypotheses and product ideas at an early stage and interact with initial potential customers/users. They iteratively create prototypes and evaluate their hypotheses with them in experiments.

For more information, visit [www.thinkmakestart.com](http://www.thinkmakestart.com) and [www.tms.tum.de](http://www.tms.tum.de).

#### **Intended Learning Outcomes:**

After participating in the module "Think.Make.Start." the students are able to

- reproduce the principles of user-centered design
- apply methods of product development (e.g., Design Thinking) to a challenge of their choice
- develop important hypotheses involving relevant stakeholders (customer, user, ...) through proper planning with "purposeful prototyping"
- examine the relevance of a problem and develop a solution collaboratively in an interdisciplinary team
- design a prototype based on the acquired design methods and analyzed insights
- lay the foundation for one's own business start-up by identifying a start-up idea or team.

#### **Teaching and Learning Methods:**

"THINK. MAKE. START." is a two-week, practice-oriented, interdisciplinary and competitive teaching format in which students from all faculties can participate (credits are given individually related to the study program). It is organised by the different chairs of TUM, TUM ForTe, and UnternehmerTUM. They get access to the high-tech workshop Makerspace and budget to transform their own ideas into real prototypes (mechatronic products). Learning outcomes are achieved through the following teaching and learning methods:

- Milestones to be achieved, team roles to be held and predetermined course structure provide the roadmap for the project.
- Coaching and teaching expertise in prototyping, business validation, agile development, design thinking, systems engineering, lean startup and user-centred design.
- Teaching the basics of interdisciplinary collaboration through a role concept (Business Developer, Tech Developer, Problem Expert).
- All participants work in interdisciplinary teams (10 teams of 5 students each) and are encouraged to become active themselves and learn through practical experience (hands-on learning).
- Each team pursues a real business idea chosen for the seminar. Special attention is given to really understanding the customer and verifying the solution approach, through questioning, observation, prototyping or expert discussion.
- Using prototyping to bridge the gap between thinking and doing.
- Reflecting on one's own results and approach supports project decisions.
- The teams present their projects to a jury on DemoDay and present the prototypically implemented product ideas to guests from industry, the start-up scene and research.

**Media:**

Project manual, presentations, hand-outs, posters, videos, examples.

**Reading List:**

Esch Franz-Rudolf (2012) Strategie und Technik der Markenführung, 7. Auflage, Vahlen

Faltin, Günter (2008): Kopf schlägt Kapital, Hanser

Halgrímsson (2012): Prototyping and Model Making for Product Design (2012)

Kalweit Andreas, Paul Christof, Peters Sascha, Wallbaum Reiner (2012) Handbuch für  
Technisches  
Produktdesign, Material und Fertigung, Entscheidungsgrundlage für Designer und Ingenieure, 2.  
Auflage, Springer

Kelly, Tom (2016): The Art of Innovation

Lindemann, U (2007): Methodische Entwicklung technischer Produkte - Methoden flexibel und  
situationsgerecht anwenden. 2. Auflage

Münchener Business Plan Wettbewerb: Handbuch Businessplan-Erstellung, München  
<http://www.evobis.de/coaching/handbuch/>

Malek, Miroslaw / Ibach, Peter K. (2004): Entrepreneurship, Dpunkt Verlag

Moore, Geoffrey A. (2002): Crossing the Chasm, Harpercollins

Osterwalder, Alexander / Pigneur, Yves (2010): Business Model Generation: A Handbook for

Ries, Eric (2011): The Lean Startup

Savoia, Antonio (2019): The right It

Timmons, Jeffry A. / Spinelli, Stephen (2009): New Venture Creation, 7th edition, McGraw, Hill Professional

UnternehmerTUM (2011): Handbuch Schlüsselkompetenzen, 7. Auflage

**Responsible for Module:**

Zimmermann, Markus; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Think.Make.Start. (Praktikum, 4 SWS)

Zimmermann M [L], Tong Y, Hohnbaum K, Amm M, Büchner B, Baur C, Bien S, Mogk J

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WIB01811: Advanced Seminar Innovation & Entrepreneurship: Current Issues in Technology Management | Advanced Seminar Innovation & Entrepreneurship: Current Issues in Technology Management

Version of module description: Gültig ab winterterm 2018/19

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The grade consists of a term paper, the presentation of the term paper, and the discussion of another term paper. The grade results from: term paper (12 pages; 60%), presentation (20 minutes, 30%), discussion (5 minutes; 10%). The grading mirrors the two main pillars of the learning outcomes of the module: the presentation of scientifically conducted research on an innovative technology through the lenses of different innovation management theories in written and oral form. With the term paper students demonstrate their ability to apply innovation management theory to a new technology in order to add to the current practical and theoretical body of knowledge. With the presentation students show their ability to present their results in a meaningful, results-driven, and precise fashion. Moreover, students demonstrate their ability to present their results professionally in an easy-to-follow way. With the discussion part, students show their ability to critically analyze scientific research and to provide feedback for improvement in a constructive manner.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Basic knowledge in technology and innovation management, e.g. through modules such as Technology and Innovation Management: Introduction and/or Advanced Technology and Innovation Management

### Content:

The module consists of a seminar. During the seminar the students learn fundamental skills to approach and structure a scientific paper through a lecture by the supervisor and continuous coaching for the term of the seminar. Students learn the structure of a scientific paper and

train central relevant skills in preparation for their Master thesis. During the seminar students independently work with current scientific literature in their respective topic in the field of innovation management. Students present their work and give constructive criticism to their colleagues. The topic of the module changes each semester. Please refer to our chair's homepage for further information about the current topic. In the past, topics have included: Design innovations, protecting innovations, and open innovation in biotechnology.

**Intended Learning Outcomes:**

After successfully having finished this module students are able to independently structure and write a scientific article and to critically evaluate theoretical findings. Students will have deepened their knowledge of the innovation management literature in general and in specific, depending on the topic. Students are able to present and discuss their scientific results. Besides the fundamental skills of writing a scientific paper, students acquire a deep understanding of a particular innovation management theory and how to leverage this knowledge to investigate challenges evoked by new technologies.

**Teaching and Learning Methods:**

The module consists of a seminar. The format and topics of the seminar will be discussed during the introduction session, as the topic of the seminar changes each semester. For the current topic of the seminar please refer to our chair's homepage.

**Media:**

PowerPoint

**Reading List:**

Afuah, A., & Afuah, A. (2003). Innovation management: strategies, implementation and profits.

Dodgson, M., Gann, D. M., & Salter, A. (2008). The management of technological innovation: strategy and practice. Oxford University Press on Demand.

Grant, A. M., & Pollock, T. G. (2011). Publishing in AMJ—Part 3: Setting the hook.

Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *The Academy of Management Journal*, 50(1), 25-32.

**Responsible for Module:**

Henkel, Joachim; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB01811, englisch): Current Issues in Technology Management (Limited places) (Seminar, 4 SWS)

Hur J

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### WIB01832: Advanced Topics in Innovation & Entrepreneurship | Advanced Topics in Innovation & Entrepreneurship

*Innovation and Technology Management in Practice*

Version of module description: Gültig ab summerterm 2012

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grading is based on laboratory assignment. The assignments consist of 4 individual written case reports (8 pages, 30%), a group presentation of one of the cases (60 minutes, 50%) and the oral discussion of the case presentation of another group of students (10 minutes, 20%).

With the case reports students individually proof that they apply their gained knowledge to real life management cases. They also show their ability to evaluate strategic innovation and technology management decisions based on complex case studies. With the discussion of another students' case presentation they show their ability to objectively evaluate and analyze their own and others work. Moreover, they demonstrate their ability to evaluate management decisions in the light of more general company and industry dynamics. With the presentation of their own case students show, that they are able to present in a systematic and structured way. They demonstrate that they are able to analyze complex problems and to identify their essential core in a concise and logical fashion.

Students are graded individually based on their performance in the different assignments.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

basic understanding of innovation management is beneficial (e.g., through Technology and Innovation Management: Introduction), but not required

#### Content:

The module covers the several key topics of innovation and technology management in high-technology corporations based on a mix of lectures and in-depth case-studies.

The topics covered during the module include:

- Innovation Strategy and Market Dynamics
- R&D Organization
- Innovation Projects, Lead-User Method
- Strategic Intellectual Property Management
- Modular Product and Platform Management

**Intended Learning Outcomes:**

In the seminar, students will

- acquire detailed knowledge of selected topics in innovation and technology management,
- apply their knowledge to real life management cases,
- evaluate strategic innovation and technology management decisions based on the presented case-studies.

Students will also learn to describe, elaborate and critically discuss management decisions in innovation management both in written and oral form. Specifically, students will be able to summarize and demonstrate complex managerial problems in a concise and logical manner.

Moreover, students are able to discuss and elaborate on these problems based on questions by the audience.

**Teaching and Learning Methods:**

The module consists of a seminar. Teaching methods include lecture and case-based teaching.

The seminar is designed in an interactive format that promotes intensive classroom discussions.

**Media:**

Presentation slides

**Reading List:**

relevant reading will be distributed during the seminar

**Responsible for Module:**

Henkel, Joachim; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Topics in Innovation & Entrepreneurship (WIB01832, englisch): Innovation and Technology Management in Practice (limited places) (Seminar, 4 SWS)

Fantini P, Nesemeier D

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

# WIB14002: Advanced Seminar Innovation & Entrepreneurship: Sustainable Entrepreneurship - Theoretical Foundations | Advanced Seminar Innovation & Entrepreneurship: Sustainable Entrepreneurship - Theoretical Foundations

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The grading is based on a research paper (max. 7.500 words). The students show that they are able to apply theoretical perspectives to the context of life sciences. Moreover, they develop an argument matching the concept of sustainable entrepreneurship as a promising approach for addressing complex sustainability issues in general and in the field of life sciences in particular. In the research paper students show that they can evaluate different approaches and develop their own ideas for life science-related sustainable ventures.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Courses in entrepreneurship, corporate sustainability and/or sustainability marketing are recommended.

### Content:

Whether it is tackling climate change, resource degradation or social inequalities - responding to sustainability issues constitutes the biggest challenge for businesses in the 21st century. Embracing a great range of industries including food, energy or textiles, the field of life sciences is a key area for sustainability. Since the production of these goods accounts for an extensive use of resources, there is great potential for effecting real improvements on a way towards more sustainable production and lifestyles. The course "Advanced Seminar Life Sciences and Management" will investigate this exciting and ongoing industrial transformation. It will deal with the following topics (all topics will be explained in general and then discussed in the context of life sciences in particular):

- 1) Introduction to Sustainability and Entrepreneurship
- 2) Sustainable Entrepreneurship
- 3) Opportunity Identification
- 4) Development of Double and Triple Bottom Line Solutions
- 5) Forming and Funding of New Sustainable Ventures
- 6) Market Entry
- 7) Sustainable Entrepreneurship and Life Sciences - Reflections and Discussion

**Intended Learning Outcomes:**

Upon successful completion of this module, students will be able to (1) summarize and (2) evaluate the socio-economic problems society is facing. They will (2) match the concept of sustainable entrepreneurship as a promising approach for addressing complex sustainability issues in general, and in the field of life sciences in particular. More specifically, students will (3) be able to identify the venture creation process from opportunity identification to market entry in the context of sustainability and life sciences. In addition, participants will be able to (4) apply this knowledge to the field of life sciences. Finally, the students will be able to (5) critically evaluate case studies from the field of life sciences and to (6) create own ideas for sustainable ventures in this context.

**Teaching and Learning Methods:**

The module is a seminar which intends to familiarize the student with the relevant literature and follows an interactive course format with group work assignments and guest lectures. This is the appropriate format for this advanced level module because it encourages the students to go into further detail and to deal with the issues in an integral, interactive and independent way.

**Media:**

Presentations, slides, cases, links and further literature will be provided via [www.moodle.tum.de](http://www.moodle.tum.de)

**Reading List:**

Muñoz, P., & Cohen, B. (2018). Sustainable entrepreneurship research: taking stock and looking ahead. *Business Strategy and the Environment*.

The module is based on key scientific papers on each topic. These form the basis for classroom discussions and are to be used for developing an argument in the reflection essay. All articles are provided as pdf files in TUM Moodle (<https://www.moodle.tum.de>).

**Responsible for Module:**

Belz, Frank-Martin; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Life Sciences, Management & Policy / Innovation & Entrepreneurship  
(WIB14002, englisch): Sustainable Entrepreneurship - Theoretical Foundations (Limited places)  
(Seminar, 4 SWS)

Argolas A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **WIB18812\_1: Advanced Seminar Innovation & Entrepreneurship: Ideation & Venture Creation | Advanced Seminar Innovation & Entrepreneurship: Ideation & Venture Creation**

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The grading is based on a research paper (10-15 pages, 75% of grade) and a presentation (15 min + 15 min interaction with the audience, 25% of grade). The research paper and the presentation will be conducted in groups formed in the introductory session. An assessment sheet filled in by the students and handed in with the research paper clarifies students' individual contribution to the research paper. As every student will present in the final presentation, every students' contribution is clearly identifiable and appraisable, thus, students can be graded individually. Based on the research paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship research. The research paper is a means to measure how students were able to understand previous academic literature in the field of entrepreneurship, how they achieved to define their own research question, collect and analyze data, and provide a relevant, novel, and interesting contribution to entrepreneurship research. A final presentation measures students' communicative competencies and proves if students are able to present their findings in a comprehensible, precise and demonstrative way as well as whether they are able to perform powerfully and professionally.

### **Repeat Examination:**

Next semester / End of Semester

### **(Recommended) Prerequisites:**

none

### **Content:**

The module covers various topics related to ideation and venture creation with a particular focus on the role of hype in these entrepreneurial processes, such as:

- Bright sides of hype
- Dark sides of hype
- Hype management
- Hype Tools (Gartner's Hype Cycle, Google Trends etc.)
- How hype relates to other strategic practices (e.g. entrepreneurial storytelling, framing, pivoting)
- ...

The module prepares students for the scientific work in their master theses and provides them with deepening insights into scientific literature on entrepreneurship. Besides writing a seminar paper, this involves presenting their final results.

### **Intended Learning Outcomes:**

Upon successful completion of this module, students will be able (1) to read and (2) understand scientific literature on the topic of entrepreneurship. Furthermore, students are able (3) to create their own research paper, i. e., identifying a relevant, interesting, and new research topic in the field of entrepreneurship, crafting a strong title, writing a compelling and strong introduction (and abstract), execute an extensive literature review and applying theory, structure the research paper meaningful, writing a strong discussion and conclusion, and complying with the ethics of writing. Additionally, they will be able (4) to present their research paper and (5) summarize their findings. Moreover, students learn how (6) to lead a scientific discussion. Finally, they (7) understand the process of scientific publication. Moreover, working in groups will provide students with communication and cooperation skills.

### **Teaching and Learning Methods:**

The module consists of an introduction to scientific writing where the topics for each student's research paper will be decided.

Based on their topic students prepare their research paper which they will present at the end of the module. Upon prior discussion on different research methods and how to use them, the students will identify and apply a research methodology that best addresses their identified research question, i.e., they can apply empirical research methods (esp. qualitative), a literature review, or conduct a conceptual paper. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

### **Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

**Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
Further readings will be announced at the course introduction.

**Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB18812\_1, englisch): Ideation & Venture  
Creation (Limited places) (Seminar, 4 SWS)

Patzelt H [L], Christian A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **WIB18815: Advanced Topics in Innovation & Entrepreneurship | Advanced Topics in Innovation & Entrepreneurship**

Version of module description: Gültig ab summerterm 2012

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The grading is based on a seminar paper (75%, ca. 20 pages) and a presentation (25%, ~30 min). Based on the seminar paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship. Hence, students need to choose a specific topic within the field of entrepreneurship in the beginning of the course. A final presentation proves if students are able to present their findings comprehensible, precise and demonstrative as well as are able to perform powerfully and professionally.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

None

#### **Content:**

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models, this might include to explore
  - o links between role models and entrepreneurial intentions
  - o reasons for the choice of the entrepreneurial career
- psychology of entrepreneurship, this might include to explore
  - o personality dimensions of entrepreneurs
  - o entrepreneurial cognition
- entrepreneurial leadership, this might include to explore
  - o behavioral forms of leadership
  - o creating and managing innovative organizations
- ideation and venture creation, this might include to explore

- o the process of obtaining creative ideas
  - o the process model of entrepreneurial venture creation
    - venture growth, this might include to explore
  - o how new ventures grow and where growth occurs
  - o different impact factors on new venture growth
    - internationalization and strategic entrepreneurship, this might include to explore
  - o the speed of entrepreneurial internationalization
  - o enabling forces of technology, competition, perceptions, knowledge and networks
- The module provides students with deepening insights into entrepreneurship literature. Besides writing a seminar paper, this involves presenting their final results.

#### **Intended Learning Outcomes:**

Upon successful completion of this module, students will be able to read and understand related literature on the topic of entrepreneurship. Furthermore, students are able to create their own seminar paper. Additionally, they will be able to present their paper and summarize their findings. Moreover, students learn how to lead a discussion on their topic. Finally, they understand entrepreneurial processes.

At the end of the course, students will be able to:

- explain entrepreneurship concepts related to a specific topic.
- discuss current topics within the field of entrepreneurship.
- apply previously discussed approaches to topic specific issues within the field of entrepreneurship.
- evaluate these approaches and their outcomes.
- develop suitable approaches for specific entrepreneurship issues.

#### **Teaching and Learning Methods:**

The seminar consists of an introduction to the subject where the topics for each group's seminar paper will be decided. Based on their topic student groups prepare their seminar paper which they will present at the end of the course. Furthermore, the seminar involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members or guest lecturers of the chair.

#### **Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

#### **Reading List:**

Hisrich, R. D. / Peters, M. P. / Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
(optional)

Obligatory readings will be announced at the course introduction.

#### **Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **WIB25001\_1: Advanced Seminar Innovation & Entrepreneurship | Advanced Seminar Innovation & Entrepreneurship**

Version of module description: Gültig ab winterterm 2016/17

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The grading is based on a seminar paper (10-15 pages, 75% of grade) and a presentation (15 min + 15 min interaction with the audience, 25% of grade). Based on the seminar paper, it is examined to which extent students are able to understand scientific entrepreneurship literature by elaborating complex topics in the field of entrepreneurship research, and are able to create their own paper based on common scientific standards in the field of entrepreneurship. A final presentation proves if students are able to present their findings comprehensible, precise and demonstrative as well as are able to perform powerful and professional, and, eventually, are able to lead a scientific discussion.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

None

#### **Content:**

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models,
- psychology of entrepreneurship,
- entrepreneurial leadership,
- ideation and venture creation,
- venture growth and
- internationalization and strategic entrepreneurship.

The module prepares students for the scientific work in their master theses and provides them with deepening insights into scientific literature on entrepreneurship. Besides writing a seminar paper, this involves presenting their final results.

**Intended Learning Outcomes:**

Upon successful completion of this module, students will be able (1) to read and (2) understand scientific literature on the topic of entrepreneurship. Furthermore, students are able (3) to create their own scientific paper. Additionally, they will be able (4) to present their paper and (5) summarize their findings. Moreover, students learn how (6) to lead a scientific discussion. Finally, they (7) understand the process of scientific publication.

**Teaching and Learning Methods:**

The module consists of an introduction to scientific writing where the topics for each student's seminar paper will be decided. Based on their topic students prepare their term paper which they will present at the end of the module. Furthermore, the seminar involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

**Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

**Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
Further readings will be announced at the course introduction.

**Responsible for Module:**

Breugst, Nicola; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WIB25001\_2: Advanced Seminar Innovation & Entrepreneurship: Entrepreneurial Role Models | Advanced Seminar Innovation & Entrepreneurship: Entrepreneurial Role Models

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b>
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The final grade is based on a research paper (~10 pages, 50 % of grade) and a presentation (10 min + 10 min interaction with the audience, 50 % of grade). The research paper and the presentation can be conducted in groups formed in the introductory session. Students working in a group need to hand in an assessment sheet with the paper which specifies students' individual contribution to the paper. As every student will present in the final presentation, every student's contribution is clearly identifiable, thus, students can be graded individually. The research paper allows for assessing the extent to which students are able to elaborate on complex topics in the field of entrepreneurship research. The research paper is a means to measure how students can understand previous academic literature in the field of entrepreneurship, how they can define their own research question, collect and analyze data, and the extent to which they develop a relevant, novel, and interesting contribution to entrepreneurship research. A final presentation captures students' communicative competencies and their ability to present their findings in a comprehensible and precise way. Moreover, the interaction with the audience is related to the students' ability to inspire a scholarly debate and involve their audience.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

None

### Content:

The module invites students to get involved with the people side of entrepreneurship. Students will learn to understand and explain entrepreneurial behavior through the stories of role models from fiction (books, novels, movies, etc.) as well as real-world examples. They will apply theoretical

concepts in entrepreneurial behavior to examples, such as "The Wolf of Wall Street," "The Social Network," "Joy" as well as real-world, such as Richard Branson, Yvon Chouinard, and Melanie Perkins. Thus, the module enables students to understand key concepts in entrepreneurial behavior (such as the entrepreneurial personality, entrepreneurial decision making, founding teams) and to apply it in the analyses of the actions of role models.

### **Intended Learning Outcomes:**

The intended learning outcomes of this course are: (1) to understand important theories of entrepreneurial behavior, (2) to generate new theoretical insights from a synthesis of existing work, (3) to apply the theories in the analyses of role models, (4) to integrate different parts of the academic process into one research paper and one presentation even if these parts are provided by different members of a writing team, (5) to communicate the results to an academic audience in written and oral form, (6) to reflect on different theories and research insights in academic discussions.

### **Teaching and Learning Methods:**

The module prepares students for their Master's Thesis by introducing them to (1) searching, understanding, and analyzing academic literature, (2) the effective structuring and writing of an academic paper, and (3) giving presentations to an academic audience including subsequent discussion of their work.

The module consists of an introduction to academic writing. Students can select their own role models and are supported to identify their research topics which can vary from the individual level (e.g., entrepreneurial decision making, affect, and entrepreneurial passion), the social context (e.g., founding team formation, relationship between entrepreneurs and investors, and managing employees), or the dark side of entrepreneurship (e.g., dealing with entrepreneurial failure, coping with stress, and unethical behaviors). By analyzing specific scenes, students will elaborate on theoretical construct(s) and discuss them in the paper. In feedback sessions with the instructors, the students can share their progress and can improve their academic writing. The students will learn how to present academic work and share their insights with their peers and the instructors.

### **Media:**

Presentations, whiteboard notes, videos, interviews, movies, shows, books

### **Reading List:**

An up-to-date reading list will be shared in class

### **Responsible for Module:**

Breugst, Nicola; Prof. Dr. rer. pol.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB25001\_2, englisch): Entrepreneurial Role Models (Limited places) (Seminar, 4 SWS)

Breugst N [L], Breugst N

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

### **WIB26001: Social Entrepreneurship Lab | Social Entrepreneurship Lab [SEA:lab]**

#### *Social Entrepreneurship Lab*

Version of module description: Gültig ab winterterm 2018/19

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Note: Course in English in the Winter Term, in German in the Summer Term

Final examination consists of two components, each carrying 50% of the final course grade:  
(1) a 15 minute presentation in the final course meeting and (2) a seminar paper of ca. 22,200 characters due exactly four weeks after the presentation day.

Each team of students will be required to document its constant collaboration with its social startups, to update the course about the progress in several blocked meetings, and to discuss the progress with an assigned coach. The focus of the evaluation will lie on whether and how participants work to develop create solutions to the ventures' problems, and make progress in implementing those successfully. All information gathered by the participants should be collected and presented in a systematic fashion to be able to pass it on to the partnering ventures after the course. In doing so, students will showcase their ability to structure and prioritize information, and communicate this information clearly and effectively so that it is actionable. If no separate final report is handed in, these intermittent documents will be treated as such. Any report should not exceed 22,200 characters. It is to be handed in by precisely four weeks after the final presentation. The final presentation should last 15 minutes. Its key contents are the purpose and explanation of the problem solutions created by the teams (irrespective of whether the ventures chose to implement them), which are to be communicated understandably to all course participants. Of particular interest is students' understanding of interdependencies between the aspects of their problem-solutions, and their creating of an internally consistent problem-solution that takes those interdependencies into account, which would be a testimony to students' ability to develop their own strategy to found a social venture.

**Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

- Basic understanding of the entrepreneurial process, such as from attending an introductory lecture on the topic, founding experience, or closely following the media on the topic
- Interest in applied, social engagement

**Content:**

The SEA:lab was developed to bring together the substantial experience of the Social Entrepreneurship Akademie and three of Munich's universities: the LMU, TUM, and the Hochschule München (HM). The SEA:lab will enable future change-makers to take an essential part during the early stage of social start-ups from the Munich area (such as HIRE.social, social bee, Feierabendglück, reCup, or start2code), to consult them, and to take an active part in their growth. Specifically, participants in the SEA:lab will be tasked to support one social startup (as a team of up to five students) in one crucial problem it is currently facing and to design and possibly implement solution (alternatives) for that issue. To be able to do that, all SEA:lab participants will receive a solid introduction in the topic of social entrepreneurship, including an introduction to the Munich social start-up ecosystem and proven method and tools for this context.

The module will begin with a 1-day blocked seminar, in which key content will be communicated. Furthermore, students will be assigned to team and a start-up there (by the course instructors), and an initial problem definition will be co-designed with the social venture. In their project groups (which cannot be changed after initial assignment), participants will then refine that definition and develop a solution. In each course meeting, they will present their progress, preceded by a meeting with a specifically assigned coach. Further required content will be communicated in these course meetings. The problem solution will be presented to the ventures as well as experts from all participating institutions in the final meeting.

Das Modul startet mit einer 1#ta# gigen Blockveranstaltung. Dort werden allen Teilnehmenden die nötigen Grundlagen vermittelt, um das Eco-System Social Entrepreneurship zu verstehen. Es werden fünf von der Social Entrepreneurship Akademie ausgewählte Social Start-up Ideen präsentiert. Die Modulteilnehmenden werden in Projektgruppen zur Ausarbeitung von Lösungsansätzen zu den konkreten Herausforderungen der Start ups gematcht. Diese Gruppen werden nach Interesse und Heterogenität gematcht. Finale Entscheidung über die Gruppenzusammensetzung haben die Dozenten. Einmal zusammengestellte Gruppen können nicht mehr gewechselt werden. In den darauffolgenden Wochen werden die Themen individuell von den Teams bearbeitet. Hierzu wird es zwei weitere Blockseminarabende geben, in denen zunächst spezifisches Wissen und Methoden gelehrt werden, welche dann in den Gruppen für die individuelle Social Startup Fragestellung angewendet wird. Erfahrene Mitarbeiter der HM, LMU, TUM und Social Entrepreneurship Akademie begleiten die Projektgruppen und vermitteln den Teilnehmern Social Start-up-relevantes Wissen. In regelmäßigen Treffen werden die Zwischenergebnisse der Projektgruppen den Hochschul-Betreuern präsentiert. Bei der Abschlusspräsentation im Rahmen eines Ergebnisworkshops erhalten die Projektgruppen die

Chance, ihre Ergebnisse und Lösungsansätze einer Jury aus Experten der Hochschulen und der Social Entrepreneurship Akademie vorzustellen und Feedback einzuholen.

**Intended Learning Outcomes:**

Having completed the module, students will be capable of understanding basic elements of the entrepreneurial journey and apply them to the context of social entrepreneurship. In addition, students will be able to evaluate information and alternative pathways for action in the area of social entrepreneurship. Furthermore, students will be able to analyze existing social ventures and develop preliminary alternative designs. Finally, students will be able to hone their social skills and consulting skills.

**Teaching and Learning Methods:**

Presentations, discussion, project work, feedback. Each methods will be chosen in accordance with the content to be communicated. For example, new material will be introduced in short presentations by subject matter experts, then discussed in teams or by the entire course, and then applied in the project work. The feedback meetings help to ensure that all materials have been understood and applied correctly (including potential adaptations). These required skills will further be showcased through the final presentation and report, on which additional feedback may be requested.

**Media:**

Presentations, videos, handywork

**Reading List:**

Garette, B./ Phelps, C./ Sibony, O. Cracked it!: How to solve big problems and sell solutions like top strategy consultants. Palgrave MacMillan, 2018

Martin, L. Design of Business: Why Design Thinking is the Next Competitive Advantage. Harvard Business Press, 2009

Rittel, H. W. & Webber, M. M. 1973. Dilemmas in a general theory of planning. Policy Sciences, 4: 155-169.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Social Entrepreneurship Lab (WIB26001, englisch) (limited places) (Seminar, 4 SWS)

Alexy O

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

### WIB26004: What's New about New Forms of Organizing? | What's New about New Forms of Organizing? [A Primer on Organization Theory]

Version of module description: Gültig ab winterterm 2018/19

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module is examined via exercises (“Übungsleistung”), using four elements to assess the different learning goals of this course.

- Oral, individual: 40%. For each session of class, you will be given in advance a set of question to prepare. We will assess your contributions to solving these question in class to see whether you can define, explain, and apply key organization theories; describe, compare, and appraise existing organization design solutions; and compose new organization designs . Students do not have to be active or even present in every session to achieve full marks; given to be defined circumstances and instructor permission, students may also submit written solutions prior to class as a basis of grading
- Written, individual: 20%. At the end of the course, you will submit an individual reflection paper, highlighting one key learning in this course, so as to show that you can distinguish the newly learned theories of organizations from previously learned perspectives
- Written, group: 20%. as a group, you analyze one non-traditional organization drawing on concepts learned in class to showcase that you can interpret, classify, and assess the conduct and performance of any organization
- Poster, group: 20%. for same non-traditional organization as for the group paper, you will create a poster to highlight the viability of the same organization for the future, to show you can evaluate how environmental change affects existing organizations

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

English. Given the highly interactive nature of the module (entirely in English), students should feel comfortable expressing their opinion and interacting in English. Therefore, very good written and spoken English language skills are required.

While there are no formal prerequisites to attend this course, we very strongly recommend that you have previously attended an introductory course on economics (such as “Principles of Economics”) and management (such as “International Management”). These introductory courses should have given you some first insights into what organizations are and how they operate – that means how organizations are structured, and why they are structured in a certain way – very often building on microeconomic theory. Courses on strategy will be similarly helpful; courses on leadership, HR, or marketing most likely not. While we will not block you from joining the course per se, we want to clearly point out that we will not go back to re-explain some of the first principles taught in such courses, but we will assume that you know them, or freshen up on them on your own time. Indeed, understand how the perspective on organizations you will receive in this course is different from the perspectives you have gotten to know in other course may be one of the key learnings you will achieve.

### **Content:**

Why do organizations exist? Why do they exist in the way that they are existing? Put differently – what purpose do organizations really serve, and why? How can it be that after over a century of theories about organizing, we still not have found the right way? And how shall we expect that to change in the future? Is there anything we can learn about organizations of the past—irrespective if they are real or fictional, for profit or not—that will help us design better organizations to solve the problems of today, or leverage future opportunities such as the Internet of Things, Blockchain, robotics, artificial intelligence, and so on?

This lecture introduces students to theories of organizations and their relevance to practice. Based on key readings in organization theory, newspaper and magazine articles, and case studies, students will learn about why organizations exist and how they function, use that knowledge to analyze a non-characteristic organization, and showcase their versatility in dissecting organization in a poster competition. As a result, this lecture will equip students with a thorough understanding of why organizations are the way they are, are run the way they are run, and how they may change – or not – in the future. Hence, students will be able to comment and analyze on existing organizations, and ideally capable of becoming future organization designers.

Hence, topics include, but are not limited to:

- What is (not) an organization?
- The role of organization structure: does structure follow strategy or strategy follow structure?
- Simple perspectives on organization structure: contingency and configuration perspectives
- Organizing as farce: institutional theory
- Deterministic perspectives: population ecology, imprinting, and path-dependence
- Growing organizations
- Organizing as searching: the behavioral theory of the firm
- Organizations as power and networks: resource dependence and network theory
- Open forms of organization
- Organizing under extreme uncertainty: design thinking, abduction, and temporary organizations
- Holacracy and agile organizations

- The Future of Organizing – Organizations of the Future?

### **Intended Learning Outcomes:**

Knowledge-related outcomes

Upon completion of this module, students will be able to:

- Define, explain, and apply in practice key theories of organizations
- Interpret, classify, and assess the conduct and performance of any organization
- Describe, compare, and appraise different existing organization design solutions for a given situation
- Distinguish the newly learned theories of organizations from previously learned perspectives
- Evaluate how environmental change may affect existing organization designs and theories
- Compose new organization designs

Skill-related outcomes

- Improve diagnostic and analytical skills (i.e., structured problem-solving)
- Build up critical thinking and interpretation skills
- Enhance verbal and argumentation skills via presentations and group discussions
- Hone ability to integrate into and interact with a team professionally, academically, and socially (including leadership and project management skills, intercultural competences) through the group tasks

### **Teaching and Learning Methods:**

The largest share of this course will be co-developed by the course participants and the instructor(s) through discussions of course materials and newspaper articles, as well as short presentations. The lecturer will help facilitate and guide the course discussion through questions, by taking notes on whiteboards, and by providing links across the different course sessions.

Students are strongly encouraged to take notes to facilitate cumulative learning across sessions of class. Specific topics and definitions may be presented using PowerPoint slides. We will frequently use the hall in the Entrepreneurship Center for exercises, in which students will apply and inductively further develop content. Finally, a large share of learning will occur through students preparing individually and in groups for the in-class session. Techniques to do so will be introduced in the first session of class. Information on what materials to prepare will be provided for each course session—this information will be available in the course syllabus, which will be available weeks before the course on TUMonline.

### **Media:**

### **Reading List:**

Specific & mandatory readings will be specified in the course syllabus, which will be available weeks before the course on TUMonline.

Students interested in the topics of the course more broadly may also find the following books helpful for this module. However, there is no obligation whatsoever to read them to pass this module successfully:

- Aldrich, H.E. and Ruef, M. (newest edition). *Organizations Evolving*. Sage
- Ott, J.S., Shafritz, J.M., and Jang, Y.S. (newest edition). *Classic Readings in Organization Theory*. Wadsworth.
- Scott, W.R. and Davis, G.F. (newest edition). *Organizations and Organizing: Rational, Natural, and Open Systems Perspectives*. Pearson International Edition.
- In German: Kieser, A., Ebers, M. (newest edition). *Organisationstheorien*. Kohlhammer.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

What's New about New Forms of Organizing? (WIB26004, englisch) (Limited places) (Vorlesung mit integrierten Übungen, 4 SWS)

Alexy O [L], Huber D

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WIB26995: Advanced Seminar Innovation & Entrepreneurship: Innovation and Organization Design | Advanced Seminar Innovation & Entrepreneurship: Innovation and Organization Design

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The grading is based on a seminar paper (65% of grade) and a set of presentations (35% of grade). Drawing on the seminar paper (up to 5.000 words in the main text body), we will examine the degree to which students are able to engage in an academic discussion in academic fields like innovation, organization design, or strategic entrepreneurship; define and structure a complex problem from that field, and describe and analyze it academically. Two presentations will further highlight whether students are able to present their findings comprehensively and precisely (seminar paper presentation: 15 minutes; 25% of total grade) and whether they are capable of applying and connecting their insights in the form of feedback on another seminar paper (discussion of another paper: 8 minutes; 10% of total grade). Across both presentations, we will further evaluate if students are available to communicate clearly and to perform professionally. Students will receive training on what constitutes all assessment elements as part of the seminar (see "learning outcomes," "content," and "teaching/learning methods").

### Repeat Examination:

Next semester / End of Semester

### (Recommended) Prerequisites:

Introductory courses on research methods (for example, "Empirical Research in Management and Economics").

### Content:

The module prepares students for the scientific work in their master theses and provides them with deepening insights into academic literature on innovation, organization design, or strategic entrepreneurship. Besides writing a seminar paper, this involves presenting their final results.

Accordingly, students in this seminar may choose from a broad range of topics around the development of new and established businesses, the strategies managers devise and execute including questions of positioning, and the organizational design choices they have to deal with. Potential areas questions of study may include:

- Venture creation: How are new businesses created and how do they evolve?
- Organization design: How do their structures develop and change?
- Growth strategies: Are there different paths to consistent configurations and if yes, how do they differ from each other?
- New forms of organizing: What role do supposedly more novel approaches to conducting business (ecosystems, crowdsourcing, open innovation...) or funding companies (incubators, crowdfunding...) play, when should be used, by whom, and how?
- Role of environmental conditions: How does the business environment influence the decision-making of new or established ventures, such as through membership in categories?

**Intended Learning Outcomes:**

Upon successful completion of this module, students will be able (1) to read and (2) understand academic literature on the topic of innovation, organization design, or strategic entrepreneurship. Furthermore, students are able (3) to create their own academic paper. Additionally, they will be able (4) to present their paper and (5) summarize their findings. Moreover, students learn how (6) to lead a academic discussion. Finally, they (7) understand the process of scientific publication.

**Teaching and Learning Methods:**

The module consists of an introduction to scientific writing and several sessions about academic problem definition and solving, based on which students may select and continuously refine their topic. The topic choice will further be discussed in individual feedback meetings with the seminar instructors.

Based on their topic, students will prepare their term paper which they will present at the end of the module. The students are continuously supervised by the instructors of the module. The module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The seminar topics may also be discussed after the final presentations.

**Media:**

PowerPoint, Whiteboard, Flipchart, Discussions, Feedback sessions

**Reading List:**

- Davis, M. S. 1971. That's interesting. *Philosophy of the Social Sciences*, 1(2): 309-344. (Note: the first and last sections are particularly "interesting" )
- Sutton, R. I. & Staw, B. M. 1995. What theory is not. *Administrative Science Quarterly*, 40(3): 371-384.(Note: this article has several responses in the same issue of the journal which you may also find helpful.)

Further readings will be detailed in the respective course syllabi before the first session of class.

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB26995, englisch): Innovation and Organization Design (limited places) (Seminar, 4 SWS)

Alexy O [L], Huber D, Reetz D

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WIB271011: Advanced Seminar Innovation & Entrepreneurship: Venture Growth and Internationalization | Advanced Seminar Innovation & Entrepreneurship: Venture Growth and Internationalization

Version of module description: Gültig ab winterterm 2016/17

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The grading is based on a seminar paper (about 10 pages; 75% of grade) and a presentation (about 25 minutes; 25% of grade). Based on the seminar paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship research. A final presentation proves if students are able to present their findings comprehensible, precise and demonstrative as well as are able to perform powerful and professional.

### Repeat Examination:

Next semester / End of Semester

### (Recommended) Prerequisites:

None

### Content:

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models,
- psychology of entrepreneurship,
- entrepreneurial leadership,
- ideation and venture creation,
- venture growth and
- internationalization and strategic entrepreneurship.

The module prepares students for the scientific work in their master theses and provides them with deepening insights into scientific literature on entrepreneurship. Besides writing a seminar paper, this involves presenting their final results.

**Intended Learning Outcomes:**

Upon successful completion of this module, students will be able (1) to read and (2) understand scientific literature on the topic of entrepreneurship. Furthermore, students are able (3) to create their own scientific paper. Additionally, they will be able (4) to present their paper and (5) summarize their findings. Moreover, students learn how (6) to lead a scientific discussion. Finally, they (7) understand the process of scientific publication.

**Teaching and Learning Methods:**

The module consists of an introduction to scientific writing where the topics for each student's seminar paper will be decided. Based on their topic students prepare their term paper which they will present at the end of the module. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

**Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

**Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
Further readings will be announced at the course introduction.

**Responsible for Module:**

Milanov, Hana; Prof. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB271011, englisch): Venture Growth and Internationalization (Limited places) (Seminar, 4 SWS)

Milanov H [L], Milanov H

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **WIB271013: Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship through a gender lens | Advanced Seminar Innovation & Entrepreneurship: Entrepreneurship through a gender lens**

Version of module description: Gültig ab summerterm 2017

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on a written seminar paper (60%) and the presentation of the seminar paper (40%). Please note that dropping the course after topics have been chosen and announced leads to grade 5.0 (failed). While the grade for your seminar paper (10 / 15 pages +/- 10%) will be determined purely on the last version you hand in before the final submission deadline (see "course outline"), you will also have to give a 15 minutes presentation on an earlier version of the paper. Please note that we will require you not only to submit your paper to us via Moodle, but also to TurnItIn, for an automated citation check.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

#### **Content:**

The seminar prepares students for academic work such as, for example, their Master Thesis. Students will write a seminar paper on a specific topic, present this topic to the class, discuss papers, and be involved in scientific discussions on a variety of topics in class. The seminar follows the entrepreneurial process, where we will pay special attention to the gender lens and understand when differences may exist among entrepreneurs in this regard, what informs them, and what are the outcomes. Students are provided with an overview of important readings and literature. Over the course, students will develop their own research questions and identify relevant readings in advancing their seminar paper.

### **Intended Learning Outcomes:**

Understanding key concepts in relevant areas of Entrepreneurship Research related to gender in entrepreneurship and developing specialist knowledge on the student's selected topic of interest  
Understanding and applying the scientific research process

Understanding the steps in writing a scientific seminar paper, including how to evaluate academic literature, interact with an academic debate, prepare and elaborate academic arguments and defend one's work in front of a knowledgeable audience

Understanding the scientific dialogue

Advance a set of skills including, but not limited to: diagnostic, analytical skills, presentation, academic writing, and critical thinking skills

### **Teaching and Learning Methods:**

The module consists of an introduction to scientific writing where the topics for each student's seminar paper will be decided. Based on their topic students prepare their term paper which they will present at the end of the module. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the module who are members the chair. Within the module the topics will be discussed after the final presentations.

### **Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

### **Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
Further readings will be announced at the course introduction.

### **Responsible for Module:**

Milanov, Hana; Prof. Ph.D.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship (WIB271013, englisch): Entrepreneurship through a gender lens (Limited places) (Seminar, 4 SWS)

Milanov H [L], Milanov H

For further information in this module, please click [campus.tum.de](#) or [here](#).



## Module Description

### WI000813: Technology Entrepreneurship Lab | Technology Entrepreneurship Lab

Version of module description: Gültig ab summerterm 2018

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grading is based on a project work.

With the project work students show their understanding of the processes associated with the recognition and development of entrepreneurial opportunities. Students show that they are able to analyze the development of entrepreneurial teams. Moreover, they show their ability to apply coaching tools.

Throughout the project work each student has to hand in regular written documentation of maximum one page in which to describe the continuous development of the entrepreneurial idea as well as the team (60%). At the end of the project work each student has to hand in a summary documentation of maximum three pages (40%) covering idea development, team development and used tools.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

First entrepreneurial experience (in any field)

First team development experience (in any field)

Ideally already taken part in Tech Challenge (WI 001180) or Business Plan Basic Seminar (WI000159)

#### Content:

In cooperation with UnternehmerTUM GmbH.

The module Technology Entrepreneurship Lab offers a "hands-on-experience" for the development of entrepreneurial business ideas and opportunities with

teams. Students work full-time for three consecutive days on the development of their entrepreneurial, technological and coaching skills. The students document both, the opportunity development process and the parallel team development process and present both processes. Subsequently, they will work on their teams' development of an opportunity assessment plan for the respective business ideas.

**Intended Learning Outcomes:**

After module participation students are able to understand the processes associated with the recognition and development of entrepreneurial opportunities. In addition, they are able to analyze the development of entrepreneurial teams and to apply coaching tools for this purpose. Further, they are able to develop an opportunity assessment plan as well as guide others in this process.

**Teaching and Learning Methods:**

The module consists of a three-day introductory lecture on entrepreneurial, technological and coaching skills as well as a hands-on 3 month execution phase with teams. A coach accompanies this process. The business ideas and team development processes are supervised and presented.

**Media:**

PowerPoint, Flipchart, online communication tool, virtual meetings, online webinars

**Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010

**Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI000814: Case Study Seminar: Entrepreneurial Strategy | Case Study Seminar: Entrepreneurial Strategy

Version of module description: Gültig ab summerterm 2012

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Exercises based on selected case studies and an entrepreneurial project (100% of grade). Entrepreneurial strategy is envisioned as a highly interactive class, where students learn from each other's' experiences. In that sense, while the module is designed to provide students with interesting materials and facilitate discussion to highlight learning points, much of the learning depends on the student's engagement: preparation, voluntary active participation in class, and ongoing reflection. Entrepreneurship is action-biased, hence classic "stand-up lectures" where students act as passive recipients of knowledge will be rare. This means that the premise for the "learning contract" is shared by each individual student.

#### Repeat Examination:

#### (Recommended) Prerequisites:

English. Given the highly interactive nature of the module, students should feel comfortable expressing their opinion and interacting in English.

Basic understanding of core concepts in business administration (such as break-even point, income statement, economies of scale / scope, etc.) can facilitate students' preparation for class and understanding of cases, but is not a prerequisite. The focus of the class is on attitudes, skills and knowledge surrounding entrepreneurial opportunities, and any concepts students are not familiar with will be explained in the module.

#### Content:

The goal of the module is to provide students with knowledge and understanding of selected strategy-related topics in entrepreneurial firms. These topics include, but are not limited to: strategic decision making of entrepreneurs, speed in the entrepreneurial decision process,

decision making under uncertainty, resources acquisition in young firms, innovation and first-mover advantages, new venture internationalization, crisis management, and failure.

**Intended Learning Outcomes:**

Upon the completion of this module, students will be able:

- understand how to recognize, evaluate and create new venture opportunities (vs. ideas), from both the entrepreneur's as well as the investor's perspective;
- analyze the issues faced by entrepreneurs when starting a venture in terms of the attitudes, knowledge and skills required to exploit an opportunity. A natural outcome of this process is a student's self-assessment in understanding the appeal of entrepreneurship as own career path.
- be able to analyze, evaluate and create business models

**Teaching and Learning Methods:**

The module is a case study seminar, which implies that we will rely on case studies, workshops, presentations, videos to facilitate learning of core concepts. Students will discuss interactively different case studies in class, guided by the instructor, to inductively understand core concepts of entrepreneurial management.

**Media:**

PowerPoint, case descriptions, videos, internet sources

**Reading List:**

Hisrich, R. D./Peters, M. P./Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010

Case studies are provided in the lectures.

**Responsible for Module:**

Milanov, Hana; Prof. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI000816: Labor Law | Arbeitsrecht

Version of module description: Gültig ab winterterm 2021/22

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Die Prüfung dient der Feststellung, ob bzw. inwieweit die formulierten Lernergebnisse erreicht wurden. Dies wird im Rahmen einer zweistündigen (120 Minuten) schriftlichen Klausur unter Zuhilfenahme der Gesetzestexte ermittelt.

Die Studierenden müssen im Rahmen abstrakter Fragen demonstrieren, dass sie die Grundsätze des Arbeitsrechts kennen und erklären können.

Im Rahmen einer Fallbearbeitung müssen die erworbenen Kenntnisse des Arbeitsrechts auf unbekannte Lebenssachverhalte angewendet werden. Auf diese Weise wird ermittelt, ob die Studierenden konkrete Lebenssachverhalte unter rechtlichen Gesichtspunkten analysieren und hinsichtlich rechtlicher Folgen bewerten können.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Modul WI000027 "Wirtschaftsprivatrecht 1" (TUM-BWL Bachelor), WI000775 "Grundlagen des Rechts" (TUM-WIN), WI000664 bzw. WI001032 "Einführung in das Zivilrecht" oder entsprechende Kenntnisse

#### Content:

Das Modul soll Studierenden einen Überblick über das Arbeitsrecht verschaffen.

Das Modul ist in eine Vorlesung und eine Übung (Fallbesprechung) aufgeteilt.

Inhaltlich werden besprochen:

- Zweck des Arbeitsrechts; Stellung des Arbeitsrechts in der Rechtsordnung
- Begriffsmerkmale des Arbeitsvertrages
- Zustandekommen des Arbeitsvertrages (Fragerecht des Arbeitgebers bei Einstellungen, Wirksamkeitshindernisse)
- faktisches Arbeitsverhältnis

- Rechte und Pflichten von Arbeitnehmer und Arbeitgeber
- Rechtsquellen (Arbeitsvertrag, gesetzliche Vorschriften, Tarifverträge; Betriebsvereinbarungen) und ihr Verhältnis zueinander
- Kündigung des Arbeitsverhältnisses
- Leistungsstörungen (Unmöglichkeit; Schlechtleistung; Gläubigerverzug; Betriebsrisiko; Arbeitskampfrisiko)
- Entgeltfortzahlung
- Haftung des Arbeitnehmers für Schäden
- Betriebsübergang (arbeitsrechtliche Probleme beim Outsourcing)
- Internationales Arbeitsrecht
- Arbeitnehmererfindungen

#### **Intended Learning Outcomes:**

Nach der Teilnahme am Modul werden die Studierenden in der Lage sein,  
(1.) die Prinzipien des Arbeitsrechts, ihre Auswirkungen auf den einzelnen Arbeitsvertrag und die betriebliche Personalwirtschaft zu verstehen,  
(2.) den daraus folgenden rechtlichen Rahmen wirtschaftlicher Betätigung erfassen,  
(3.) rechtliche Folgen zu identifizieren und daraus Gestaltungsmöglichkeiten abzuleiten,  
(4.) in schriftlicher Form in einem ausformulierten Gutachten konkrete Lebenssachverhalte rechtlich zu beurteilen.

#### **Teaching and Learning Methods:**

In der Vorlesung werden die Lerninhalte vom Vortragenden präsentiert und mit den Studierenden diskutiert.

In der Übung werden anhand von Fällen aus dem Arbeitsrecht die vermittelten Inhalte in Einzel- oder Gruppenarbeit auf konkrete Lebenssachverhalte angewandt. Dies dient der Wiederholung und Vertiefung des Stoffs, der Einübung strukturierter Darstellung rechtlicher Probleme sowie der Verknüpfung verschiedener Problemkreise.

#### **Media:**

Skript, Präsentation, Fälle

#### **Reading List:**

- Arbeitsgesetze; Beck-Texte im dtv, aktuelle Auflage
- Wörlen R./ Kokemoor A., Grundbegriffe des Arbeitsrechts  
Verlag Carl Heymanns, aktuelle Auflage
- Müssig P., Wirtschaftsprivatrecht, 16. Kap.: Arbeitsrecht  
Verlag C.F.Müller, aktuelle Auflage

Zur Vertiefung:

- Lieb/ Jacobs, Arbeitsrecht  
Verlag C.F. Müller, aktuelle Auflage
- Michalski M., Arbeitsrecht

Verlag C.F. Müller, aktuelle Auflage  
- Erfurter Kommentar zum Arbeitsrecht  
Verlag C.H. Beck, aktuelle Auflage

**Responsible for Module:**

Maume, Philipp; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001124: Introduction to Science and Technology Policy | Introduction to Science and Technology Policy [Introduction to Science and Technology Policy]

Version of module description: Gültig ab summerterm 2017

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 135	<b>Contact Hours:</b> 45

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grading will be based three exercises/tests spread throughout the term. The first take-home exercise (25%) will require a short analysis of a recent newspaper article, research finding, or event. Students will be assessed on both their understanding of the course material and its application to real-life events. The second take-home exercise (25%) will similarly require a short analysis of a recent newspaper article, research finding, or event, and assess students in terms of understanding and applying advanced course material. However, in addition it will require students to frame their responses in the form of a policy brief, thus practicing an important form of communication. The final exercise will be a 2hr in-class test (50%) that examines students' understanding of the remaining course materials, but also off all course courses from a synthetic perspective and in relation to one another. The in-class test will comprise a pool of short questions and a pool of essay questions based on the course materials and in-class discussions, from which students will be asked to answer a sub-set of their choice. All exercises and test will be open-book/open-web (i.e. you can use all course materials, the internet, and other resources at your disposal).

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

This course is offered as part of the core curriculum of the MCTS Master's in Science and Technology Studies (STS) and builds on knowledge that students from the STS Master's have obtained in the winter term. However, the course is explicitly open to graduate students with a broad range of backgrounds interested in S&T Policy - including from the social sciences and humanities, management, engineering, natural science, architecture, and law, among others. It welcomes all students who wish to engage at a deeper intellectual level with questions of how S&T shape, and are being shaped by, politics and society. Interested students who are NOT part of the

STS Master's must consult with the instructor in order to be admitted to the course. Please send a short email explaining your interest in this course and any background in STS, Public Policy, or related subjects you might have to [sebastian.pfotenhauer@tum.de](mailto:sebastian.pfotenhauer@tum.de).

### **Content:**

This course provides a graduate-level introduction to the key questions and issues facing societies in the increasingly important intersection between science, technology, and public policy. Students will explore how science and technology (S&T) enter the policy-process (and vice versa), how changes in S&T pose questions that require political and public attention, and how S&T are being governed through political institutions. Among the range of topics covered are:

- What is the 'right' relationship between science, technology, and politics? What models exist? How does (scientific) 'truth' interact with (political) 'power'?
- How do different sources of public authority and legitimacy - politics, expertise, the law, and the market - relate to one another in the context of S&T? What conflicts exist among them?
- How is political decision-making possible in light of scientific controversies and irreducible risks?
- How do organizations at the interface between science and politics work?
- What is the role of 'the public' in S&T policy?
- Why do societies fund science? How do they govern it?
- Do technologies have inherent political or ethical properties?
- How do we envision the world through S&T? How do these visions relate to national political cultures?
- How do societies cope with unavoidable technological risk, failures, and disasters?
- How much should we rely on models? What is the role of models in the policy-process?

Over the course of the semester, students will acquire a range of concepts and analytic lenses from the fields of Science and Technology Studies (STS) and Public Policy that will help them to deal with complex questions surrounding the politics of science and technology, identify fundamental patterns and recurring tensions in S&T policy, and speak about them with confidence in the context of their own research. In particular, students will be encouraged to take and defend a normative position on the questions and cases they encounter during the class. Case studies will draw upon a range of S&T sub-domains, including climate change, environmental regulation, nuclear power, biotechnology, AIDS activism, military technology, geoengineering, and space.

One of the central themes of the class and the starting point for our discussion is the idea of a 'rational' policy process - i.e. finding 'optimal' solutions for well-defined problems using unambiguous scientific evidence, and implement these solutions with the precision of a 'social engineer' - which we will contrast with the ideal an open, deliberative political process that accommodates a plurality of values, opinions, and life choices. We will trace this fundamental tension of technocratic vs. deliberative politics throughout a wide range of S&T policy problems and sites.

For the final sessions of the course, we will invite (up to) three guest lecturers working in different S&T policy-domains for a first-hand exposure to ongoing debates. The class will vote on the

domains from which guest speakers will be invited - options are energy policy, environmental policy, IT/internet policy, innovation policy, space policy, health policy, resource policy, among others.

**Intended Learning Outcomes:**

- Students will understand and apply basic concepts and analytic tools from the fields of STS and Public Policy (e.g. deliberative vs. technocratic policy approaches, expertise and other sources of legitimacy in decision-making, scientific controversies, boundary work)
- Students will be able to systematically analyze complex problems using these concepts and tools, particularly with regard to current questions and policy debates at the interface of science, technology, society, and public policy (e.g. trade-offs between competing values in science policy, public engagement in scientific and technological controversies, governing scientific input into science policy decision-making, technology design ethics, responsible research and innovation)
- Students will have knowledge of a range of classical STS and Policy case studies and be able to draw parallels to current events and discussions (e.g. nuclear power, TTIP, biotechnology, infrastructure development)
- Acquire basic knowledge of current research topics and methods in STS and Public Policy

**Teaching and Learning Methods:**

This course follows a hybrid seminar-lecture format where students will both receive lecture-style input to obtain a systematic overview of specific topics and issues, and engage in extensive in-class discussions with their peers to learn how to reflect and position themselves with regard to these issues. Lectures and discussions will be based on a weekly assigned readings, which will be provided to students in the syllabus at the beginning of the term. A key part of the instruction is hence based on the close reading of weekly assigned texts and reflection/interpretation of the arguments contained therein. Moreover, the course will use regular exercises to assess learning progress and practice the application of course content to real-life cases.

**Media:**

Reader (literature provided in course moodle); power point presentations; flipcharts; video clips; newspaper articles and blogs

**Reading List:**

See syllabus

**Responsible for Module:**

Pfotenhauer, Sebastian; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001126: Designrecht | Designrecht

Version of module description: Gültig ab winterterm 2016/17

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as a written exam of 60 minutes. Students will be asked theoretical questions. This will demonstrate to what extent they have memorised and understood principles of German and European intellectual property law. Students will also be asked to apply their knowledge of German and European design law, copyright law, trademark law, and supplementary protection under unfair competition law to known and fictional cases. This second part demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences. Theoretical questions count for approximately 40 per cent, while case studies count for approximately 60 per cent.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

-

#### Content:

This module provides an introduction to basic concepts of German and European design law, copyright law and trademark law.

Topics covered are:

- Introduction to Intellectual Property Law in Germany and the EU
- Design Law
- Copyright Law
- Trademark Law
- Supplementary Protection under Unfair Competition Law

**Intended Learning Outcomes:**

At the end of this subject students will be able

- (1.) to understand the basic principles of German and European intellectual property law,
- (2.) to grasp the legal framework of business activity, in particular regarding design protection,
- (3.) to analyse legal implications of typical business situations and to identify their options,
- (4.) to present the results of their analysis in a written memorandum.

**Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of design protection. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues. Students will develop the ability to present these findings in a concise and well-structured written analysis.

**Media:**

Presentations (PPT), Cases studies

**Reading List:**

Rehmann, Designrecht  
Götting, Gewerblicher Rechtsschutz  
Pierson/Ahrens/Fischer, Recht des geistigen Eigentums  
Rehbinder/Peukert, Urheberrecht  
Sosnitza, Deutsches und europäisches Markenrecht  
Ahrens, Geistiges Eigentum und Wettbewerbsrecht

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

VO Designrecht(0000003786)

Dr. Lena Maute

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001136: Innovation, Society, and Public Policy | Innovation, Society, and Public Policy

Version of module description: Gültig ab winterterm 2015/16

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grading is based on two exercises (50%each) spread throughout the term. The exercises will allow assessing comprehensively student capabilities to (1) understand and structure complex problems at the intersection of innovation, society, and public policy; (2) apply and combine various concepts and analytic tools acquired in class; (3) take normative and critical stances towards current policy developments; (4) argue convincingly in English, using policy jargon.

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

#### Content:

This course provides a graduate-level introduction to the key questions and issues facing policy-makers and societies when trying to understand, govern, and live with innovation. Students will explore how innovation enters the policy-process (and vice versa); how emerging technologies and scientific progress pose questions that require political and public attention; and how innovation is (or isn't) being governed through political institutions.

Over the course of the semester, students will acquire a range of concepts and analytic lenses from the fields of Science and Technology Studies (STS) and Public Policy that will help them to deal with complex questions surrounding the policy and politics of innovation. They will learn to identify fundamental patterns and recurring tensions in innovation policy -- including technocratic vs. deliberative-democratic governance of innovation(s), deterministic vs. constructivist explanations of innovation success and failure, universal innovation models vs. irreducible socio-political contingency etc. -- and learn how to speak about them with confidence in the context

of their own research. In particular, students will be encouraged to take and defend a normative position on the questions and cases they encounter during the class. For example, should the state intervene in innovation? Should life forms be patentable? How should we assess the benefits, costs and risks of innovation? What should count as innovative activity? Case studies will draw upon a range of innovative fields and domains, including biotechnology, information technology, manufacturing, and various nation-level policy strategies.

Among the range of topics covered are:

- What is innovation? What do engineers, executives, and policy makers refer to when they talk about innovation? How have the social sciences conceptualized innovation in theoretical terms?
- How is innovation organized? What is the (right) role of science, businesses, government, and other members of society?
- How do innovations shape societies? Who benefits from innovation, and who loses? Can we separate technical and social innovations - and if so, how? What is the relationship between innovation and the state? How do states and regions go about innovation? How do national systems and cultures of innovations differ?
- How does innovation relate to democracy and inequality?
- How do innovations (e.g. emerging technologies) turn into contested issues? Do all innovations have political properties?
- Can/should innovation be governed? If so, how and by whom?
- What is the role of intellectual property rights and monopolies for innovation? What are their pitfalls?
- How do we know about and measure innovation? Can there be hidden or unrecognized innovations?
- Why are some technologies considered to be successful innovations, while other (perhaps better ones) disappear in the annals of history?

### **Intended Learning Outcomes:**

Students will understand and apply a range of key concepts, theoretical frameworks, and analytic tools from the domains of Science and Technology Studies (STS) and Innovation Policy (e.g. various 'models' of innovation (linear, systems, chain link, triple helix, diffusion), innovation strategies, co-production, responsible research and innovation, technology determinism, regulatory cultures, law lag, see below course description). They will be able to systematically analyze the complex interactions between innovation, society, and public policy (e.g. the governance of innovation, inequality and innovation, open innovation, the relationship between science and innovation). Moreover, students will have knowledge of a range of canonical case studies from STS and innovation policy, and learn how to draw parallels to current events and discussions (e.g. biotech, robotics, IT). They will acquire basic knowledge of current research topics and methods in STS and public policy concerned with questions of innovation.

### **Teaching and Learning Methods:**

This course follows a hybrid seminar-lecture format where students will both receive lecture-style input to obtain a systematic overview of specific topics and issues, and engage in extensive in-

class discussions with their peers to learn how to reflect and position themselves with regard to these issues. Lectures and discussions will be based on a weekly assigned readings, which will be provided to students in the syllabus at the beginning of the term. A key part of the instruction is hence based on the close reading of weekly assigned texts and reflection/interpretation of the arguments contained therein. Moreover, the course will use regular exercises to assess learning progress and practice the application of course content to real-life cases.

**Media:**

Reader (literature provided in course moodle); power point presentations; flipcharts; video clips; newspaper articles and blogs

**Reading List:**

- Joseph A. Schumpeter, 'Entrepreneurship as Innovation,' in *Entrepreneurship: The Social Science View*, ed. Richard Swedberg, 1 edition (Oxford: New York: Oxford University Press, 2000), pp. 51-70;
- Joseph Schumpeter, *Capitalism, Socialism and Democracy*, New York: Harper and Row, 1942, Ch. 7 (Creative Destruction), pp. pp. 81-86
- Rogers, Everett M, *Diffusion of Innovations*, New York: Free Press; Collier Macmillan, 1962 (5th ed. 2002), Ch. 1 'Elements of Diffusion,' pp 1-37.
- van den Belt, Henk, and Arie Rip. 'The Nelson-Winter-Dosi Model and Dye Chemistry.' In *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, edited by Wiebe Bijker, Thomas P. Hughes, and Trevor Pinch, 135-58. MIT Press, 1987
- Pinch TJ and Bijker WE (1984) The Social Construction of Facts and Artefacts: or How the Sociology of Science and the Sociology of Technology might Benefit Each Other. *Social Studies of Science* 14(3): 399-441.
- Geels FW (2002) Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study. *Research Policy*,
- Vannevar Bush, *Science, the Endless Frontier.*, 2nd ed. (United States Office of Scientific Research and Development, 1945).
- Donald E. Stokes, *Pasteurs Quadrant: Basic Science and Technological Innovation* (Washington, D.C: Brookings Inst Pr, 1997) pp 58-89 (Chapter 3: Transforming the paradigm)
- Stephen J Kline and Nathan Rosenberg, 'An Overview of Innovation,' in *The Positive Sum Strategy: Harnessing Technology for Economic Growth*, ed. Arthur Landau & Nathan Rosenberg (The National Academy Press, 1986), 275–305
- Benoit Godin, 'Pushes and Pulls: Hi(S)tory of the Demand Pull Model,' *Science, Technology, and Human Values* 38(5), (2013): 621-654
- Ogburn, W. F. (1957): Cultural Lag as Theory. In: Ogburn, W. F. (Hrsg.): *On Culture and Social Theory. Selected Papers*. Phoenix Books, Chicago Press. pp. 86-97.
- Akrich M, Callon M, Latour B, et al. (2002a) The key to success in innovation part i: the art of interessement; part ii: the art of choosing good spokespersons. *International Journal of Innovation Management* 6(2): 207-225.

Sheila Jasanoff, 'Product, Process, or Programme: Three Cultures and the Regulation of Biotechnology,' in Resistance to New Technology: Nuclear Power, Information Technology, and Biotechnology, ed. Martin Bauer (Cambridge; New York: Cambridge University Press, 1995)  
Pfotenhauer S (2017) Co-Producing Emirati Science and Society at Masdar Institute of Science and Technology. In: Science and Technology Development in the Gulf States, Economic Diversification through Regional Collaboration, Gerlach Press, pp. 89-113. Available from: <http://www.jstor.org/stable/j.ctt1m3p2gh.8>.

**Responsible for Module:**

Pfotenhauer, Sebastian; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Innovation, Society, Public Policy (Seminar, 4 SWS)

Juhl J, Pfotenhauer S

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001141: Principled Entrepreneurial Decisions | Principled Entrepreneurial Decisions [PED]

*How to make game-changing decisions*

Version of module description: Gültig ab winterterm 2017/18

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 140	<b>Contact Hours:</b> 40

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Mandatory participation on all workshop days

- (1) active class participation (25%)
- (2) short assignment questions on cases (25%)
- (3) presentation of values and principles for their company/project/future startup (25%)
- (4) reflection paper, 2-3 pages, max 1.200 words (25%)

The seminar is on application:

<https://academy.unternehmertum.de/programs/principled-entrepreneurial-decisions>

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

Application & willingness for active participation

being or becoming part of a Startup or project team

Students who are interested in Venture Capital and decision-making of founders are also welcome

#### Content:

This course will challenge the next generation of leaders and entrepreneurs to think critically about how their personal values and principles inform the difficult decisions they will have to make as they grow their business. The course will first equip students with frameworks to crystallize their own values and principles. Students will learn to apply their own core values. A selection of readings and case studies will provide students with tangible examples of the challenges other entrepreneurs have faced. Each class will be highly immersive, featuring conversations with entrepreneurial guest speakers and break-out sessions. Through conversations with case

protagonists and each other, students will leave the class more prepared to navigate the ethical dilemmas that they may encounter during their professional lives.

**Intended Learning Outcomes:**

- 1\_students are able to brave difficult situations in the startup context
- 2\_Enable students to begin to craft their own framework – personal and company
- 3\_Discuss case examples (i.e. Flixbus, Konux, ProGlove, Luminovo, fernride, Reactive Robotics, Groupon, buecher.de, SevDesk, inveox, 10X, ...) and conduct exercises to help them on their journey

**Teaching and Learning Methods:**

- lectures
- group works
- role plays
- real Start-up cases with the founders in class
- discussions

**Media:**

- presentations
- founders in class
- video

**Reading List:**

- Dalio, R. (2017). Principles: Life and work. New York, NY
- Horowitz, B., & Kenerly, K. (2014). The hard thing about hard things: building a business when there are no easy answers. New York, NY: Harper Business.
- More literature will be provided in class

**Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Principled Entrepreneurial Decisions (WI001141, englisch) (Seminar, 4 SWS)

Bücken O

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001147: Exploring society through future technologies | Exploring society through future technologies

Version of module description: Gültig ab winterterm 2017/18

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The assessment consists of the following parts: a final research paper (4000-6000 words) due at the end of the term and two optional reaction papers (500-1000 words each) due prior to two classes the students can pick from the course schedule, respectively. The assessment of the final research paper determines the final grade in this module.

The research paper is an assignment that covers most of the material given in the module. The instructor uses it to estimate how well a student has understood, researched, and incorporated the material and activities associated with the module. Furthermore, students demonstrate their ability to apply the acquired concepts and knowledge to a current issue related to the innovation and society. The research paper is an original piece of writing that may involve empirical research on a specific case.

The reaction papers reflect the content of the classes and enhance the discussion in the classroom. In the papers, students evaluate the assigned text's strengths and weaknesses, which encourages a close reading of the text that goes beyond the surface meaning. In their writing, students respond to implied ideas, and elaborate, evaluate, and analyze the author's purpose and main points. Students submit their papers prior to the class to the instructor and make them available to the other participants, who can comment on the contributions of their peers both online and during class. In the reaction papers, students demonstrate their ability to engage critically with the ideas and theories introduced in the course readings.

#### Repeat Examination:

Next semester

**(Recommended) Prerequisites:**

The module is part of the curriculum on Science and Technology Studies (STS) offered at MCTS and the TUM School of Management Master's Programs. We have designed the module for advanced students who are interested in the relationship between technology and society. Even though it is open to participants from all kinds of backgrounds, the courses offered in this module is firmly rooted in the social sciences and humanities. While this is not mandatory, participants should have a basic academic understanding of social, political, and cultural issues. Ideally, they have previously taken a course in sociology, political science, history, philosophy, anthropology or related disciplines.

**Content:**

This module introduces the participants to key questions and issues facing policy-makers, engineers, and society writ large when trying to understand, anticipate, and organize the future of technology in society. In order to comprehend current developments and technoscientific futures, students engage with past and present predictions about how innovation might change the world we live in. Changes in science and technology have often influenced economic and cultural developments - and vice-versa. Over the course of the semester, students tackle innovation not in terms of isolated cases but as a constitutive part of modern technologized societies and their visions of the future.

**Intended Learning Outcomes:**

Upon successful completion of the module, students will be able to understand and analyze potentially disruptive changes in various fields of technological innovation. Additionally, participants will be able to apply a range of concepts and analytical lenses to evaluate complex sociotechnical dynamics in a systematic, reflexive, and critical way. They will be capable to create empirical case studies that identify patterns and recurring tensions in a world shaped by technology, and speak about them with confidence in the context of their own academic and professional interests.

The objective of the module is neither to offer predictions of what the most likely or most desirable sociotechnical developments will look like. Nor will it provide 'how-to' recipes for policy-making and management. The goal is to put these instrumental ways of thinking about innovation into a broader perspective and take a reflexive (and at times critical) look at the relationship between the technology, business, and culture.

**Teaching and Learning Methods:**

The module is a case study seminar focused on particular area of contemporary science and technology. In class, the students discuss interactively different approaches to the particular innovation field under consideration to develop their analytical and reflexive capabilities as well as acquire knowledge on the innovation field. Guided by the course instructors, the participants learn to apply a number of conceptual frameworks and tools through self-study of the literature from a number of fields, including sociology, political science, economics, science and technology studies, innovation studies, and cultural anthropology. The classes are predominantly interactive and include group as well as individual exercises.

**Media:**

not specified

**Reading List:**

- Beckert, Jens. 2016. Imagined futures: Fictional expectations and capitalist dynamics. Cambridge Massachusetts: Harvard University Press.
- Borup, Mads, Nik Brown, Kornelia Konrad, and Harro van Lente. 2006. 'The Sociology of Expectations in Science and Technology. 'Technology Analysis & Strategic Management 18(3-4):285-98. doi:10.1080/09537320600777002.
- Jasanoff, Sheila, and Sang-Hyun Kim, editors. 2015. Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power. Chicago, London: The University of Chicago Press.
- Schulz, Markus S., editor. 2015, vol. 63, Future Moves in Culture, Society and Technology: SAGE Publications.
- Urry, John. 2016. What is the future? Cambridge UK, Malden MA: Polity Press.

**Responsible for Module:**

Pfotenhauer, Sebastian; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001165: Sustainable Entrepreneurship - Getting Started | Sustainable Entrepreneurship - Getting Started

Version of module description: Gültig ab summerterm 2017

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The module assessment consists of project work. Students are divided into teams of 3 to 5 students. Starting from the student's initial idea, each team has to develop a sustainable business model over the term. By working in a team, students demonstrate their ability to manage resources and deadlines together and to be able to complete their tasks in a team environment.

Each team will work on assigned tasks. Each group member has to contribute to the final group presentation (a 15 minutes pitch per team, 25%) that will take place during the last session of the term. By presenting their sustainable business plan, students demonstrate they are capable of presenting their business model in a clear and comprehensible manner to an audience. In addition, each team member will work on a section of the final written project report, describing and analyzing the sustainable business plan of the team. The written paper is due four weeks after the oral presentation (max. 8,000 words, 75%). By writing the project report students demonstrate that they are able to elaborate more in-depth on their sustainable venture. They also show their ability to apply the theory and real-life examples provided to them to their own idea and business model.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Modules in entrepreneurship, corporate sustainability and/or sustainability marketing are recommended.

#### Content:

Whether it is tackling climate change, resource degradation or social inequalities - responding to sustainability issues constitutes the biggest challenge for businesses in the 21st century. Embracing a great range of industries including food, energy or textiles, the field of life sciences is a key area for sustainability. Since the production of these goods accounts for an extensive

use of resources, there is great potential for effecting real improvements on a way towards more sustainable production and lifestyles. In this module we want to invite and inspire students to make a difference. We introduce them to the theory and practice of sustainable entrepreneurship, pursuing the triple bottom line of economic, ecological and social goals. We present the sustainable business model canvas as a tool for the students to explore their own ideas and to develop a sustainable business in the area of life sciences. Adopting a step-by-step approach, the following topic will be covered (all topics will be explained in general and then discussed in the context of life sciences):

- 1) The nexus of entrepreneurship and sustainable development
- 2) An overview of the theory and practice of sustainable entrepreneurship
- 3) Social and ecological problems as opportunities for sustainable entrepreneurship
- 4) Developing a sustainable customer value proposition
- 5) Describing key activities, resources and partners
- 6) Identifying revenues and costs
- 7) Consolidating all parts in a lean and feasible business model
- 8) Pitching and presenting a business model

#### **Intended Learning Outcomes:**

Upon successful completion of this module, students will be able to (1) discuss and (2) evaluate the socio-economic challenges of the 21st century. They will be able to (3) evaluate the concept of sustainable entrepreneurship as a means for addressing these complex sustainability issues. More specifically, students will be able to (4) perceive socio-ecological problems as opportunities for sustainable entrepreneurship and to (5) generate their own ideas for a sustainable venture. In addition, participants will be able to (6) transfer the provided theory and examples to their own idea and (7) design their own business model. Students will (8) have gained experience and new skills in presenting in front of a large audience. Finally students are able to exchange in a professional and academic manner within a team. They show that they are able to integrate involved persons into the various tasks considering the group situation. Furthermore the students conduct solution processes through their constructive and conceptual acting in a team. They can make this contribution in a time limited environment.

#### **Teaching and Learning Methods:**

The module is a seminar which intends to familiarize the student with the theory and practice of sustainable entrepreneurship. Since the main goal of the module is to ignite entrepreneurial thinking and passion, as well as to provide the students with the required know-how to get started, the module has an interactive format with excursions and a project work in small groups. A special feature of the module is the co-teaching by an academic and a practitioner with a mutual interest in the theory and practice of sustainable entrepreneurship.

#### **Media:**

Presentations, slides, cases, links and further literature will be provided via [www.moodle.tum.de](http://www.moodle.tum.de)

**Reading List:**

The module is based on a few key scientific papers and practical tools such as the business model canvas. These form the basis for classroom discussions and are to be used for developing an own business model. All materials are provided as pdf files in TUM Moodle (<https://www.moodle.tum.de>).

Students should be familiar with the United Nations' Sustainable Development Goals (SDGs) and the basics of the business model canvas:

United Nations Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Business Model Canvas:

Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley: New Jersey, US.

**Responsible for Module:**

Belz, Frank-Martin; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001166: Entrepreneurial Prototyping | Entrepreneurial Prototyping

Version of module description: Gültig ab summerterm 2017

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grading is based on a research paper (10-15 pages, 75% of grade) and a presentation (15 min + 15 min interaction with the audience, 25% of grade). The research paper and the presentation will be conducted in groups formed in the introductory session. An assessment sheet filled in by the students and handed in with the research paper clarifies students' individual contribution to the research paper. As every student will present in the final presentation, every students' contribution is clearly identifiable and appraisable, thus, students can be graded individually. Based on the research paper it is examined to which extent students are able to elaborate complex topics in the field of entrepreneurship research. The research paper is a means to measure how students were able to understand previous academic literature in the field of entrepreneurship, how they achieved to define their own research question, collect and analyze data, and provide a relevant, novel, and interesting contribution to entrepreneurship research. A final presentation measures students' communicative competencies proves if students are able to present their findings in a comprehensible, precise and demonstrative way as well as whether they are able to perform powerfully and professionally.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

none

#### Content:

The module deals with different topics within entrepreneurship research such as

- discovering entrepreneurial role models, this might include to explore
  - o links between role models and entrepreneurial intentions
  - o reasons for the choice of the entrepreneurial career

- psychology of entrepreneurship, this might include to explore
  - o personality dimensions of entrepreneurs
  - o entrepreneurial cognition
- entrepreneurial leadership, this might include to explore
  - o behavioral forms of leadership
  - o creating and managing innovative organizations
- ideation and venture creation, this might include to explore
  - o the process of obtaining creative ideas
  - o the process model of entrepreneurial venture creation
- venture growth, this might include to explore
  - o how new ventures grow and where growth occurs
  - o different impact factors on new venture growth
- internationalization and strategic entrepreneurship, this might include to explore
  - o the speed of entrepreneurial internationalization
  - o enabling forces of technology, competition, perceptions, knowledge and networks

The module provides students with deepening insights into entrepreneurship literature. Besides writing a seminar paper, this involves presenting their final results.

### **Intended Learning Outcomes:**

Upon successful completion of this module, students will be able to read and understand related literature on the topic of entrepreneurship. Furthermore, students are able to create their own research paper. Additionally, they will be able to present their paper and summarize their findings. Moreover, students learn how to lead a discussion on their topic. Finally, they understand entrepreneurial processes.

At the end of the module, students will be able to:

- explain entrepreneurship concepts related to a specific topic.
- discuss current topics within the field of entrepreneurship.
- apply previously discussed approaches to topic specific issues within the field of entrepreneurship.
- evaluate these approaches and their outcomes.
- develop suitable approaches for specific entrepreneurship issues.

### **Teaching and Learning Methods:**

The module consists of an introduction to scientific writing where the topics for each student's research paper will be decided. Topics vary and cover entrepreneurship on an individual (e.g., entrepreneurial decision making, entrepreneurial intentions), team (e.g., entrepreneurial team formation, entrepreneurial exits), or organizational level (e.g., interplay of form, structure, and embeddedness in corporate entrepreneurship). Based on their topic students prepare their research paper which they will present at the end of the module. Upon prior discussion on different research methods and how to use them, the students will identify and apply a research methodology that best addresses their identified research question, i.e., they can apply empirical research methods (qualitative or quantitative), a literature review, or conduct a conceptual paper. Furthermore, the module involves (group and/or) individual feedback sessions, where students can share their progress and receive feedback. The students are supervised by the instructors of the

module who are members the chair. Within the module the topics will be discussed after the final presentations.

**Media:**

MS Office, PowerPoint, Whiteboard, Flipchart

**Reading List:**

Hisrich, R. D. / Peters, M. P. / Shepherd, D. A.: Entrepreneurship, 8th edition, McGraw-Hill, 2010  
(optional)

Obligatory readings will be announced at the course introduction.

**Responsible for Module:**

Breugst, Nicola; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Entrepreneurial Prototyping (WI001166, englisch) (Seminar, 4 SWS)

Breugst N [L], Kirsch J

For further information in this module, please click [campus.tum.de](#) or [here](#).



## Module Description

### WI001180: Tech Challenge | Tech Challenge

Version of module description: Gültig ab winterterm 2017/18

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b>
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Overview of Final Deliverables

1. Functional Prototype (in hard- and/or software): 40% of grade
2. Final Demo (7 minutes incl. video): 30% of grade
3. Technical Project Description: 15% of grade
4. Read Deck (up to 10 slides max.): 15% of grade

Details of final deliverables below.

#### Final Deliverable 1: Functional Prototype

- Functional prototype in hard- and/or software
- Not a final product, but should showcase at least one key aspect of your product/service
- For software, use any framework, IDE, language etc. that works
- For hardware, use MakerSpace & prototype budget (up to 250€ per team, only redeemable with invoice!)

#### Final Deliverable 2a: Final Demo...

- You will have exactly 7 minutes, incl. your video of up to 2 minutes; and Q&A thereafter
- Your demo (incl. video) should include: Team, Customer Need, Value Proposition, Prototype, Competition, Differentiation, Future Roadmap (Note: content is same as the read deck)
- All team members must present
- Slides should not distract from the presenter (e.g. too much text, low contrast, ...)

#### Final Deliverable 2b: ...and Video

- Cannot be longer than 2 minutes max. (and should be at least 1 minute long)
- Can be real-life video, powerpoint slides, animations, cartoons or any other video format
- Should not be silent - audio can be spoken text, real world sound, music, ...
- Should cover: Customer Need, Value Proposition (Prototype optional), Differentiation
- Think of it as a marketing or sales tool

#### Final Deliverable 3: Technical Project Description

- Description of all hardware components and software modules/frameworks used, as well as step-by-step instructions to re-create your prototype (e.g. see project descriptions at Hackster.io)
- Link to an online code repository (e.g. GitHub, GitLab, BitBucket) is mandatory

#### Final Deliverable 4: Read Deck

- Needs to be understandable as stand-alone with no further explanation (assume reader has not seen demo or video!)
- Use presentation format (i.e. slides); different than the presentation used in demo!
- Cannot be more than 10 slides max. (excl. appendix)
- Your read deck should include: Team, Customer Need, Value Proposition, Prototype, Competition, Differentiation, Future Roadmap (note: content is same as final pitch)

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Knowledge: Willingness to participate; affinity with tech and entrepreneurship trends preferred

Abilities: Identifying opportunities; proactiveness; communication; teamwork; commitment

Skills: openness; analytical thinking; design thinking; self-motivation; networking

#### **Content:**

- Kick-off: Introduction to challenges, resources, objectives. "Challenge fair" at the end. Students are sensitized, inspired and stimulated to develop feasible, viable and holistic solutions to address current industrial topics as smart city, mobility, digital healthcare, Industry 4.0 and smart grid by utilizing cutting-edge technologies as cloud, IoT, AI, AR/VR.
- Challenge workshops: 1 day is reserved for each corporate to hold an interactive workshop with the batch of students interested to know more about the respective challenge (known needs, available technologies, boundary conditions, etc.).
- Interdisciplinary teams and ideas registration as pertaining to a specific challenge (choice made by teams): Team, Vision, Project Plan
- Ideation workshop: Design thinking, empathic exploration, needfinding, concept generation, evaluation, and selection
- Work-in-progress: Prototyping, testing, generating feedback, iterating, creating new insights and elaborating use cases. On demand office hours and consulting sessions with experts for ideation, technology development, product design, and team development.

- Customer Value Proposition, Market and Positioning with respect to competition, Unique Selling Proposition, Business Model, Value Chain, Market Entry
- Business Plan, pitch training
- Pre-Demo Day Meetup: User Acceptance Testing with respective challenge owners. Teams present, respective corporate provides feedback.
- Feedback integration to finalize project results
- Demo Day: Teams showcase their final concepts by means of their prototypes, videos, posters, and short business plans

#### **Intended Learning Outcomes:**

Upon successful completion of this module, students are able to:

- identify latest technology trends related to topics such as smart city, mobility, digital healthcare, Industry 4.0 and smart grid
- understand opportunities and challenges in applying cutting-edge technology (e.g., cloud, IoT, AI, AR/VR) to address a specific industrial challenge
- conduct project-based interdisciplinary teamwork
- carry out an individualized learning process by utilizing referenced online resources as well as on demand expert coaching regarding team development, technology development and product design
- evaluate own ideas, prototypes and project findings with experts, users, and customers, and work closely with their feedback
- recognize and utilize contemporary web platforms for digital project creation and sharing
- operate in a high-tech prototyping workshop equipped with latest technology and devices
- create functional prototypes to demonstrate own proposed solution to a specific industrial challenge
- devise a showcase of own project results to a broad audience of peers, academics and practitioners
- create short business plans to effectively communicate business value of own project results

Thus, students get familiarized with the many facets of entrepreneurship. In doing that, they are enabled to see, realize, and experience the multiplicity in the everyday life of an entrepreneur, entrepreneurial personalities, as well as entrepreneurial skills and motivations.

#### **Teaching and Learning Methods:**

Innovatively addressing complex themes as smart city and Industry 4.0 often requires the use of cutting-edge technologies within an entrepreneurial process. Based on this premise and to get the students understand and apply such a process, the module deploys hands-on project-based learning and interdisciplinary teamwork.

Each semester several industrial challenges are spotlighted as proposed by the participating corporates, who provide access to their proprietary technologies, resources, experts and coaches specific to their respective challenge. An industrial challenge is formulated to be broad, with the

potential of breeding many specific projects in return. Students are encouraged to propose which challenge to address in which way (i.e., project idea) and within which team.

Through interactive team exercises and a semester-long project, the students experience peer-learning while gaining practice in assessing and optimizing usage of their team resources. They are also provided with team coaching sessions, individual mentoring, tutorials as necessary (challenge-dependent), and hands-on courses to operate machines and devices (3D printer, laser cutter, waterjet cutter, sensors etc.) at the high-tech prototyping workshop (team- and challenge-dependent).

**Media:**

- Online access to slides, hand-outs, materials through dedicated e-Learning account
- Online discussion forum connecting students and involved experts
- Accounts on contemporary web platforms for digital project creation and sharing (e.g., hackster, kaggle, datacamp)

**Reading List:**

A maintained list of references to relevant online course materials (e.g., UnternehmerTUM MOOC videos, Coursera, Udacity, edX, Udemy) to support an individualized learning process suited to students' various levels of expertise

**Responsible for Module:**

Patzelt, Holger; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WI001194: Responsibility in Environment and Health: Social and Cultural Perspectives on Environment, Health, Science, and Technology | Responsibility in Environment and Health: Social and Cultural Perspectives on Environment, Health, Science, and Technology

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

The examination consists of a scientific paper (3000-4000 words, weighting 70%), which is accompanied by a presentation of a seminar reading (20 minutes, 30%) and an outline of the paper (2 pages, ungraded), in which the students proof, that they are able to apply key concepts, theoretical frameworks and analytic tools of the social sciences to analyze the complex interactions between environment, health and questions of responsibility. Additionally, students get the opportunity to write comments/responses on the readings as a voluntary midterm assessment. Students will be assessed on their understanding of the course material, their application of relevant social science concepts to real-life events, and discussion of controversies raised by the readings. Students will receive feedback on their outline of their final paper in due time. This will ensure that students find a feasible topic and use an appropriate key concept (or concepts) and literature from class. The final paper will be assessed on the incorporation of this key concept(s) and knowledge from the module.

### Repeat Examination:

End of Semester

### (Recommended) Prerequisites:

### Content:

How to live a healthy life in a healthy environment is an important topic and a core value in contemporary societies, particularly in industrialized countries. Here, being healthy has become an important goal and source of personal as well as shared identity for many, which people often also define through the types of medical treatment and the environment they inhabit. Health and the

environment are also central governance issues as governments across the world face challenges like the climate crisis, rising environmental pollution, and new possibilities for pharmaceutical and medical interventions. At the same time, techno-scientific reconfigurations of the material world that surrounds us, such as pesticides, gene-edited crops and life stock, and plastic particles, are often very contentious and the source of heavily debated controversies as purported healthier and/or more sustainable solutions. Along the way, different actors, collectives and institutions claim responsibility for themselves or others over who gets to and should decide on health and (healthy) environments. This course explores social and cultural perspectives on environment, health and related technologies and innovations to inquire what role the practice, normative approach, and policy of ‘responsibility’ takes on. We will ask: how are responsibilities for environment and health discussed in society and to whom are they assigned (the individual, the family, the state, medicine, the market, or all of these actors to different degrees) and on what grounds? What is considered a good environment and good health, anyway? And what role do scientific knowledge and technological innovations play in informing these types of questions? The course foregrounds critical discussions on the ways in which scientific knowledge and technological innovations play a role in how we perceive (healthy) environments and our own (healthy) bodies. It traces how and why being healthy has become such a central value, particularly in societies of industrialized countries. Health has turned not only into a central source of personal identity but also into an important object of governance, with states investing in the health of their populations.

The course further emphasizes the discussion on how (scientific) knowledge related to questions of environment and health is produced but also contested. These issues will be discussed in relation to specific contemporary topics, such as environmental pollution, healthcare robotics and AI, environmental epigenetics, sustainable urbanism, and ecosystems services, among others.

Throughout the course, students get to know relevant social science concepts, which will enable them to think critically about the social and cultural aspects of environment, health, science, and innovation. Among the concepts are risks, responsible research and innovation, socio-technical imaginaries, the politics of infrastructures, and structural inequalities, among others.

### **Intended Learning Outcomes:**

Students will understand and apply a range of key concepts, theoretical frameworks, and analytic tools from the domains of Science and Technology Studies (STS), Sociology, Anthropology, and related social science disciplines (biopolitics, environmental scientism, healthism, as well as responsibilization and neoliberal orders, technological determinism). They will be able to analyze the complex interactions between environment, health and questions of responsibility (e.g. environment as a form of health identity; health paradigms in society, policy, research & innovation; environment regulation/labeling and notions of health and sustainability). Students will further:

- Discern how environment and health relate to questions of social order (gender, religion, state, etc.).
- Gain a critical understanding of techno-scientific innovation in what comes to be understood as ‘healthy’ and how this relates to wider political, economic and other social orders.
- Comprehend how regulatory systems (policy, environment and drug labeling, etc.) shape our understanding of what counts as “healthy”.

- Research interdisciplinary literature and write a paper on a health- and/or environment-related issue that inquires who is considered responsible (state, industry, researchers, activists, etc.).

### **Teaching and Learning Methods:**

Students will receive input and benefit from the expertise of six university teachers who will, individually or in teams, present specific topics and key concepts. Students will also engage in extensive in-class discussions based on the reading, and do practical mini-workshops with their peers to learn how to reflect and position themselves with regard to these issues. Seminar sessions and discussions are based on assigned readings provided in the syllabus at the beginning of the term. A key part of instruction is the close reading of weekly assigned texts and reflections on key arguments and concepts. Moreover, the course will use regular exercises to achieve learning progress and practice the application of course content to real-life cases.

### **Media:**

Reader (literature provided in course moodle); power point presentations; flipcharts; video clips; newspaper articles

### **Reading List:**

- Clarke, A. E., Shim, J. K., Mamo, L., Fosket, J. R., & Fishman, J. R. (2003). Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine. *American Sociological Review*, 68(2), 161-194.
- Crawford, R. (1980). Healthism and the Medicalization of Everyday Life. *International Journal of Health Services*, 10(3), 365-388.
- Nettleton, S. (1997). Governing the Risky Self: How to Become Healthy, Wealthy and Wise. In A. Petersen & R. Bunton (Eds.), *Foucault, Health and Medicine* (pp. 207-222). London/New York: Routledge.
- Rose, N. (2006). *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-first Century*. Princeton, NJ: Princeton University Press.

### **Responsible for Module:**

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Responsibility in Environment and Health: Social and Cultural Perspectives on Environment, Health, Science, and Technology (Seminar, 2 SWS)

Clare A [L], Breuer S, Clare A, Jones M, Samaras G, Schönwolff M, Sultan A

Repair and Reparation - reducing harm, maintaining power? (Seminar, 2 SWS)

Gal R

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description



### WI001195: Value-based Business Strategy & Innovation | Value-based Business Strategy & Innovation [VBSI]

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grade results from a two-hour closed book exam. The exam will take place in presence at the university (as long as the pandemic situation allows it).

During the exam, students demonstrate that they know the fundamental concepts taught in the course, understand the mechanisms and tools that were introduced, and are able to use them to analyze and evaluate problems of value capture.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Good mathematical skills corresponding to a Bachelor's course in mathematics (e.g., calculating derivatives, solving systems of equations, doing integrations), and an interest in translating real-world problems into formal representations. Recommended: Bachelor-level knowledge of strategy and of technology and innovation management.

#### Content:

The central question of the course is, how do firms capture value from innovation and from other activities? The business world is full of examples of firms that created considerable value, through innovation or otherwise, but had to give up most of that value to competitors, complementors, customers, or other parties. We tackle this question from various directions. Qualitative approaches such as the Resource-Based View (RBV) and Teece's Profiting-From-Innovation (PFI) framework provide a conceptual understanding. Game-theoretic approaches, using both non-cooperative and cooperative game theory, provide an analytical understanding of the drivers of value capture. Emphasis will be on mathematical models from Value Capture Theory, a stream of research recently reviewed by Gans and Ryall (2017) and initiated by Brandenburger and Stuart's (1996)

study of Value-based Business Strategy. We will test predictions of Value Capture Theory through negotiation experiments in class.

**Intended Learning Outcomes:**

At the end of the module students will know the theoretical concepts explaining when firms profit from their innovations, or other activities, and when they do not. They will know and understand the applicable mechanisms and tools from game theory, and will be able to use them to analyze and solve real-world problems of value capture. Students will also be able to translate real-world situations into formal representations and explain the latter to others. In addition, students will improve their teamwork, moderation, and presentation skills by giving a presentation in a small group of students and leading an academic discussion.

**Teaching and Learning Methods:**

The module consists of lectures; exercises in which students solve problems; voluntary presentation of homework assignments by students; presentations by groups of students; literature study; and guest lectures by practitioners.

**Media:**

PowerPoint, whiteboard, exercise sheets, course material is available via Moodle.

**Reading List:**

"Brandenburger, A., Stuart, H. (1996) Value-based business strategy. Journal of Economics & Management Strategy, 5(1), 5-24.

Ceccagnoli, M., Rothaermel, F.T. (2008) Appropriating the returns to innovation. In: Advances in Study of Entrepreneurship, Innovation, and Economic Growth 18, 11-34.

Gans, J., Ryall, M.D. (2017) Value capture theory: A strategic management review. Strategic Management Journal, 38(1), 17-41."

**Responsible for Module:**

Henkel, Joachim; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Value-based Business Strategy & Innovation (WI001195, englisch) (Vorlesung mit integrierten Übungen, 4 SWS)

Henkel J, Lee K, Wenger-Wong Z

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001211: Understanding Regional Innovation Cultures | Understanding Regional Innovation Cultures [InnoCultures]

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Students are required to write a research paper (3000-4000 words) in which they demonstrate

- their knowledge about specific debates concerning the relationship between region and innovation
- their ability to present and discuss different positions, questions and arguments concerning these debates
- their ability to use these approaches for creating potential research designs and to formulate relevant research questions
- their ability to develop original arguments regarding the relationship between regions and innovation.

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

The student should have a basic academic understanding of social, political, and cultural issues. Ideally, he/she has previously taken a course in sociology, political science, history, philosophy, anthropology or related disciplines. Previous experience with qualitative/interpretative research, independent study with theoretical literature, and advanced academic writing are highly recommended.

#### Content:

Courses in this module introduce the students to current issues and conceptual questions around the notion of regional innovation cultures from a qualitative social science perspective. The teaching follows the “cultural turn” in innovation theory and offers new possibilities for looking at how and where cultural imagination matters in innovation policy. We start from a simple diagnosis: Innovation as a public discourse is more prominent than ever for regions at different scales –

such cities, the nation state or the European Union. Yet, the geography of innovation is thoroughly unequal. Repeated failures to spur economic and technological progress in so-called developing or underperforming regions have revealed the limits of thinking about innovation in terms of quasi-universal models (e.g. innovation systems) or best practice transfer (e.g. Silicon Valley). Courses in this module explore how regions bring global innovation imperatives in alignment with unique local social, cultural, and political contexts. The students acquire competencies to analyze and explain the ways in which regions imagine the purpose, meaning, and limits of innovation differently. This perspective allows the participants to understand the situatedness and inter-regional diversity in the rationalization and practice of innovation policy.

#### **Intended Learning Outcomes:**

When completing the module, the students are able to identify and discuss key concepts from the social sciences, particularly Science and Technology Studies (STS), and apply them to problems around regional innovation and the cultural forces that shape it. They have the capability to systematize, compare, and generalize complex empirical material in a reflexive and critical way. Students are able to interpret and explain technological innovation as a social process, including the sociomaterial co-production of physical infrastructures and artifacts with regional institutions, political histories, and regional identities. They are proficient in creating conceptually informed arguments that identify region-specific patterns and recurring tensions in a world shaped by technology, and speak about them with confidence in the context of their own academic and professional interests. Upon completion of this module, participants can develop and justify better kinds of innovation policy that take the normative, political, and epistemic underpinnings of the economy more seriously. Students can also demonstrate how to reconceive established notions of “success” of governmental and corporate innovation strategies. Such a reflexive perspective will allow them to evaluate the generalizability of seemingly universal solutions and to imagine new inroads for inclusive and democratic governance in innovation.

#### **Teaching and Learning Methods:**

Courses in this module are conceptually dense, reading-heavy, interdisciplinary, and student-driven. They require an exceptional degree of commitment, intellectual curiosity, and time investment.

Guided by the course instructors, the participants acquire a number of conceptual lenses and analytical skills through self-study of the literature from a number of fields, including sociology, political science, human geography, science and technology studies, and innovation studies. In class, the students discuss interactively different approaches to the particular issues and cases under consideration to develop their creative and reflexive capabilities. The classes are predominantly interactive and include group as well as individual teaching methods.

#### **Media:**

Powerpoint and flipchart presentations in class. Communication and distribution of materials via Moodle: academic literature, discussion forums, additional web resources, course documentation, etc.

**Reading List:**

Jasanoff, S., Kim, S.-H., 2009. Containing the Atom: Sociotechnical Imaginaries and Nuclear Power in the United States and South Korea. *Minerva* 47 (2), 119–146. doi:10.1007/s11024-009-9124-4.

Engels, F., Wentland, A., Pfotenhauer, S.M., 2019. Testing future societies?: Developing a framework for test beds and living labs as instruments of innovation governance. *Research Policy* 48 (9), 103826. doi:10.1016/j.respol.2019.103826.

Pfotenhauer, S., Jasanoff, S., 2017. Panacea or diagnosis?: Imaginaries of innovation and the 'MIT model' in three political cultures. *Social Studies of Science* 47 (6), 783–810. doi:10.1177/0306312717706110.

**Responsible for Module:**

Pfotenhauer, Sebastian; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Innovation in the Periphery? Industrial Legacies, Economic Transitions, and the Politics of "Lost Places" (Seminar, 2 SWS)

Wentland A

Innovation in the Periphery? Industrial Legacies, Economic Transitions, and the Politics of "Lost Places" (Seminar, 2 SWS)

Wentland A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### WI001213: Technology Management: Concepts and Case Studies | Technology Management: Concepts and Case Studies

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 30	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The grade results from a one-hour closed book exam. During the exam students demonstrate that they know the fundamental concepts taught in the course, understand the mechanisms and tools that were introduced, and are able to use them to analyze and evaluate problems of technology management.

In addition, students may volunteer to present, in groups of three or four, short case study assignments or examples to improve their overall grade. With these additional presentations of approx. 10 minutes, students show that they are able to link the content of the course to real world problems of technology management and to explain the application to others. Through a successful presentation, the final grad can be improved by 0.3.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Required: Good analytical skills, high motivation to actively participate in open discussions, and an interest in interactively solving case studies.

Recommended: Bachelor-level knowledge of technology and innovation management corresponding to a Bachelor's course in technology or innovation management (e.g. Technology and Innovation Management: Introduction).

#### Content:

The lecture Technology Management: Concepts and Case Studies is a symbiosis of theory and practice. It provides an in-depth overview on how to manage new products and how to increase an organization's responsiveness regarding technological change. For this purpose, students are given concepts, basic and advanced, that allow evaluating and classifying market and technology trends, as well as concepts that enable future planning and strategic decision making. These

concepts are then further deepened via selected and field-approved applications by Knorr-Bremse AG. Since both the theoretical concepts and their field-approved modifications are linked to examples from practice, students gain an overview of latest practice-oriented theory as well as its application.

The lecture will comprise the following content:

Management of new Products:

- Technology scouting
- Screening and pre-checking
- Market assessment
- Decision processes
- Transfer to series production
- Innovation cooperations and partnerships
- Innovation Incubator

Evaluation of Technology and Product Portfolios

- Market trend analysis
- Competition analysis
- Innovation KPIs

Technology and product roadmapping

- Content, built and structure
- Consideration of customers, markets and regions
- Integrating innovation management into roadmaps
- Review and redesign cycles

Strategic decision making and product strategy

- Strategic product selection
- Technical, commercial and strategic decision criteria
- Mixed decisions under consideration of strategy and production capacity

### **Intended Learning Outcomes:**

At the end of the module, students will have a broader understanding of theoretical concepts in technology management. They will know and understand how to manage the development of new products, evaluate technology and product portfolios, plan new product development processes, and to make strategic decisions based on product strategies. Further they will be able to apply their theoretical knowledge to real-world problems.

### **Teaching and Learning Methods:**

The module consists of lectures complemented by case studies. During the lectures students learn theoretical concepts and methods, which are later used to discuss real-life case studies.

### **Media:**

PowerPoint, whiteboard, exercise sheets, course material is available via Moodle.

### **Reading List:**

Afuah, Allan (1998) Innovation Management. strategies, implementation, and profits  
Christensen, Clayton M. (1997): The innovator's dilemma

Dodgson, Mark; Gann, David; Salter, Ammon (2008) The Management of Technological Innovation (Chapter 4)

Schilling, Melissa A. (2017) Strategic Management of Technological Innovation

Further readings will be made available during the course.

**Responsible for Module:**

Henkel, Joachim; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Innovation, Product, and Technology Management (WI001213, englisch) (Vorlesung, 2 SWS)

Nesemeier D, Laier P

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### WI001214: Case Study Seminar in Managing business models, growth, and disruption | Case Study Seminar in Managing business models, growth, and disruption

Cases in managing business models, growth, and disruption

Version of module description: Gültig ab summerterm 2019

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

This module is examined via exercises (“Übungsleistung”), using four elements to assess the different learning goals of this course.

- Oral, individual: 50%. For each session of class, you will be given in advance a set of question to prepare. We will assess your contributions to solving these question in class to see whether you can define, explain, and apply key elements of the subject matter (discussion of readings); describe, compare, and appraise business model innovations and firm growth for a given situation (teaching case study discussions); and design new business models and/or develop a growth strategy (exercises). Students do not have to be active or even present in every session to achieve full marks; given to be defined circumstances and instructor permission, students may also submit written solutions prior to class as a basis of grading
- Written, individual: 10%. At the end of the course, you will submit an individual reflection paper, highlighting one key learning in this course, so as to show that you can distinguish the newly learned theories of organizations from previously learned perspectives
- Written, collective: 20%. As a group, you assess a firm to showcase that you can interpret, classify, and assess the conduct and performance of any firm
- Oral, collective: 20%: Drawing on the same firm as for the group paper, you will create a poster presentation to highlight the viability of that business model design for the future, to show that you can evaluate how environmental change may affect existing business model designs and theories

#### Repeat Examination:

Next semester

**(Recommended) Prerequisites:**

English. Given the highly interactive nature of the module (entirely in English), students should feel comfortable expressing their opinion and interacting in English. Therefore very good written and spoken English language skills are required.

While there are no formal prerequisites to attend this course, we very strongly recommend that you have previously attended an introductory course on entrepreneurship (such as "Introduction to Entrepreneurship") and/or strategy/innovation (such as "Introduction to Strategic and/or Innovation Management"). These introductory courses should have given you some first insights into what business models are, how firms grow, and why innovation is so important. Understanding of the start-up scene, its terminology, and the strategic meaning of entrepreneurship to the economy, will be similarly helpful; courses on HR, marketing, or finance most likely not. While we will not block you from joining the course per se, we want to clearly point out that we will not go back to re-explain some of the first principles taught in such courses, but we will assume that you know them, or freshen up on them on your own time.

**Content:**

How, when, and why do firms grow and innovate? Why do they use certain revenue models but not others? What are the implications of focusing on only certain revenue streams? How do firms innovate their businesses without coming up with technological innovations? And how shall we expect that to change in the future? Is there anything we can learn about firms of the past—irrespective if they are real or fictional—that will help us design better business models to solve the problems of today, or leverage future opportunities such as the Internet of Things, Blockchain, robotics, artificial intelligence, and so on?

This lecture introduces students to theories of business model, firm growth, and disruptive innovation as well as their relevance to practice. Based on key readings in strategy, entrepreneurship, and innovation, newspaper and magazine articles, and case studies, students will learn about why and how business model innovations happen and how firms grow, use that knowledge to analyze firms and industries and showcase their versatility in dissecting firms in a poster competition. As a consequence, this lecture will equip students with a thorough understanding of why firms innovate and grow, are run the way they are run, and how they may change – or not – in the future. Hence, students will be able to comment and analyze on existing business models and ideally capable of becoming innovative business model designers.

Hence, topics include, but are not limited to:

- What is (not) a business model (innovation)?
- What do we mean by value creation and value capture?
- The role of industry, strategy, and organization structure for firm growth
- Theoretical approaches that explain business model innovation and firm growth
- When and why is disruptive disruptive?
- Innovation and growth management as search
- Imprinting and path dependency
- Disruption by/for start-ups vs. established firms

- Growing organizations and their challenges
- Open business models

### **Intended Learning Outcomes:**

Knowledge-related outcomes

Upon completion of this module, students will be able to:

- Define, explain, and apply in practice key theories related to business models, growth, and disruptive innovation
- Interpret, classify, and assess the conduct and performance of any entrepreneurial firm
- Describe, compare, and appraise different existing business model solutions for a given situation
- Distinguish the newly learned theories of business models, firm growth, and disruption from previously learned perspectives
- Evaluate how environmental change may affect existing business models and theories
- Compose new business models

Skill-related outcomes

- Improve diagnostic and analytical skills (i.e., structured problem-solving)
- Build up critical thinking and interpretation skills
- Enhance verbal and argumentation skills via presentations and group discussions

### **Teaching and Learning Methods:**

The largest share of this course will be co-developed by the course participants and the instructor(s) through discussions of course materials and newspaper articles, as well as short presentation. In such sessions, the lecturer(s) will help facilitate and guide the course discussion by taking notes on whiteboards. Students are strongly encouraged to take notes, to facilitate cumulative learning across sessions of class, which will also be facilitated by the instructor. Specific topics and definitions may be presented using PowerPoint slides. We will frequently use the hall in the Entrepreneurship Center for exercises, in which students will apply and inductively further develop content. Finally, a large share of learning will occur through students preparing individually and in groups for the in-class session. Techniques to do so will be introduced in the first session of class. Information on what materials to prepare will be provided for each course session.

### **Media:**

The largest share of this course will be co-developed by all of us through discussions of course materials and newspaper articles, as well as short presentations. In such sessions, we will help facilitate and guide the course discussion by taking notes on whiteboards. We strongly encourage you to take notes yourselves, and to consider not bringing laptops (they are not as bad as phones [NO PHONES!], but will still inhibit your learning). Specific topics and definitions may be introduced using PowerPoint slides. We may also use the hall in the Entrepreneurship Center for exercises. Finally, note how a large share of learning will occur through you preparing individually and in groups for the in-class session. Techniques to do so will be introduced in the first session of class.

**Reading List:**

Specific & mandatory readings will be specified in the beginning of the course.

Students may also find the following books helpful for this module in general. However, there is no obligation whatsoever to read them to pass this module successfully:

- Aldrich, H.E. and Ruef, M. (newest edition). Organizations Evolving. Sage

**Responsible for Module:**

Alexy, Oliver; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Case Study Seminar in Managing business models, growth, and disruption (WI001214, englisch)  
(Limited places) (Seminar, 3 SWS)

Alexy O [L], Alexy O

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001217: Trade Secret Protection | Geheimnisschutz

Version of module description: Gültig ab summerterm 2019

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the learning objectives. This assessment will be held as a written exam of 60 minutes. Students will be asked theoretical questions. This will demonstrate to what extent they have memorized and understood principles of the law of patents and trade secrets.

Students will also be asked to apply their knowledge to known and fictional cases. This second part demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

German Business Law 1 and 2 (WI0000027, WI0000030) or corresponding knowledge.

#### Content:

This module provides an introduction to basic concepts of Trade Secret Law.

Topics covered are:

- Economic importance of trade secrets
- Concept of protection of trade secrets and differentiation from Intellectual Property rights
- Main risk areas (HR, IT, outsourcing, cooperation, etc.)
- Risk management (legal and actual protection)
- Judicial enforcement of the protection of trade secrets
- Export control and situation in other countries

#### Intended Learning Outcomes:

At the end of this lecture students will be able to,

1. understand the basic principles of trade secret law,
2. grasp the legal framework of business activity
3. analyse legal implications of typical business situations and to identify their options,
4. present the results of their analysis in a written memorandum.

**Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of patent law and trade secret law. The purpose is to repeat and to intensify the content discussed in the lecture and to revise and evaluate legal issues from different areas of law in everyday situations. Students will develop the ability to present these findings in a concise and well-structured written analysis.

**Media:**

Reader, presentations (PPT), cases (Including model answers)

**Reading List:**

Ann/Loschelder/Grosch, Praxishandbuch Know-how-Schutz

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Geheimnisschutz (WI001217, deutsch) (Vorlesung, 2 SWS)

Ann C ( Keller A, Smith S )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001218: Patent Protection | Patentschutz

Version of module description: Gültig ab summerterm 2019

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the learning objectives. This assessment will be held as a written exam of 60 minutes. Students will be asked theoretical questions. This will demonstrate to what extent they have memorized and understood principles of the law of patents.

Students will also be asked to apply their knowledge to known and fictional cases. This second part demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

German Business Law 1 and 2 (WI0000027, WI0000030) or corresponding knowledge.

#### Content:

This module provides an introduction to basic concepts of patent law.

Topics covered are:

- subject-matter under protection and prerequisites
- proceedings before the Patent Office
- legal effects of a patent
- the inventor's right to the patent
- assignment and licensing
- enforcing a patent
- termination of a patent

**Intended Learning Outcomes:**

At the end of this lecture students will be able to,

1. understand the basic principles of patent law and trade secret law,
2. grasp the legal framework of business activity
3. analyse legal implications of typical business situations and to identify their options,
4. present the results of their analysis in a written memorandum.

**Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of patent law and trade secret law. The purpose is to repeat and to intensify the content discussed in the lecture and to revise and evaluate legal issues from different areas of law in everyday situations. Students will develop the ability to present these findings in a concise and well-structured written analysis.

**Media:**

Reader, presentations (PPT), cases (Including model answers)

**Reading List:**

Kraßer/Ann, Patenrecht

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Patentschutz (WI001218, WI001071, deutsch) (Vorlesung, 2 SWS)

Ann C ( Keller A, Smith S )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001222: Commercial Criminal Law and Compliance | Wirtschaftsstrafrecht und Compliance

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The examination serves to determine whether or to what extent the formulated learning outcomes have been achieved. This is determined by a one-hour (60-minute) written examination with the aid of legal texts. Within the framework of abstract questions, students must demonstrate that they know and can explain the principles of commercial criminal law.

In the context of a case study, the acquired knowledge of commercial criminal law must be applied to hypothetical scenarios. In this way, it is determined whether the students can analyse typical fact-based case studies from a legal point of view and evaluate them with regard to legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

General knowledge of the application of law, e.g. from the modules WI0000027 "Wirtschaftsprivatrecht 1" and WI0000030 "Wirtschaftsprivatrecht 2" or comparable courses

#### Content:

The module is designed to provide students with an overview of German white-collar criminal law and its relevance to corporate compliance requirements.

Content discussed will include:

- General criminal law: structure of criminal offences: Objective and subjective elements of the offense, illegality, guilt; attempt; perpetration and participation; legal consequences of the offense: fines for companies and fines and imprisonment for the persons responsible.
- Fraud, embezzlement
- Insolvency and accounting criminal law
- Corruption offenses

- Competition law crimes
- Criminal tax law
- Examination of facts of economic life with regard to their relevance under criminal law
- Current political issues concerning the development of economic criminal law
- Compliance
- Corporate criminal law as part of compliance requirements for companies
- Visit to a correctional facility or court hearing

**Intended Learning Outcomes:**

By the end of the course, students will be able to,

- (1.) Understand important principles of criminal law,
- (2.) understand the criminal law framework of economic activity,
- (3.) identify legal consequences and explore the legal options
- (4.) to legally assess fact-based case studies in written form in a formulated expert opinion.

**Teaching and Learning Methods:**

In the lecture, the learning content is presented by the lecturer and discussed with the students. On the basis of cases from the area of commercial criminal law, the contents taught are applied to concrete life situations in individual or group work. This serves to repeat and deepen the material, to practice the structured presentation of legal problems and to link different problem areas.

**Media:**

Presentations, cases with solutions

**Reading List:**

Inoue/Hassenpflug/Hauptmann, Strafrecht – leicht gemacht

Kraatz, Wirtschaftsstrafrecht

Wittig, Wirtschaftsstrafrecht

Beck/Valerius, Fälle zum Wirtschaftsstrafrecht

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Wirtschaftsstrafrecht und Compliance (WI001222, deutsch) (Vorlesung, 2 SWS)

Eisenreich G ( Reiner M, Smith S )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001225: Law for Start-ups | Recht für Start-ups

Version of module description: Gültig ab winterterm 2019/20

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the learning objectives. This assessment will be held as a written exam of 120 minutes. The exam consists of two parts count for approximately 50 per cent each.

In the first part, students will be asked theoretical questions. This will demonstrate to what extent they have memorised and understood principles of corporate law, the law of collateral security, tax law, contract design and labor law.

Students will also be asked to apply their knowledge to known and fictional cases. This second part demonstrates if students have developed the required legal analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences.

Abstract questions and case handling each have a weighting of about 50%. The exact weighting will be announced by the lecturers before the exam. The same applies to the legal materials required or permitted for the exam.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Recommended: Participation in the modules WI000027 Wirtschaftsprivatrecht I and WI000030 Wirtschaftsprivatrecht II

#### Content:

Regardless of the business model, start-ups are confronted with many legal issues in the first few years. It is therefore crucial for the success of the start-up that founders know the legal pitfalls and take them into account when designing their company.

The module consists of a lecture with integrated practice cases.

Topics covered are:

Trade law:

- business registration
- rights and obligations in regards to business enterprises

Setting the course, starting with the right company structure:

- foundation of companies, foundation cost
- company structures: differences in liability, decision-making authority, creditworthiness
- holding structures

Financing of the start-up, credit security

- Self-financing, bank loans, VC financing, (federal) support programmes
- personal guarantees, special physical collateral
- contracts with investors

Tax law:

- income tax
- trade tax
- sales tax

Hiring the first employees: Labor law

- salaried status
- protection against dismissal
- liability (especially General Equal Treatment Act (AGG))

Contract design

Create error-free websites, business letters and AGB

### **Intended Learning Outcomes:**

At the end of this subject students will be able

- (1.) to understand the basic principles of German corporate law concerning the selection of the appropriate legal form of the company as well as the law of collateral security, labor law, contract design and tax law
- (2.) to grasp the legal framework concerning the foundation process of companies
- (3.) to analyse legal implications of typical business situations and to identify their options,
- (4.) to present the results of their analysis in a written memorandum.

### **Teaching and Learning Methods:**

This module comprises a lecture and accompanying practice cases

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. The tutorial will focus on case studies. It will provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of corporate law, the law of collateral security, tax law, contract design and labor law. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues from different areas of law in everyday situations. Students will develop the ability to present these findings in a concise and well-structured written analysis.

### **Media:**

Presentations (PPT), case studies (including model answers)

**Reading List:**

Legislative Text:

Nomos Gesetzessammlung, distributed excerpts from legal texts

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001230: Technology, Innovation, Society | Technology, Innovation, Society

Version of module description: Gültig ab summerterm 2021

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The final exam is an individual assignment accounting for the 100% of your grade. It will be a 2 hours in-class test, based on the material covered in the course and listed in the syllabus. Students will be examined according to their understanding of the course materials, the relationship between readings and the ability to critically reflect on them. The in-class test will comprise short questions and essay questions (from which students will select a sub-set of choice).

#### Repeat Examination:

End of Semester

#### (Recommended) Prerequisites:

This course does not presume prior knowledge, and there are no prerequisites. The course is relevant for graduate students in Management specializing in Innovation & Entrepreneurship, Consumer Affairs, or Economics and Policy. However, we welcome graduate students with other backgrounds – e.g. Social Sciences and Humanities, Engineering, Natural Sciences, Architecture and Urban Studies, and Law.

Interested students who are NOT part of the School of Management Master's programs must consult with the instructor to be admitted to the course, due to space constraints. Please send a short email to Stefania Sardo ([stefania.sardo@tum.de](mailto:stefania.sardo@tum.de)) explaining the reasons why you are interested in the course.

#### Content:

The course provides a graduate-level introduction to concepts and frameworks related to technology and innovation processes, as well as their relation with society. Students will become familiar with several analytic perspectives coming from Innovation Studies and Science and Technologies Studies. Together we will explore topics such as:

- what technology is, how politics or social values are “built-in” to technologies

- users role and technological diffusion
- different theories concerning technological change
- relationships between democracy, inequality and innovation
- what role science, industry, governments have in innovation processes
- social implications of innovation (e.g. environmental impacts, risks, and disasters)
- how societies intend to transit away from existing socio-technical systems, with a particular focus on energy transitions.

Students will be exposed to various research methods. The compulsory readings serve as a basis for discussion and they should be seen as taking one point of view.

#### **Intended Learning Outcomes:**

At the end of the course, students should be able to:

- Understand what innovation is and how socio-technical change can happen
- Understand the political, social and other dimensions of technology
- Understand and apply concepts and theoretical frameworks. Students will be evaluated on their ability to think critically

in relation to established theories and practices and to draw parallels to current events.

#### **Teaching and Learning Methods:**

This course follows a hybrid seminar-lecture format where students will both receive lecture-style input to obtain a systematic overview of specific topics and issues, and engage in class discussions with their peers to learn how to reflect and position themselves with regard to these issues. Lectures and discussions will be based on weekly assigned readings, which will be provided to students in the syllabus. Students are expected to read the essential readings and to come to class prepared to discuss them (e.g. assumptions, main arguments, connection to other readings). This should stimulate students' thinking and facilitate the final exam preparation. During the lectures, students might work in groups to answer specific questions or to discuss what they have learned. Finally, during the course of the semester, all important information for the class will be announced during lectures or posted on Moodle.

#### **Media:**

#### **Reading List:**

the lecturer will provide a list of compulsory reading in Moodle

#### **Responsible for Module:**

Pfotenhauer, Sebastian; Prof. Dr. rer. nat.

#### **Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001240: Disrupting an old-established industry: The case of the digital health startup Medikura | Disrupting an old-established industry: The case of the digital health startup Medikura

*Disrupting an old-established industry: The case of the digital health startup Medikura*

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The examination consists of two parts, a comprehensively written business plan in form of a presentation (70%), and an in-class presentation (30%), where students demonstrate their understanding and application of important entrepreneurial theories in the context of industrial disruption to their own business idea. The presentation both written and verbal measures the students' ability to understand academic concepts and derive solution proposals for their own business idea that have a disruptive character.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Good English language skills are required.

#### Content:

The course prepares students for their Master's Thesis by introducing them to (1) the understanding and application of theoretical concepts and research in the field of entrepreneurship to real business situations, (2) the effective structuring and preparation of a presentation, and (3) giving presentations to an informed audience including the subsequent discussion of their work.

With a general perspective of the field of entrepreneurship, students will learn to apply theoretical concepts and extant research to the case of disruptive business ideas, such as the digital health startup Medikura.

Medikura has developed an innovative digital reporting system of adverse drug reactions and already has become the leading patient safety platform in Germany. Medikura is supported by numerous official institutions, such as the Bavaria state of ministry, the Federal government and the EU commission.

The seminar enables students to understand key concepts in entrepreneurship (such as entrepreneurial decision-making, necessity-based entrepreneurship) and to apply it in the analyses of the health startup Medikura and their own disruptive business ideas.

**Intended Learning Outcomes:**

The intended learning outcomes of this course are:

(1) to know and understand important concepts of entrepreneurship, (2) to apply extant research in the analysis of the digital health startup Medikura and the development of own disruptive business ideas, (3) to communicate the results to an informed audience in written and oral form.

**Teaching and Learning Methods:**

The course will combine several learning methods.

- In an introductory session, the students will learn about the origin and development of the digital health startup Medikura.
- Students will get to know the academic literature in entrepreneurship and apply it to their own disruptive business idea.
- Students will work on a comprehensive business plan and thereby critically evaluate existing research on their topic.
- Students will be supervised in the business development process by an expert during coaching sessions.
- Students will reflect on and discuss their work in class.

**Media:**

academic articles, presentations

**Reading List:**

Will be announced at the course introduction, since individual recommendations will be provided based on the students' topic selection.

**Responsible for Module:**

Milanov, Hana; Prof. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001257: Copyright | Urheberrecht

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 3	<b>Total Hours:</b> 90	<b>Self-study Hours:</b> 60	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as a written exam of 60 minutes. Students will be asked theoretical questions. This will demonstrate to what extent they have memorised and understood principles of copyright law. Students will also be asked to apply their knowledge to known and fictional cases. This second part demonstrates if students have developed the required analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact settings not discussed in the lecture, and to evaluate the legal consequences. Theoretical questions and case studies count for approximately 50 per cent.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

German Business Law 1 and 2 (WI000027 and WI000030) or corresponding knowledge

#### Content:

The lecture will provide an introduction to copyright under German law. Topics covered are:

- (1.) Basics of copyright law
  - Works
  - Origin of copyright and authorship
  - Relationship to the tangible property
  - Relationship to the right of personality
- (2.) Content of the copyright
  - Moral rights
  - Exploitation right
- (3.) Limits of copyright
  - Duration of copyright protection

- Freedom of information
  - Privilege for own use
  - Freedom of Illustration
  - Use in business operations
- (4.) Utilization of copyright
- Copyright contract law
  - Compensation
  - Open content
  - Collecting societies
- (5.) Software copyright - Protection of computer programmes
- (6.) Legal protection under copyright law
- Civil law claims
  - Criminal consequences
  - Public law measures and sanctions
- (7.) Legal succession

**Intended Learning Outcomes:**

At the end of this module students will be able to

- (1.) understand the basic principles of copyright law,
- (2.) grasp the legal framework of business activity,
- (3.) analyse legal implications of typical business situations and to identify their options,
- (4.) present the results of their analysis in a written memorandum.

**Teaching and Learning Methods:**

The lecture will cover the theoretical aspects of the module in a discussion with the lecturer. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown) covering issues of copyright law. The purpose is to repeat and to intensify the content discussed in the lecture and to review and evaluate legal issues. Students will develop the ability to present these findings in a concise and well-structured written analysis.

**Media:**

Reader, Presentations (PPT), Cases (including model answers)

**Reading List:**

Rehbinder/Peukert, Urheberrecht und verwandte Schutzrechte

**Responsible for Module:**

Ann, Christoph; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Urheberrecht (WI001257, deutsch) (Vorlesung mit integrierten Übungen, 2 SWS)

Fischer A

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001278: Advanced Seminar Marketing, Strategy, Leadership & Management: Success and failure of co-founding teams | Advanced Seminar Marketing, Strategy, Leadership & Management: Success and failure of co-founding teams

*Insights from science and practice*

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 360	<b>Self-study Hours:</b> 270	<b>Contact Hours:</b> 90

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The exams consist of a) summarizing and presenting current knowledge on topics of team processes and dynamics b) writing a seminar paper on a given topic in the field of co-founding team success and failure and c) written presentation of scientific knowledge for practitioners.

The results of the work should show that the students

- have acquired current and relevant academic and practical literature on the topic of team processes in founding teams and are able to present them clearly and precisely
- have dealt intensively with the topic of group dynamics and entrepreneurship
- are able to process scientific content
- have presentation and communication skills that enable them to present their findings on challenging topics, in a clear and structured manner, and to demonstrate the applicability of their findings to practice.

The final grade is an average of an individual coursework (40% summary and presentation of scientific studies, 30% seminar paper on a scientific question), and a team assignment (30%, elaboration of the topic for practice).

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Fluent in English

Interest in the topics of team success, team dynamics, and entrepreneurship from both an academic and practical perspective

**Content:**

The seminar "Success and failure of co-founding teams" is an interactive learning experience that introduces students to the relevance of a successful team for the success of startups. The different facets of teamwork will be explored from a scientific and practical perspective. In the seminar, measures will be developed to make startup teams successful.

In the course of the seminar, the students will deal with one interpersonal factor each, which can influence the success of teams. The students will independently work out the current state of the art on their topic and present it to their fellow students. Together, under the guidance of the lecturers, measures are derived that increase the success of founding teams. In addition, the students learn the basics of scientific work. Students are supported through lectures by professors and invited experts, as well as through interactions with teaching assistants, in both methodological and entrepreneurial topics.

**Intended Learning Outcomes:**

**Theory:**

Students will learn the most important theories and current trends about team processes in the context of startup founders. Topics that will be covered are for example the ideal team size, influences of on creativity, diversity, personality, communication patterns, emotions or negotiation skills.

In addition, students learn the key thoughts and content of renowned entrepreneurs, VCs and movers in the entrepreneurial ecosystem.

They will learn the fundamental concepts and application areas of communication and interaction research in the context of startups, and learn to understand and present current research in these areas.

**Practice:**

Students will gain deep insights into the key interpersonal influences of startup success. They will be enabled to summarize the most important factors influencing interaction on team success in startups and present them for practice. In addition, interactive exercises will complement the theoretical knowledge in the form of practical experience.

**Methodology:**

Students will learn from both academics and practitioners about the theory and practice of startup success based on team processes. We work with academic journals, guest lecturers as well as excerpts from recent videos, podcasts, conference submissions from movers and shakers in the startup scene.

**Teaching and Learning Methods:**

Der Kurs besteht aus Vorträgen und von den Studierenden durchgeführten Präsentationen. Die Vorträge werden von Universitäts- und Gastdozierenden gehalten, die führende Expert:innen in den Bereichen Entrepreneurship und Interaktion sind.

**Media:**

Power-Point, Videos, Miro-Board, Moodle, guest speaker, team work.

**Reading List:**

- Breugst, N., & Preller, R. (2020). Where the magic happens: Opening the black box of entrepreneurial team functioning. In *The Psychology of Entrepreneurship* (pp. 80-96). Routledge.
- de Mol, E. (2019). What makes a successful startup team. *Harvard Business Review*, 21.
- Knight, A. P., Greer, L. L., & De Jong, B. (2020). Start-up teams: A multidimensional conceptualization, integrative review of past research, and future research agenda. *Academy of Management Annals*, 14(1), 231-266.
- Patzelt, H., Preller, R., & Breugst, N. (2021). Understanding the life cycles of entrepreneurial teams and their ventures: An agenda for future research. *Entrepreneurship Theory and Practice*, 45(5), 1119-1153.
- Ivanova, S., Treffers, T., Langerak, F., & Groth, M. (2022). Holding Back or Letting Go? The Effect of Emotion Suppression on Relationship Viability in New Venture Teams. *Entrepreneurship Theory and Practice*, 10422587221093295.

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description



### WI001286: Innovation Management Tools and Methods | Innovation Management Tools and Methods [ITM]

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

PLEASE NOTE: This course will be held on campus! Please apply only if you can attend in person. This seminar aims at solving a real life business challenge by applying the Design Thinking approach. The final grade is build upon the following elements:

- degree of individual participation and engagement (10%)
- project execution: structuring of work, team self-organization (20%)
- final presentation (30%)
- project report (40%)

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

In this course we collaborate with a variety of successful technology firms on concrete real life business challenges. Therefore the number of participants is limited to 18.

Please apply for this course via TUMonline.

#### Content:

In the seminar, students will...

- get to know the design thinking process as (depending on the real life challenge, provided by our case company):
  - 1)a methodology to develop ideas and concepts – typically in the early phase of the innovation process (the fuzzy-front end)
  - 2)a methodology used for product, service and business model innovation
  - 3)a methodology used for organizational development: process improvements, redesign of organizational structures, etc.
- learn how to apply the design thinking methodology or parts of it

- learn how to empathize with users: simple interview techniques, observation, etc.
- learn how to formulate a clear problem statement
- learn how to develop ideas: potentially alternative brainstorming techniques
- learn how to prototype ideas with simple means
- learn how to test them with potential users: simple test structures

### **Intended Learning Outcomes:**

After having completed the course, students are able

- to analyze and evaluate real world problems and frame them into design thinking challenges
- to understand and apply an user centric perspective in solution development: they are able empathize with users, to formulate a clear problem statement, develop ideas, prototype as well as test them with potential users
- apply the design thinking methodology to real life business challenges, particularly in digital industry settings

In terms of soft skills, students are able to manage relationships with and present and defend their work in front of firm executives.

### **Teaching and Learning Methods:**

Throughout the seminar students will develop a solution for a real live business challenge with an established firm in the digital industry sector by applying the Design Thinking method. To achieve this goal, we apply a combination of lectures, student presentations, student group work and interactive group work sessions with industry representatives.

### **Media:**

### **Reading List:**

- 1) Lewrick, M., Link, P., & Leifer, L. (2018). *The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems*. John Wiley & Sons.
- 2) Martin, R., & Martin, R. L. (2009). *The design of business: Why design thinking is the next competitive advantage*. Harvard Business Press.

### **Responsible for Module:**

Windisch, Georg Josef; Dr.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Innovation Management Tools and Methods: Design Thinking for Industry-Related Settings  
(WI001286, englisch) (limited places) (Seminar, 4 SWS)

Hahne T, Windisch G

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI001291: Competition Law and Entrepreneurial Strategies | Competition Law and Entrepreneurial Strategies

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

In the final assessment students will need to demonstrate to what extent they have met the Learning Objectives. This assessment will be held as a written exam of 120 minutes. Students will be asked case related and/or theoretical questions. This will demonstrate to what extent they have understood and can explain the legal framework of competition law, the economic effects of entrepreneurial strategies on a market, their legal assessment and the legal consequences of an infringement of competition law. This demonstrates if students have developed the required legal and economic analytical skills. Students also need to demonstrate their ability to apply their knowledge to fact patterns not discussed in the lecture, and to evaluate the legal consequences.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

basic knowledge in civil law (Wirtschaftsprivatrecht 1 or similar lecture)

#### Content:

Competition law is concerned with the legal and economic assessment of entrepreneurial strategies on markets. Competition law intends to prohibit behavior that is not an expression of superior business acumen or superior technological capabilities, but represents a restriction of freedom of competition or an abuse of market power. The legal assessment of a corporate strategies essentially depends on an analysis of its positive and negative economic effects on the market. Thus, competition law represents one of the areas of law most permeated by economic thinking. At the same time, competition law and its enforcement by national and European authorities and courts exhibits a strong international and European dimension.

The course will first introduce into the objectives of antitrust law, the basics of competition economics, the legal rules and their enforcement. The concept of undertakings and the delineation

of markets will be discussed. Further, the prohibition of cartel agreements and of coordinations between enterprises is dealt with, as well as possible justifications, in particular through the European block exemption regulations. In particular, vertical distribution agreements are also addressed. Then, market power and the prohibition of abuses of market power are discussed.

### **Intended Learning Outcomes:**

Upon completion of the module, students are able to,

- (1.) understand the basic principles of European and German antitrust law,
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and on economic actors and possible efficiencies,
- (3.) comprehend the legal framework for the evaluation of entrepreneurial competition and innovation strategies,
- (4.) apprehend the interplay of the economic and legal evaluation of entrepreneurial strategies and innovation activities,
- (5.) To distinguish business strategies based on superior business acumen or technological capabilities from those strategies that constitute an abuse of market power or impair freedom of competition, and to use this to devise effective entrepreneurial strategies.
- (6.) identify situations and legal remedies when a company or a start-up is harmed by cartel agreements or abuses of market power, is impeded from competing or participating in a market, or is restricted in its economic freedom.
- (7.) assess concrete competitive situations and real life scenarios legally and economically.

### **Teaching and Learning Methods:**

The class will cover the theoretical aspects of the module in a discussion with the lecturer and the fellow students. It will also provide the opportunity to work individually or in groups on case scenarios (known and unknown), covering issues of competition law. The purpose is to repeat and to deepen the content discussed in the lecture and to review and evaluate legal issues from different areas of law. Students will develop the ability to present these findings in a concise and well-structured analysis

### **Media:**

Presentations, cases studies, model answers

### **Reading List:**

Bellamy/Child, European Union Law of Competition  
Faull/Nikpay, The EU Law of Competition  
Jones/Sufrin, EU Competition Law  
Lianos/Korah/Siciliani, Competition Law  
Motta, Competition Law and Practice  
Whish/Bailey, Competition Law

### **Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

**Courses (Type of course, Weekly hours per semester), Instructor:**

Competition Law and Entrepreneurial Strategies (WI001291, englisch) (Vorlesung, 4 SWS)

Mackenrodt M, Pless V

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI100180: Business Plan - Advanced Course (Business Models, Sales and Finance) | Business Plan - Advanced Course (Business Models, Sales and Finance)

*Business model, sales and finance*

Version of module description: Gültig ab winterterm 2016/17

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The examination consists of the elaboration of a business plan and a presentation of it. Based on the business plan, the following requirements are checked: if students can design, test and implement a business idea based on criteria like access to the market, customer desirability, prototyping, distribution, calculation and financing. In the business plan, all aspects of a new business model are partially described. Students particularly show what value proposition they can offer to defined customer groups. They estimate the market potential and analyze the competition. They study feasible marketing strategies, test them on the market and present the results.

Based on those they develop distribution strategies to reach relevant target groups. Additionally considering the results of their field tests, interviews and prototypes, the students create scenarios for business models. They identify and evaluate estimations for the financial planning based on tested and validated business hypotheses (customer, market, costs, returns ...). Finally the results are delivered by the team in a business idea presentation. During the presentation students are asked critical questions by the examiners. Thereby it can be checked, if students are able to distribute tasks in a team according to competences and experiences, and therefore to test and validate dozens of hypotheses and to create a business plan in a structured way.

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Business Plan Basic Course or a similar format

#### Content:

- Full-day "Gründer-Workshop", topics: Team, Vision, Project Plan

- Overview of the Seminar, pitch of the business ideas, hypothesis tests
- Business Plan, Business Design, Positioning Statement
- Start-up formalities, legal issues
- Presenting results of the hypothesis tests (4x)
- Marketing
- Strategy, Business model, metrics, financial estimations
- Distribution
- Sales competence
- Financing, Venture Capital, Bootstrapping

### **Intended Learning Outcomes:**

At the end of the seminar, the participants will be able to:

- apply the benefits of an iterative approach to the development of business opportunities,
- test hypotheses by means of interviews with experts,
- develop a suitable business model and a financial plan
- develop a marketing and sales concept,
- evaluate own business idea with the use of customer feedback, observations of stakeholders and interviews,
- plan a business concept in order to apply for the, e.g. EXIST-funding or to participate in business plan competitions,
- assess whether certain business idea represents a real business opportunity.

### **Teaching and Learning Methods:**

Seminar-style: The lecturers are experienced entrepreneurs, founders and managing directors, who have extensive experience in writing and reviewing business plans.

- Using a shared space to work together
- Intensive work on business ideas
- Feedback from lecturers and invited experts
- Action based-learning: refreshing observations, interviews and surveys made in the Business Plan Basic Course
- Teamwork: Teams develop their business ideas by prototyping
- Invitation of experts on the subjects: marketing, sales, financing
- Excursion to a Munich-based startup

### **Media:**

- Videos
- Slides
- PowerPoint

### **Reading List:**

Comprehensive list of books, blogs etc. will be announced at the start of the seminar

- Münchener Business Plan Wettbewerb: Handbuch Businessplan-Erstellung, München <https://www.baystartup.de/bayerische-businessplan-wettbewerbe/handbuchbusinessplan/>

- Osterwalder, Alexander / Pigneur, Yves (2010): Business Model Generation. A Handbook for Visionaries, Game Changers, and Challengers, John Wiley & Sons  
[http://www.businessmodelgeneration.com/downloads/businessmodelgeneration\\_preview.pdf](http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf)
- Blank, Steve / Dorf, Bob (2012): Startup Owner Manual, O'Reilly

**Responsible for Module:**

Böhler, Dominik; Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### WI700007: Modules from DTU 1:1 program | Module im Rahmen des DTU 1:1 Programmes

Version of module description: Gültig ab summerterm 2019

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b>	<b>Self-study Hours:</b>	<b>Contact Hours:</b>

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

Within this module certain courses of the 1:1 program with the Denmarks Tekniske Universitet (DTU) can be recognized. If you are interested in the program, you can find more information here: <https://www.wi.tum.de/student-life/joint-international-programs/>.

#### Repeat Examination:

#### (Recommended) Prerequisites:

#### Content:

#### Intended Learning Outcomes:

#### Teaching and Learning Methods:

#### Media:

#### Reading List:

**Responsible for Module:**

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## **Specialization in Management: Management and Marketing | Management-Schwerpunkt: Management and Marketing**

### **AdvSem-MM: Advanced Seminar Management & Marketing | Advanced Seminar Management & Marketing**

#### **Module Description**

#### **MGT000263: Advanced Seminar Marketing, Strategy, Leadership & Management: Applied Leadership | Advanced Seminar Marketing, Strategy, Leadership & Management: Angewandte Personalführung**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Die Erfüllung der angestrebten Lernergebnisse wird in Form einer vertiefenden schriftlichen wissenschaftlichen Ausarbeitung überprüft, die 100% der Note ausmacht. Mit dieser Prüfungsform der elektronischen Seminararbeit weisen die Studierenden nach, dass sie in der Lage sind, eine Fragestellung zum Thema "Führung und Organisation" wissenschaftlich zu erarbeiten und sowohl in Bezug auf die Theorie als auch in Bezug auf die Praxistauglichkeit kritisch zu hinterfragen. Die Studierenden weisen damit ebenfalls nach, dass sie wissenschaftlich fundierte Modelle, Befunde und Techniken der "Führung und Organisation" abrufen und verstehen können.

Im Zuge des Moduls kann eine Mid-Term-Leistung in Form einer Teilnahme an zwei psychologischen Studien/Experimenten im Umfang von 60-120 Minuten erbracht werden. Die Teilnahme ist freiwillig und soll einen Teil der Lehrinhalte veranschaulichen. Sie dient der Praxiserfahrung in der wissenschaftlichen Psychologie/Pädagogik und kann dafür genutzt werden, die Bewertung Ihrer Modulklausur geringfügig zu verbessern. Mehr Informationen auf <http://motivatum.wi.tum.de>.

#### **Repeat Examination:**

Next semester

**(Recommended) Prerequisites:**

Vorwissen/-erfahrung im Bereich der Psychologie (o.Ä.) aus anderen Veranstaltungen vorteilhaft, aber nicht zwingend notwendig!

**Content:**

Das Modul "Angewandte Personalführung" besteht aus den beiden Veranstaltungen "Praxis der Führung und Organisation" und "Führung durch Motivation".

In der Veranstaltung "Praxis der Führung und Organisation" werden aktuelle Praxisfälle aus dem Themenfeld Führung und Organisation vorgestellt und diskutiert. Gemeinsam mit praxiserfahrenen Experten analysieren die Studierenden diese Praxisfälle und leiten Lösungen für das Personalmanagement ab.

In der Veranstaltung "Führung durch Motivation" erhalten die Studierenden u.a. Einblicke in die folgenden Themengebiete:

- 3K-Modell der Arbeitsmotivation
- Ziele und Motive
- Wille und Überkontrolle
- Intrinsische Motivation und Flow
- Transformationale Führung und Motivation
- Authentische Führung und Charisma

**Intended Learning Outcomes:**

Die angestrebten Lernergebnisse lassen sich in zwei Bereiche unterteilen:

**(1) Theorie & Praxis:**

Nach erfolgreichem Abschluss des Moduls sind die Studierenden zum einen in der Lage, wissenschaftlich fundierte Modelle, Befunde und Techniken der Motivationspsychologie und Führung abzurufen und zu verstehen, sowie Praxisfälle aus dem Themenfeld Führung und Organisation zu analysieren und Lösungen für das Personalmanagement zu entwickeln.

**(2) Wissenschaftspraxis als Vorbereitung auf die Masterarbeit:**

Nach der Teilnahme am Modul sind die Studierenden in der Lage, eine selbstgewählte Fragestellung nach guter wissenschaftlicher Praxis eigenständig zu erarbeiten. Sie sind also unter anderem in der Lage,

- (a) sich in kurzer Zeit in ein Thema einzuarbeiten,
- (b) relevante Literatur mithilfe von geeigneten Datenbanken zu sichten,
- (c) sich mit Fachtexten auseinanderzusetzen,
- (d) einen komplexen Sachverhalt zu analysieren,
- (e) eine Arbeit nach dem Sanduhrprinzip aufzubauen,
- (f) und die Ergebnisse kritisch zu hinterfragen und zu diskutieren.

**Teaching and Learning Methods:**

(1) Praxis der Führung und Organisation:

Die Veranstaltung besteht aus einer Reihe von Expertenvorträgen unterschiedlicher Branchen, um den Studierenden bei einer vorwiegend theoretischen Ausbildung auch die Möglichkeit zu bieten, einmalige und praxisrelevante Einblicke in personalwirtschaftliche Themengebiete zu erhalten - ganz nach Immanuel Kant: „Theorie ohne Praxis ist leer, Praxis ohne Theorie ist blind“. Alle Vorträge werden anschließend gemeinsam diskutiert und reflektiert.

(2) Führung durch Motivation:

Die Studierenden erhalten während der Blockveranstaltung ein Training zum gleichnamigen Führungskonzept. Die Inhalte werden mithilfe unterschiedlicher Medien präsentiert, im Plenum, alleine oder in Kleingruppen erarbeitet und abschließend diskutiert.

**Media:**

Wissenschaftliche Fachliteratur, PowerPoint, Case Studies, Übungsblätter, Reader, Flipchart

**Reading List:**

Literatur wird über Moodle bereitgestellt.

**Responsible for Module:**

Kehr, Hugo; Prof. Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT000263, deutsch):

Angewandte Personalführung (Limited places) (Seminar, 4 SWS)

Kehr H, Berger S, Müller T

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001309: Advanced Seminar Marketing, Strategy, Leadership & Management: Life Mastery: Essential Human, Social, and Financial Skills They Don't Teach in School | Advanced Seminar Marketing, Strategy, Leadership & Management: Life Mastery: Essential Human, Social, and Financial Skills They Don't Teach in School**

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination consists of

- 1) an individual presentation (25% of the final grade)
- 2) an individual written work (75% of the final grade).

In the examination, students demonstrate that they

- have understood an assigned topic in depth and have demonstrated the most important aspects in a way that is comprehensible to their fellow students
- have identified and prepared practical fields of application for this topic
- have presentation and communication skills that enable them to present their findings on the topic in a clear and structured manner and discuss the applicability of their findings to business practice

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

IMPORTANT: Available seats will be allocated based on academic eligibility, relevant experience and skills.

### **Content:**

This course exists to cover and convey all the content that otherwise falls short - whether in school, college, education, and public exchange - so that students of all disciplines can gain and benefit from this knowledge. What really matters in life, work and career? Many of the unwritten laws

and connections are discovered by many people only late in life and are often only passed on informally among themselves.

The aim of this seminar is to close these "white spots" and "gaps" by conveying practical, useful content, the knowledge and understanding of which represents real added value for work, career and other areas of life.

In doing so, this course focuses on three overarching topics:

- personal competencies

(such as career planning and self-leadership; e.g., "How do I know what I really want?", "How can I set critical priorities for my career?", or "How can I strategically use microhabits to achieve my goals?").

- social skills

(such as communication and relationship management; e.g., "How do I generate positive feedback?" or "How do I deal with difficult counterparts?"),

- financial competencies

(such as planning finances, asset, and retirement; e.g., "What is passive income and how can I take advantage of it?").

### **Intended Learning Outcomes:**

Students who have attended this seminar will possess

- a comprehensive understanding of key design opportunities in work, career, and life
  - knowledge of major issues related to personal, social, and financial skills, as well as promising approaches and methods to address these issues
- and have acquired practical skills in
- personal, social, and financial competencies,
  - critical thinking, reflection, and application of concepts and scientific findings to concrete challenges, and
  - engaging and descriptive preparation of content for practical application.
  - basic knowledge of working scientifically.

### **Teaching and Learning Methods:**

In this seminar, participants will receive input on the topics covered in various thematic blocks, as well as working materials for self-study and reappraisal. Subsequently, the contents are deepened in the seminar in the context of exercises, role plays, reflections, presentations and discussions. As part of the examination, the participants will work on a topic from one of the three areas in depth and in detail and prepare this didactically in such a way that all other course participants can also benefit from it. During the seminar, they will have the opportunity to present and discuss this topic and to receive feedback on the developed content following the presentation as well as in the context of a peer-review process. Based on this, the participants will further elaborate, concretize and vividly prepare their topic in the course of the semester.

### **Media:**

Activity-based learning, interactive teaching, flipped classroom, group discussions, presentations, practical exercises, reflection, literature, script.

**Reading List:**

- Dalio, R. (2017). Principles: Life and work. Simon and Schuster.
- Housel, M. (2020). The Psychology of Money: Timeless lessons on wealth, greed, and happiness. Harriman House Limited.
- Carnegie, D. (2014). Wie man Freunde gewinnt: Die Kunst, beliebt und einflussreich zu werden. S. Fischer Verlag.

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001309S, deutsch):

Design your life & career: Worauf es in Beruf, Karriere und Leben wirklich ankommt! (Limited places) (Seminar, 4 SWS)

Welpe I, Wimmer C, Kappelhoff S

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001310: Advanced Seminar in Marketing, Strategy, Leadership & Management: International Marketing Strategy | Advanced Seminar in Marketing, Strategy, Leadership & Management: International Marketing Strategy**

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The submitted presentation stands for 100% of the group evaluation.

As demonstrated at the latter part of this section, the data collection stands for 20 points while the presentation represents 80 points.

Furthermore, the final individual grade is affected by a so-called: "an in-class attitude". This means that selected members of the group might receive an extra grade-point as a bonus for their performance.

Detailed information and examples that well define such an "in-class attitude" are provided by the lecturer during the opening two sessions of the seminar.

To demonstrate effective learning and assess the group's performance, its grade breakdown is based on 100 points, as follows:

20 points, Chapter 1 – Conducting an academic marketing analysis

25 points, Chapter 2 – Selecting the preferred strategy followed by marketing objectives

25 points, Chapter 3 – Designing an action plan backed-up by a marketing budget

05 points, Chapter 4 – Setting standards to measure results and performance

25 points - Producing a business-like document backed-up by data collection (as demonstrated in class).

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

not specified

### **Content:**

This advanced seminar focuses on the business development of small and medium businesses, also known as 'Mittelstand', through international affairs. The seminar favors SME marketing rather than market entry strategies of multinationals.

The managerial tool of a marketing plan was selected to serve as a bridge between theoretical knowledge and practical applications. Such a hands-on marketing plan is made up of two interrelated parts: the marketing objectives, backed-up by data collection, and the action plan, backed-up by a budget and measurable indicators. The action plan demonstrates the understanding of updated principles of marketing management. The group seminar presentation (around 30 slides) is in accordance with the guidelines provided in class. The marketing-oriented presentation, being the required seminar group assignment, isn't orally presented in class. However, for demonstration purposes, only selected groups present their drafted marketing plan.

### **Intended Learning Outcomes:**

At the end of the seminar students will be able to understand the dynamics of marketing strategy in an international-oriented business | to realize the role of marketing strategy as a liaison with the company's purpose: vision and tactics | to be able to address objectives based on marketing analysis | to address "strategic planning" in an international context for an existing company | to address an action plan that delivers the strategy and its objectives | to set standards to measure performance | to improve a soft skill such as preparing a business-like document | to improve non-verbal communication skills.

### **Teaching and Learning Methods:**

Frontal lectures, in-class discussions, group work (during, and mainly beyond class), self-made case studies

### **Media:**

Frontal lectures and presentations (shared after class, not before, nor during the sessions).

### **Reading List:**

Donnelly, J. H. & Peter J. P. (2012). Preface to marketing management. 13th edition, McGraw-Hill.  
Lehmann, D. R. & Winer, R. S. (2009). Analysis for marketing planning. 7th edition, McGraw-Hill.

### **Responsible for Module:**

Danny Abramovich, danny.abramovich@tum.de

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001310, englisch):

International Marketing Strategy (Limited places) (Seminar, 4 SWS)

Abramovich D

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001319: Advanced Seminar Marketing, Strategy, Leadership & Management: Governance in Decentralized Environments: How DAOs reshape the Organizational Landscape | Advanced Seminar Marketing, Strategy, Leadership & Management: Governance in Decentralized Environments: How DAOs reshape the Organizational Landscape [W3B]**

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination comprises two parts. Firstly, students are required to conceptualize a solution that incorporates elements of web 3.0 usage for organizations or individuals and thereby demonstrates a feasible, viable business model (75%). Secondly, in-depth research and assessment of already implemented use cases of distributed ledger technologies. Results shall be presented to the course (25%). Scientific references and scientific practices are also part of the grading.

For the first part, conceptualized web 3.0 solutions will be assessed regarding their possible implementation, the presented level of detail as well as the underlying business model viability and feasibility. For the second part, students will be given some references, but are required to extent their research efforts to find real life use cases of blockchain technology and assess their level of maturity. Assessed will be the adherence to a provided template and the level of analyzed details for each use case.

The examination can take the form of a PowerPoint presentation, a text, a website, video, or an infographic. Additionally, a two-three pages executive summary has to be handed in.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

- Master Student with hands-on experience in web3.0.
- Preferably by already owning cryptocurrency or a NFT.
- Having a sense of urgency for new technologies

- Willingness to do in-depth research in the blockchain space.
- Fluency in written and spoken English.
- Analytical and critical thinking.

**Content:**

- Introduction to web3.0 and its ecosystem
- Application of blockchain-technology in organizations
- Business models
- Interdisciplinary industry focus
- Advanced research skills for nascent topics
- Basics of scientific research
- Critical assessment of technology applications for business
- Inclusion of forums, social media, blogs, journals, chat rooms, and podcasts as sources for necessary depth of analysis

**Intended Learning Outcomes:**

Students, who complete the course:

- Will have a decent conceptual understanding of blockchain technology, web 3.0 and decentralization
- Will be able to analyze and conceptualize feasible business applications in the context of web 3.0
- Will be able to structurally analyze and assess business opportunities & applications in the blockchain space
- Improve their critical and analytical thinking, especially at the intersection of management and nascent technologies
- know what is important when working scientifically

**Teaching and Learning Methods:**

- Interactive lectures
- Flipped classroom
- Student presentations
- Hands-on workshop
- Guest lecture

**Media:**

PowerPoint, Video conferencing, Digital Whiteboards, Videos, Podcasts, Group chat software, Excel, Cloud storage

**Reading List:**

Token Economy - Shermin Voshmgir  
Move Over Brokers Here Comes The Blockchain - Keir Finlow-Bates

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001335: Advanced Seminar Marketing, Strategy, Leadership & Management: CSR and Sustainability of Family Firms | Advanced Seminar Marketing, Strategy, Leadership & Management: CSR and Sustainability of Family Firms**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Each seminar participant will work individually on a specific topic in the field of CSR and sustainability of family firms.

Each student will write an academic essay (80% of the overall grade), based on existing literature on CSR and sustainability of family firms as well as on interview insights collected by the student. Each student will conduct a 1-hour interview with a family business owner of a medium sized family firm on sustainability and CSR topics. Students should demonstrate that:

- They are able to conduct semi-structured interviews to a high academic standard
- They can evaluate their interview insights in light of existing research on the topics of CSR and sustainability
- They can draw conclusions and identify opportunities for future research
- They are able to write a paper that follows a clear logic and is based on academic literature

Each student will present their work (20% of the overall grade) to an academic audience. Each student should demonstrate that they are able to answer questions to the empirical and theoretical part of their work.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Fluency in spoken and written English

## **Content:**

This module will explore actions towards a sustainable economy and ways to improve the social responsibility of businesses. In particular, it will assess how family firms' entrepreneurial and social activities and their unique culture affect CSR and sustainability. Topics covered in the module are:

- Contemporary environmental and social issues for organizations
- The non-financial goals of family firms and their consequences
- Family firms and environmental performance
- Family firms and external stakeholders
- Family firms and internal stakeholders
- Family firms and reporting
- Family firms and philanthropy
- Family firms and social entrepreneurship

## **Intended Learning Outcomes:**

After completing the seminar students should understand how family business owners tackle pressing social and environmental issues. After completing the module students will be able to:

- Understand and critically reflect on the role of family ownership for CSR and sustainability
- Understand family owners' non-financial incentives to engage in CSR and sustainability
- Reflect on possible barriers to promote CSR and sustainability through the family firm
- Compare existing knowledge of CSR and sustainability with their own first-hand experience interviewing medium sized family firms in the region
- Evaluate a specific family firm's actions to promote CSR and sustainability
- Explore how family businesses can exploit sustainable opportunities

Moreover, students will be able to

- Search, understand, synthesize, analyze and apply academic literature
- Present and discuss their findings and conclusions to an academic audience

## **Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, in which the instructor provides the theoretical foundations of family and social enterprises
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work and breakout sessions will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-life input will be given through multi-media resources and case studies

- Next to in-class discussions student interaction is also ensured through online technology, such as online polls.
- For their essays students will investigate topics within the subject of this course. Students will receive feedback from the instructor
- In a final presentation, students present the results of their seminar essays

**Media:**

Powerpoint, Zoom-Sessions, Breakout-Sessions, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle):

- Berrone, P., Cruz, C., Gomez-Mejia, L. R., & Larraza-Kintana, M. 2010. Socioemotional Wealth and Corporate Responses to Institutional Pressures: Do Family-Controlled Firms Pollute Less? *Administrative Science Quarterly*, 55(1): 82-113.
- Berrone, P., Cruz, C., & Gomez-Mejia, L. R. 2012. Socioemotional wealth in family firms: Theoretical dimensions, assessment approaches, and agenda for future research. *Family business review*, 25(3), 258-279.
- Campopiano, G., De Massis, A. 2014. Corporate social responsibility reporting: a content analysis in family and non-family firms, *Journal of Business Ethics*, 1-24
- Campopiano, G., De Massis, A. & Chirico F. 2014. Firm Philanthropy in Small- and Medium-Sized Family Firms: The Effects of Family Involvement in Ownership and Management. *Family Business Review*, 27: 244-257
- Cruz, C.; Larraza-Kintana, M. Garcés-Galdeano, L. Berrone, P. 2014. Are family firms really more socially responsible? *Entrepreneurship Theory and Practice* 38(6), 1295–1316
- Deephouse, D. L., & Jaskiewicz, P. 2013. Do family firms have better reputations than non#family firms? An integration of socioemotional wealth and social identity theories. *Journal of management Studies*, 50(3), 337-360.
- Dyer, W., & Whetten, D. 2006. Family Firms and Social Responsibility: Preliminary Evidence from the S&P 500. *Entrepreneurship Theory & Practice*, 30(6): 785-802.
- Gomez-Mejia, L. R., Cruz, C., Berrone, P., & De Castro, J. 2011. The Bind that Ties: Socioemotional Wealth Preservation in Family Firms. *Academy of Management Annals*, 5(1): 653-707.
- Kellermanns, F. W., Eddleston, K. A., and Zellweger, T. M. 2012. Extending the socioemotional wealth perspective: A look at the dark side. *Entrepreneurship Theory and Practice*, 36(6): 1175-1182.
- Le Breton-Miller, I., & Miller, D. 2016. Family firms and practices of sustainability: A contingency view. *Journal of Family Business Strategy*, 7(1), 26-33.
- Miller, D., & Le Breton-Miller, I. 2005. Managing for the long run: Lessons in competitive advantage from great family businesses: Harvard Business Press.
- Richards, M. 2022. When do Non-financial Goals Benefit Stakeholders? Theorizing on Care and Power in Family Firms. *Journal of Business Ethics*, 1-19.

- Richards, M., Zellweger, T., & Gond, J. P. 2017. Maintaining moral legitimacy through words and worlds: an explanation of firms' investment in sustainability certification. *Journal of Management Studies*, 54(5), 676-710.
- Spence, L. J. 2016. Small business social responsibility: Expanding core CSR theory. *Business & Society*, 55(1), 23-55.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001335, englisch): CSR and Sustainability in Family Firms (Limited places) (Seminar, 4 SWS)

Richards M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001339: Advanced Seminar Marketing, Strategy, Leadership & Management: HR Management | Advanced Seminar Marketing, Strategy, Leadership & Management: HR Management**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on the performance in one written term paper with a maximum of 10 pages of text (60%) and an oral presentation about the topic of the term paper (40%) with max. 15 minute presentation + 15 minute discussion. The examination requirements will measure the student's ability to apply concepts, theories and methods. Moreover, the elaboration of a term paper and a presentation encourages the student to reproduce, analyze and evaluate theoretical knowledge about the student's respective topic.

The module is considered passed if an overall grade of 4.0 or better has been achieved

#### **Repeat Examination:**

End of Semester

#### **(Recommended) Prerequisites:**

Basic knowledge of business management

#### **Content:**

- Topic 1. Structure and functions of the human resources departments
- Topic 2. Competence approach in human resource management
- Topic 3. Planning of work with personnel in the organization
- Topic 4. Staff recruitment and staff selection processes
- Topic 5. Adaptation of staff in the organization
- Topic 6. Personnel evaluation and staff motivation
- Topic 7. Team cohesion and social development of staff
- Topic 8. Innovations in HR management

**Intended Learning Outcomes:**

- ability to organize the effective work of human resources according to the specifics of organization business objectives;
- ability to provide efficient activity of human resources services for solving human resource management tasks using different types of resources and labour instruments;
- ability to form an effective system of performance evaluation in different categories of work positions in the organization by using modern methods;
- ability to analyse the indicators of personnel movement in the organization and developing measures to stabilize the work of labour collective;

**Teaching and Learning Methods:**

The seminar will be based on in-class exercises and discussions, as well as practice-oriented case discussions, business simulations. In addition, students will examine one topic more detailed and write a seminar paper on it. The results are presented and discussed in a group presentation.

**Media:**

Powerpoint, Movie, Board/Flipchart, Zoom

**Reading List:**

Noe Raymond, Hollenbeck John, Gerhart Barry, Wright Patrick. Fundamentals of Human Resource Management. McGraw-Hill, 2019. 406.

**Responsible for Module:**

Mohnen, Alwine; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001339, englisch): HR Management (Seminar, 4 SWS)

Bieliaieva N

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001340: Advanced Seminar Marketing, Strategy, Leadership & Management: Reputation Management | Advanced Seminar Marketing, Strategy, Leadership & Management: Reputation Management**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Grading is based on the performance in one written term paper with a maximum of 10 pages of text (60%) and an oral presentation about the topic of the term paper (40%) with max. 15 minute presentation + 15 minute discussion. The examination requirements will measure the student's ability to apply concepts, theories and methods. Moreover, the elaboration of a term paper and a presentation encourages the student to reproduce, analyze and evaluate theoretical knowledge about the student's respective topic.

The module is considered passed if an overall grade of 4.0 or better has been achieved

#### **Repeat Examination:**

End of Semester

#### **(Recommended) Prerequisites:**

Basic knowledge of business management

#### **Content:**

Topic 1. Conceptual foundations of reputation management  
Topic 2. Reputation protection mechanisms  
Topic 3. Methods of reputation forming and maintaining  
Topic 4. Methods of crisis reputation management  
Topic 5. Methods of corporate reputation assessing

#### **Intended Learning Outcomes:**

- ability to increase the level of competitiveness of organizations as socio-economic systems taking into account the specifics of interpersonal competition in the trade environment

- identify actions that harm the information security of the trade organization, be able to apply methods to ensure it;
- to determine and implement a set of actions for the organization of e-commerce and goods and services promotion by means of Internet marketing.

**Teaching and Learning Methods:**

The seminar will be based on in-class exercises and discussions, as well as practice-oriented case discussions, business simulations. In addition, students will examine one topic more detailed and write a seminar paper on it. The results are presented and discussed in a group presentation.

**Media:**

Powerpoint, Movie, Board/Flipchart, Zoom

**Reading List:**

Eric B. Shiraev, Jennifer Keohane, Martijn Icks, Sergei A. Samoilenco. Character Assassination and Reputation Management: Theory and Applications. Routledge. 2021. 283.

John Doorley, Helio Fred Garcia. Reputation Management: The Key to Successful Public Relations and Corporate Communications. Routledge. 2006. 458.

**Responsible for Module:**

Mohnen, Alwine; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001340, englisch):

Reputation Management (Seminar, 4 SWS)

Bieliaieva N

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001342: Advanced Seminar Marketing, Strategy, Leadership & Management: Gaining Competitive Advantage with AI | Advanced Seminar Marketing, Strategy, Leadership & Management: Gaining Competitive Advantage with AI**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Each student will be allocated to a group of 2-3 people. Each group will choose a project topic which will be provided in the course.

The examination consists of three parts:

- 1) A project plan about how the students intend to work together and how they elaborate the topic (worth 20% of the grade)
- 2) A 20 pages group seminar paper (worth 40% of the grade)
- 3) A 20 minute group presentation using MS PowerPoint (worth 40% grade)

This procedure assists students to strengthen their academic writing, presentation, and project management skills.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

None

#### **Content:**

The seminar is planned to take place on site. First, there will be a mandatory two-day kick-off dealing with AI, the strategizing process, and general business strategies. Then, the students will be allocated to groups and start to work on their selected project topic. These topics generally deal with gaining competitive advantage with the integration of different AI applications in several business contexts or industries.

**Intended Learning Outcomes:**

Participants will develop a basic understanding of useful applications of AI in the area of strategic management. They learn how companies can strategically apply AI for gaining competitive advantage in different industries. Students will also improve their project management and teamwork skills, as they are required to elaborate a complex project topic on their own. They will create basic skills of academic writing and literature search, too. Furthermore, they strengthen their communication skills while presenting their results in front of the class.

**Teaching and Learning Methods:**

During the kick-off lecture, the students will get a basic introduction to understand AI and strategic management. Afterwards, during the project group work, the team searches for adequate literature as well as develops appropriate concepts and case studies. The entire project is built on active interaction and discussion for improving personal, professional, and academic skills.

**Media:**

Presentation, discussion, academic literature, group work

**Reading List:**

- Russell, S. J. and Norvig, P. (2021): Artificial intelligence: A modern approach. Pearson Publishing
- Grant, R. M. (2019): Contemporary strategy analysis (10th ed.). John Wiley & Sons, Inc.
- Wodecki, A. (2019): Artificial Intelligence in value creation - Improving competitive advantage. Palgrave Macmillan

**Responsible for Module:**

Hutzschenreuter, Thomas; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001343: Advanced Seminar Marketing, Strategy, Leadership & Management: AI and the Strategizing Process | Advanced Seminar Marketing, Strategy, Leadership & Management: AI and the Strategizing Process**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Each student will be allocated to a group of 2-3 people. Each group will choose a project topic which will be provided in the course.

The examination consists of three parts:

- 1) A project plan about how the students intend to work together and how they elaborate on the topic (worth 20% of the grade)
- 2) A 20 pages group seminar paper (worth 40% of the grade)
- 3) A 20-minute group presentation using MS PowerPoint (worth 40% grade)

This procedure assists students to strengthen their academic writing, presentation, and project management skills.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

None, except an interest in AI and strategic management.

### **Content:**

The seminar is planned to take place on site. First, there will be a mandatory two-day kick-off dealing with AI, the strategizing process, and general business strategies. Then, the students will be allocated to groups and start to work on their selected project topic. These topics generally deal with gaining a competitive advantage with the integration of different AI applications in several business contexts or industries.

**Intended Learning Outcomes:**

Die Teilnehmer werden die Potentiale und Grenzen von KI für den Strategieprozess verstehen und lernen, wie Strategen innovative KI-Anwendungen für die Strategieentwicklung nutzen können, um einen Wettbewerbsvorteil zu erzielen. Die Studierenden verbessern auch ihre Projektmanagement- und Teamwork-Fähigkeiten, da sie ein komplexes Projektthema selbstständig erarbeiten müssen. Sie erwerben auch grundlegende Fähigkeiten im wissenschaftlichen Schreiben und in der Literaturrecherche. Außerdem stärken sie ihre Kommunikationsfähigkeiten, indem sie ihre Ergebnisse vor der Gruppe präsentieren.

**Teaching and Learning Methods:**

During the kick-off lecture, the students will get a basic introduction to understand AI and strategic management. Afterward, during the project group work, the team searches for adequate literature as well as develops appropriate concepts and case studies. The entire project is built on active interaction and discussion for improving personal, professional, and academic skills.

**Media:**

Präsentation, Diskussion, wissenschaftliche Literatur, Gruppenarbeit

**Reading List:**

- '- Russel, S. & Norvig, P., 2021. Artificial Intelligence. A Modern Approach. 4th edition. Hoboken: Pearson
- Johnson, G. et al., 2017. Exploring Strategy Text and Cases. 11th Edition. Edinburgh: Pearson Education
- Grant, R. M., 2019. Contemporary Strategy Analysis. 10th Edition. Hoboken: Wiley & Sons

**Responsible for Module:**

Hutzschenreuter, Thomas; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001360: Advanced Seminar Marketing, Strategy, Leadership & Management: Digital Platforms, Data and the Law | Advanced Seminar Marketing, Strategy, Leadership & Management: Digital Platforms, Data and the Law**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> German	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) in a group project work (approx. 15 pages, 60%), an oral presentation (approx. 15 minutes per participant, 30%) as well as participation in the oral discussion of the case presentations of other groups (10%). The papers can be written in German or English. Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

none

### **Content:**

The digital economy is significantly shaped by a large number of digital platforms: search engines, online marketplaces, social networks, communication services, intermediary services in the sharing economy. Digital platform markets are shaped by digital technologies and exhibit distinct economic features in terms of market and competition mechanisms as compared to traditional markets. Especially due to the high concentration tendencies, new competition law issues and challenges arise for cartel authorities. High-profile antitrust proceedings brought by the European Commission and German Federal Cartel Office against dominant tech players like google, amazon, apple and facebook all over the world.

Furthermore, responsibility and liability (fake news, infringement of intellectual property, criminal content) are important questions that are the subject of legal policy debates and legislative activities. At the European level, for example, the Digital Markets Act and the Digital Services Act are being discussed.

The collection and exploitation of data forms a crucial basis for many business models in the digital economy. However, in the case of personal data in particular, the requirements of data protection law and in particular of the General Data Protection Regulation must be observed, for example with regard to issues of privacy protection in Big Data, profiling, web tracking or cloud computing. As part of the European data strategy, drafts for an EU Data Act and Data Governance Act are central legislative projects of the EU Commission to enable increased development of artificial intelligence and cloud computing in the future through data exchange models.

Fundamental questions also arise with regard to recent developments in the fields of "entrepreneurial strategies and competition" and "sustainability and law".

### **Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the basic features of the functioning and legal framework for digital platforms and data use,
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and economic actors as well as possible efficiencies,
- (3.) apply the learned knowledge in the assessment of current cases and legislative projects in the field of economic activity related to digital technologies and data,
- (4.) analyze the specific challenges in digital platform markets, recognize barriers to competition, identify the need for adaptation and present conclusions in a systematic manner.

### **Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the main features of the legal assessment of facts on digital markets.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

### **Media:**

presentations, scientific literature

### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/>

Ezrachi, Competition and Antitrust Law: A Very Short Introduction

**Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001360, englisch): Digital Platforms, Data and the Law (Limited places) (Seminar, 4 SWS)

Mackenrodt M, Krüger J, Pless V

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001362: Advanced Seminar Marketing, Strategy, Leadership & Management: Contemporary and emerging issues for organizations | Advanced Seminar Marketing, Strategy, Leadership & Management: Contemporary and emerging issues for organizations**

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Write a 3,500 word essay that demonstrates the range and depth of your thinking skills.

The Management Consultant's Task. Identify a contemporary issue facing one or more organisations. Draw on the skills developed in the lectures to arrive at a deep understanding of the problem and to identify a strategy for tackling it.

- What is the presenting problem?
  - What issues need to be taken into account in order to understand the problem?
  - Analyse the issues/problem using two or more of the approaches discussed in the lectures;
  - What is the real problem?
  - Decide what should be done to tackle it;
- Write an essay showing your analyses and outlining a strategy to tackle the problem (80% of the grade).
- You will present your work (20% of the overall grade) to an academic audience. You should demonstrate that you are able to answer questions on your work.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Fluency in spoken and written English

#### **Content:**

Organisations are persistently faced with changing internal and external contextual issues. Changes can thereby be both rapid and profound and often involve interactions between various processes and forces including, but not limited to, the societal, political, economic, and

technological contexts in which organisations operate. This course is designed to edify the application of critical thinking skills in evaluating selected contemporary and emerging issues so that the students can use informed judgment in formation of appropriate business responses.

### **Intended Learning Outcomes:**

This unit will help you avoid making mistakes and ensure you make the best decisions possible in the circumstances. It will do this through developing your critical thinking and analytical skills. Imagine working as a manager in a few years time, or perhaps running your own business. You have a task to do. Rather than jumping immediately to do it, you will be able to analyse the situation from a variety of perspectives, develop understanding of why the current situation has arisen, explore what is actually happening in this situation, and work out the best way forward. That is, you will be able to generate deep insights into what you are facing as a manager and be able to act using forethought and understanding. To achieve this, we will focus on four areas that can help improve our thinking and analytical skills:

- a. Critical thinking skills. We will be focusing on what blinkers we put over our eyes that prevent us thinking things through. This also helps generate self-understanding;
- b. We develop an understanding of other people, through different perspectives of how people function;
- c. We reflect on how to act ethically when dealing with a difficult situation;
- d. Integrative thinking skills. We discuss the method, pros and cons of integrative thinking.

There will be an emphasis on three learning processes throughout the unit. The first is on enhancing awareness and understanding of emerging and contemporary issues for organisations. The second one is understanding ourselves as individuals, and especially identifying what influences our own thought processes. The final learning process is on group discussions. This is because our powers of analysis are multiplied when we work with others. But we also have to be able to listen to and learn from others.

### **Teaching and Learning Methods:**

- The content of the course is transmitted via lectures, supported by power-point presentations, where the instructor provides the theoretical foundations of family and social enterprises.
- A strong focus of the course will be on existing academic literature, which will be discussed in class
- Group work and breakout sessions will be an important part of this module, in which students jointly and critically reflect on the theories and insights presented in the module
- The content of the module is discussed in class by openly exchanging ideas and thoughts, creating a lively learning atmosphere
- Every session contains exercises, in which students apply their learning
- Guest speakers will provide practical insights into the theoretical perspectives discussed in the module
- Other important real-live input will be given through multi-media resources and case studies
- Next to in-class discussion student interaction is also ensured through online technology, such as online polls.

- For their essays students will investigate topics within the subject of this course. Students will receive feedback from the instructor.
- In a final presentation, students present the results of their project thesis

**Media:**

Powerpoint, Zoom-Sessions, Breakout-Sessions, Online polls and simulations

**Reading List:**

Basic literature (for detailed reading list, see Moodle): Chatfield, Tom. (2017) Critical thinking. Your guide to effective argument, successful analysis and independent study. London: Brockman, John (2013) Thinking: the new science of decision-making, problem-solving, and prediction in life and markets. Harper-Collins, New York.  
Stocchetti, M. and Kukkonen, K. (2010) Critical media analysis: an introduction for media professionals. Peter Lang publishers.  
Butt, Trevor (2003) Understanding people. Basingstoke: MacMillan.  
Goffman, I. (1990) The presentation of self in everyday life. London: Penguin.  
Boltanski, L., & Thévenot, L. (2006). On justification: Economies of worth. Princeton University Press.  
Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). The institutional logics perspective. Oxford University Press.

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Innovation & Entrepreneurship / Marketing, Strategy, Leadership & Management (MGT001362, englisch): Contemporary and Emerging Issues for Organizations (Limited places) (Seminar, 4 SWS)

Richards M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001377: Advanced Seminar Marketing, Strategy, Leadership & Management: New Tech Venture Marketing | Advanced Seminar Marketing, Strategy, Leadership & Management: New Tech Venture Marketing**

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> one-time
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 150	<b>Contact Hours:</b> 30

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The submitted presentation (i.e. seminar paper) stands for 100% of the group evaluation. As demonstrated at the latter part of this section, the academic-research and data collection stand for 25 points while the presentation represent 75 points. Furthermore, the final individual grade is affected, or not, by a so-called: "an in-class entrepreneurial attitude". This means that selected members of the group might receive an extra 0.3-grade-point as a bonus for their performance in class. Detailed information and examples that well define such an "in-class attitude" is provided by the lecturer during the opening two sessions of the seminar.

To demonstrate effective learning and assess the group's performance, the grade breakdown, based on 100 points, is as follows:

25 points, Chapter 1 – Presenting the offered new tech-oriented solution based data collection.

15 points, Chapter 2 – Defining the preferred target audiences for the first test market

15 points, Chapter 3 – Designing the message that can ease communication with the main target audiences.

15 points, Chapter 4 – Selecting the media and channels to carry the message

30 points - Producing a business-like document adjusted to a pre-seed new tech venture

### **Repeat Examination:**

End of Semester

### **(Recommended) Prerequisites:**

not specified

### **Content:**

The conception of a marketing communication plan in the service of presenting and promoting a new tech venture.  
The analysis and presentation of the new tech-oriented solution.  
The preferred target audiences for the first test market.  
The ultimate message to ease communication with the main target audiences.  
The media and channels to carry the message.

### **Intended Learning Outcomes:**

At the end of the seminar students will be able:

to conceive a marketing communication plan in the service of a new tech venture | to analyze and present the new offered tech-oriented solution | to define the preferred target audiences for the first test market | to design the message that fits best the main target audiences | to adjust the preferred media and channels to carry the message | to improve written and oral presentation skills.

### **Teaching and Learning Methods:**

Frontal lectures, in-class discussions, group work (during, and mainly beyond class), self-made case studies. Given the workshop-nature of the seminar, backed-up by group work, attendance is highly recommended. It's important to highlight the programmed schedule, which is 09:00 to 13:00 and 14:00 to 17:30, during four days (A total of 30 hours). During two of the four days - students are expected to stay beyond 17:30 in favor of the group work (not mandatory).

### **Media:**

Frontal lectures and presentations (shared only after class, not before, nor during the sessions).

### **Reading List:**

Crane, G. C. (2021). Marketing for entrepreneurs: Concepts and applications for new ventures. 3rd edition. SAGE Publications, Inc.

### **Responsible for Module:**

Abramovich, Danny

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001377, englisch): New Tech Venture Marketing (Limited places) (Seminar, 4 SWS)  
Abramovich D ( Oppenländer M, Xu X )

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001378: Advanced Seminar Marketing, Strategy, Leadership & Managementp: Platform Law and Marketing Compliance | Advanced Seminar Marketing, Strategy, Leadership & Management: Platform Law and Marketing Compliance**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Grading is based on a written assignment (e.g. on a current case or on a legal policy issue) individually in a group project work (approx. 15 pages, 60%), an oral presentation (approx. 15 minutes per participant, 30%) as well as participation in the oral discussion of the case presentations of other groups (10%). The papers can be written in German or English. Students are expected to deal with a distinct topic in an appropriate manner and to prepare it in a scientifically sound manner. The oral presentation serves to practice presentation techniques and forms the basis for the subsequent discussion. The students are expected to critically question the approach of other groups, to think their way into foreign topics and to comment on them.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

none

### **Content:**

The seminar deals with current legal issues arising in the context of platforms and the data economy, in particular with online marketplaces, social networks, communication services and intermediation services in the sharing economy. The legal and economic assessment of entrepreneurial strategies and innovation activities are essential for the functioning of markets and for start-ups.

The focus will be on questions which are relevant from the perspective of the management of companies, as for example compliance of undertakings with legal rules, liability of undertakings in

case of legal infringements and the possibilities of companies to assert their rights and to defend themselves. Legal questions relating to a sustainable economy can also be the subject of seminar papers.

Seminar papers and presentations can be – depending on the topic – in German or in English language.

Some papers are also assigned on topics that do not require prior attendance of a law lecture.

### **Intended Learning Outcomes:**

After participating in the seminar, students will be able to

- (1.) understand the main features of the functioning and legal framework of digital platforms
- (2.) grasp the economic effects of entrepreneurial competition and innovation strategies on markets and on economic actors as well as possible efficiencies,
- (3.) apply the acquired knowledge in the assessment of current cases and legislative projects in the field of the digital platform economy,
- (4.) analyze the specific challenges in digital platform markets, recognize restraints of competition, and identify business practices that represent successful competition on the merits.

### **Teaching and Learning Methods:**

The module takes place as a block seminar and consists of the following units:

- In an introductory course, students are familiarized both with techniques of scientific work, literature research, the examination of a topic and the formalities of preparing a written assignment, and also with the main features of the legal assessment of facts on digital markets.
- The group work is done to draft the written assignment and to prepare the oral presentation.
- In another session, the groups are individually supervised with regard to the preparation of their work. Interim results are discussed and suggestions for the further procedure are given.
- The presentation of the project work with subsequent discussion takes place at a final event.

### **Media:**

Books, scientific articles, legal texts, power point slides, flipchart

### **Reading List:**

OECD (2022), OECD Handbook on Competition Policy in the Digital Age, <https://www.oecd.org/daf/competition-policy-in-the-digital-age/>;

Ezrachi, Competition and Antitrust Law: A Very Short Introduction;

Veröffentlichungen der OECD zu verschiedenen Bereichen des Wirtschaftsrechts: [www.oecd.org/daf](http://www.oecd.org/daf)

### **Responsible for Module:**

Mackenrodt, Mark-Oliver; Prof. Dr. iur. Dr. rer. pol. LL.M. (NYU)

### **Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001382: Advanced Seminar Marketing, Strategy, Leadership & Management: Sustainability Communication and Trends in Enterprises | Advanced Seminar Marketing, Strategy, Leadership & Management: Sustainability Communication and Trends in Enterprises**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b>	<b>Self-study Hours:</b>	<b>Contact Hours:</b>

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination consists of a presentation of contents and results of an academic essay in a 30-minute oral (in classroom) presentation and discussion (30%), including preparation of a written academic essay (around 3,000 words excluding references) containing the content and results of the research question related to one of the module's different topics (50%).

The presentation is a means to measure the student's ability to understand a technical/scientific subject, to analyze and evaluate facts and factors of influence, to summarize the subject and present it to an audience, and to conduct a discussion about the presented subject.

The academic essay measures the students' abilities to write scientifically in a clear and concise manner about an emerging topic in enterprises. The academic essay also allows students to administrate their creativity in tackling the issue in hand from different lenses, with a sense of practicality, allowing the room of recommendations for potential solutions of given problems that enterprises may face.

Also, the examination includes regular attendance and participation in classroom discussions with tutor, guest speakers, and fellow students about the module's topics (20%), conveying subject-related interests and application of critical thinking and debating skills.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

Fluency in spoken and written English; Scientific/academic writing and presentation skills

## **Content:**

Enterprises are persistently faced with challenging sustainability initiatives, trends, and communication expectations (and regulatory obligations) to cater to. Such changes can be both rapid and profound and often involve interactions between various processes and aspects including, but not limited to, the societal, political, economic, and technological contexts in which enterprises operate. This module serves as an introduction to different sustainability-related topics and trends facing enterprises. The following common topics will be addressed:

- Definitions of sustainability including current challenges;
- Closer look into sustainable development goals (SDGs);
- Sustainability reporting including current regulatory and non-regulatory developments and governing standards and frameworks (e.g., Double Materiality; European Green Deal; Global Reporting Initiative (GRI); EU Taxonomy; among others);
- Critical analysis of corporate sustainability reports and non-financial statements;
- Design of corporate sustainability reporting cycle;
- Corporate internal and external sustainability communication;
- ESG risks and controversies including introduction to ESG ratings and investments;
- ESG crisis management and communication
- Sustainability strategy (and organization);
- Green HRM;
- Sustainability audits including data collection and management;
- Human Rights and Supply Chain Due Diligence,

This, as well as additional content, will also be facilitated not only through the course lecturer(s), but also through the class visits of several guest speakers working in the field of sustainability (both from the corporate world and from academia, allowing students further exchange of knowledge and a glimpse into the corporate world).

## **Intended Learning Outcomes:**

Upon successful completion of this module, students are able to understand, analyze, and therefore evaluate:

- sustainability communication including reporting, auditing, and strategy setting, and other related trends that enterprises currently face in their day-to-day business;
- sustainability as a current and future trend;
- challenges arising in the process of integrating sustainability in companies amid fast and current regulatory changes;
- other "hot topics" in the field of sustainability such as green Human Resource Management (HRM), Education for Sustainable Development (ESD), ESG Risks and Ratings, ESG Crisis Management, Greenwashing, and Human Rights Due Diligence (HRDD).

Furthermore, the module will allow students - as potential future professionals and managers - to avoid making corporate decision-related mistakes, and rather prepare them – to a given extent – in taking decisions based on their critical thinking and analytical skills. As such, the course will support students in improving their thinking and analytical skills through:

- getting involved in discussions and debates requiring critical analytical skills;

- generating self-understanding of topics;
- developing understanding of other people and different perspectives;
- reflecting on how to act and make decisions responsibly especially in difficult and crisis situations;
- developing integrative thinking;
- identifying classroom research question and investigating it further.

Finally, the module will enhance awareness and understanding of emerging sustainability-related topics and initiatives for enterprises including current and upcoming regulatory changes in this regard.

**Teaching and Learning Methods:**

- Through lectures, supported by PowerPoint presentations, the seminar's topics are taught theoretically.
- Through classroom discussion and breakout rooms, the theoretically learned content is applied practically and deepened by the students.
- Through classroom group work, polls, interactive role play, and simulations students jointly and critically will reflect on the content presented in the module, thus promoting an exchange of knowledge between students.
- Through existing academic literature related to the module's topics, students will be able to further deepen their classroom discussion and formulate research questions for their module assignment and possibly beyond.

**Media:**

PowerPoint; Interactive Activities, e.g., Breakout Sessions, Polls, Simulations, Media Articles, among others. Films; Flipchart.

**Reading List:**

To be provided during lectures

**Responsible for Module:**

Richards, Melanie; Prof. Dr. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001388: Advanced Seminar Marketing, Strategy, Leadership & Management: Diversity, Equity, & Inclusion for the future of organizations and society | Advanced Seminar Marketing, Strategy, Leadership & Management: Diversity, Equity, & Inclusion for the future of organizations and society [DEI]**

Version of module description: Gültig ab winterterm 2022/23

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination consists of

- 1) an individual presentation (30% of the final grade)
- 2) an individual written scientific paper (60% of the final grade)
- 3) active participation in the seminar (10% of the final grade)

In the examination, students demonstrate that they have

- understood an assigned topic in depth and demonstrated the most important aspects in a way that is comprehensible to their fellow students
- identified and prepared practical fields of application for this topic
- presentation and communication skills that enable them to present their findings on this topic in a clear and structured manner and to discuss the applicability of their findings to business practice.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

Completed empirical research method course, Registration via Seminar Placement Tool

### **Content:**

In the course of the seminar, students will receive input on the topics covered in various thematic blocks as well as working materials for self-study and review. Subsequently, the contents are deepened in the seminar in the context of exercises, role plays, reflections, presentations and discussions.

As part of the examination, the participants will work on a topic from one of the overarching areas (DEI in Leadership, DEI in Entrepreneurship, DEI Measures, DEI Interventions & DEI Tech) in depth and in detail and prepare this didactically so that all other course participants can also benefit from it. During the seminar, they will have the opportunity to present and discuss this topic and to receive feedback on the developed content following the presentation as well as in a peer-review process. Based on this, the students will further elaborate, concretize and clearly prepare their topic in the course of the semester.

### **Intended Learning Outcomes:**

Students who have attended this seminar will possess

- a comprehensive understanding of key concepts in the field of diversity, equity & inclusion.
- knowledge of key issues related to diversity, equity & inclusion and promising approaches and methodologies to address these issues and have acquired practical skills in
- recognizing their own biases and prejudices
- critical thinking, reflection, and application of concepts and scientific findings to concrete challenges, and
- engaging and descriptive preparation of content for practical application.

### **Teaching and Learning Methods:**

In the course of the seminar, students will receive input on the topics covered in various thematic blocks as well as working materials for self-study and review. Subsequently, the contents are deepened in the seminar in the context of exercises, role plays, reflections, presentations and discussions.

As part of the examination, the participants will work on a topic from one of the overarching areas (DEI in Leadership, DEI in Entrepreneurship, DEI Measures, DEI Interventions & DEI Tech) in depth and in detail and prepare this didactically so that all other course participants can also benefit from it. During the seminar, they will have the opportunity to present and discuss this topic and to receive feedback on the developed content following the presentation as well as in a peer-review process. Based on this, the students will further elaborate, concretize and clearly prepare their topic in the course of the semester.

### **Media:**

Activity-based learning, interactive teaching, flipped classroom, group discussions, presentations, practical exercises, reflection, literature, script.

### **Reading List:**

- Bohnet, I. (2016). *What Works: Gender Equality By Design*. Harvard University Press.
- Ely, R., & Feldberg, A. C. (2016). *Organizational Remedies for Discrimination* (A. J. Colella & E. B. King, Eds.; Vol. 1). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199363643.013.28>
- Gupta, V. K., Turban, D. B., Wasti, S. A., & Sikdar, A. (2009). E T P The Role of Gender & Stereotypes in Perceptions of Entrepreneurs and Intentions to Become an

Entrepreneur. ENTREPRENEURSHIP THEORY and PRACTICE, 21. <https://doi.org/10.1111/j.1540-6520.2009.00296.x>

- Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? a review and assessment of research and practice. *Annual Review of Psychology*, 60, 339–367.
- Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice Reduction: Progress and Challenges. *Annual Review of Psychology*, 72(1), 533–560. <https://doi.org/10.1146/annurev-psych-071620-030619>

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001406: Advanced Seminar Marketing, Strategy, Leadership & Management: Generative KI in Marketing | Advanced Seminar Marketing, Strategy, Leadership & Management: Generative KI in Marketing**

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The examination is a seminar paper with presentation. In groups, seminar participants are required to hand in a proposal for a research project related to generative AI in marketing (80%, ca. 20 pages) and present their results to their peers (20%).

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

It is recommended but not required that participants have successfully completed the module 'Empirical Research Methods' before enrolling in this seminar. Basic experience with R and/or Python is recommended.

### **Content:**

The module will cover the following topics:

- Trends in generative AI and social media marketing
- Cutting-edge deep learning models (e.g., latent text-to-image diffusion models such as Stable Diffusion and large language models such as ChatGPT)
- Ethical concerns of generative AI

### **Intended Learning Outcomes:**

Upon successful completion of the module, students will be able to:

- understand what different generative AI models exist
- apply diverse methods to generate text, image, and video data
- evaluate different methods' outputs and compare them with content created by humans

- formulate a compelling research proposal related to generative AI in marketing to contribute to the literature

**Teaching and Learning Methods:**

The seminar is structured into three main blocks: 1) semester start: introduction, 2) middle of semester: group project phase and discussion of extant literature, 3) end of semester: final presentation of research proposal (and deadline for written proposal).

**Media:**

Slides, research articles, textbooks, interactive websites, programming code (in R and Python)

**Reading List:**

Reisenbichler, M., Reutterer, T., Schweidel, D. A., & Dan, D. (2022). Frontiers: Supporting Content Marketing with Natural Language Generation. *Marketing Science*, 41(3), 441-452.

Hartmann, J., Schwenzow, J., & Witte, M. (2023). The political ideology of conversational AI: Converging evidence on ChatGPT's pro-environmental, left-libertarian orientation. *arXiv preprint arXiv:2301.01768*.

Matz, S., Teeny, J., Vaid, S. S., Harari, G. M., & Cerf, M. (2023). The Potential of Generative AI for Personalized Persuasion at Scale.

**Responsible for Module:**

Hartmann, Jochen; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001406, englisch):  
Generative KI in Marketing (Limited places) (Seminar, 4 SWS)

Hartmann J, Huber A, Roder B, Exner Y

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001407: Advanced Seminar Marketing, Strategy, Leadership & Management: The era of artificial intelligence | Advanced Seminar Marketing, Strategy, Leadership & Management: The era of artificial intelligence**

*Era of AI*

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The examination performance consists of

- 1) an individual presentation (20% of the final grade)
- 2) an individual elaboration of the presentation in the form of a detailed set of slides (40% of the final grade)
- 3) an individual elaboration of the presentation in the form of small learning lessons and matching single-choice questions (30% of the final grade)
- 4) active participation in the seminar (10% of the final grade)

In the examination, students demonstrate that they have

- have understood an assigned topic in depth and have demonstrated the most important aspects in a way that is understandable for their fellow students
- have identified and prepared practical fields of application for this topic
- have presentation and communication skills that enable them to present and discuss their findings on this topic in a clear and structured manner.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Allocation of seminar places via central application procedure  
(admission of max. 25 students)

## **Content:**

Open AI such as Chat GPT and Dall-E has made different AI areas (AI capabilities, AI bias, AI interventions & AI applications) relevant to a wide variety of businesses. AI is now a key aspect which enables organizations to improve productivity. Many organizations want to increase their engagement with AI without concrete starting points or evidence-based strategies.

This course therefore combines theory and practice to help students learn about the potential applications of AI to become more effective leaders and team members later on. To do this, they will learn about the latest findings from academia and practice on AI in business, AI capabilities, AI bias, and AI interventions, as well as techniques for developing and implementing their own AI use. You will gain insights into academic research and professional experiences provided by a diverse group of faculty members, industry leaders, and experts. Overall, you will participate in a variety of learning activities to enhance your knowledge and skills and put what you learn into action.

## **Intended Learning Outcomes:**

Students who have attended this seminar will have

- A comprehensive understanding of key concepts in the area of productivity enhancement through AI, particularly in the workplace.
- Knowledge of key issues with AI use, as well as promising approaches and methods to address these issues

And have acquired practical skills related to

- The increase in productivity and quality of one's own work with reduced effort
- Thinking critically, reflecting on and applying concepts and scientific findings to concrete challenges
- The engaging preparation of content for application.

## **Teaching and Learning Methods:**

In the course of the seminar, students will receive input on the topics covered in various thematic blocks, as well as working materials for self-study and review. Subsequently, the contents are deepened in the seminar in the context of exercises, role plays, reflections, presentations and discussions.

As part of the examination, the participants will work on a topic from one of the overarching areas (e.g., AI in business, AI skills, AI bias, AI interventions & AI applications) in depth and in detail and prepare this didactically so that all other course participants can also benefit from it. During the seminar they will have the opportunity to present and discuss this topic in different ways and to receive feedback on the developed content following the presentation as well as in a peer-review process. Based on this, the students will further elaborate, concretize and clearly prepare their topic in the course of the semester.

## **Media:**

Activity-based learning, interactive teaching, flipped classroom, group discussions, presentations, practical exercises, reflection, literature, script.

**Reading List:**

- Marco Lansiti (2020). Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World
- Dawes, R. M. (1979). The robust beauty of improper linear models in decision making. American Psychologist, 34(7), 571.
- Fleck, L., Rounding, N., & Özgül, P. (2022). Artificial Intelligence in Hiring: Friend or Foe?. ROA.
- Cousins G et al. Prescription drugs with potential for misuse: protocol for a multi-indicator analysis of supply, detection and the associated health burden in Ireland between 2010 and 2020. BMJ Open. 2023 Mar 2;13(3):e069665. doi: 10.1136/bmjopen-2022-069665. PMID: 36863742; PMCID: PMC9990618.
- Chugunova, Marina; Sele, Daniela (2022). We and It: An Interdisciplinary Review of the Experimental Evidence on How Humans Interact with Machines, Journal of Behavioral and Experimental Economics 99. DOI
- AI Tools for Research Workflow in Academia (maintained under <https://buff.ly/3zXkFMs> by Prof. Niels Van Quaquebeke)

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001407, englisch): The Era of Artificial Intelligence: AI for Strategic Business Innovation (Limited places) (Seminar, 4 SWS)  
Kappelhoff S, Beckenbauer L, Welpe I

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001409: Advanced Seminar Marketing, Strategy, Leadership & Management:: Digital Transformation in Companies - Five Modules for Successful Change | Advanced Seminar Marketing, Strategy, Leadership & Management: Digital Transformation in Companies - Five Modules for Successful Change**

Version of module description: Gültig ab summerterm 2023

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Using a variety of case studies from companies, students work on the key success factors for successful business transformation with a focus on the digitization of business models, data and innovation management, organizational structures and corporate culture. Companies from different industries are considered and analyzed with the help of five modules. Students demonstrate their learning success by means of a seminar paper and a presentation. On the basis of the seminar paper, students demonstrate that they are able to write a scientific paper including literature research, topic structuring, critical examination of different approaches, argumentation skills and, if necessary, data preparation and analysis. In addition, they are able to apply their knowledge gained from the case studies to concrete issues of business transactions. In the presentation, students demonstrate that they have understood the knowledge gained, can present it concisely and defend it in a discussion.

Weighting of examination performance:

- 60% Written paper (seminar paper)
- 40% Presentation

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

none

### **Content:**

Within the scope of the module, students work on key issues of the digital transformation of companies and deepen their scientific skills. The following aspects are addressed in detail:

- Evaluation of successful transformation company
- Tools and KPIs
- Competitive analyses of which companies have mastered successful transformation processes, why and how
- Product and customer strategies
- Technology, digitization and data management
- Innovation case examples.

### **Intended Learning Outcomes:**

After participating in the course, students will be able to a) evaluate success factors in transformation management as well as derive transformation KPIs b) evaluate successful digital transformations of companies c) write and present an independent scientific paper.

### **Teaching and Learning Methods:**

- Lecture to convey the theoretical basics by a renowned practical expert, Sabine Eckhardt, member of several Supervisory Boards and Senior Advisor as well as former Board Member JLL and ProSiebenSat.1 Media SE, and other guests from the executive management
- Discussion to deepen the contents
- Group work to apply the content
- Presentation: communication of results

### **Media:**

Power-Point, flipchart, videos

### **Reading List:**

Schallmo, D., Reinhart, J., & Kuntz, E. (2018). Digitale Transformation von Geschäftsmodellen erfolgreich gestalten. Trends, Auswirkungen und Roadmap. Schwerpunkt Business Model Innovation. Gabler, Wiesbaden.

Keller, S., & Price, C. (2011). Beyond performance: How great organizations build ultimate competitive advantage. John Wiley & Sons.

### **Responsible for Module:**

Ernstberger, Jürgen; Prof. Dr. rer. pol. habil.

### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001409, englisch):  
Digital Transformation in Companies - Five Modules for Successful Change (Limited places)  
(Seminar, 4 SWS)

Dreiser T, Eckhardt S

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001424: Advanced Seminar Marketing, Strategy, Leadership & Management: Strategy, Digitalization, and Global Context | Advanced Seminar Marketing, Strategy, Leadership & Management: Strategy, Digitalization, and Global Context**

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Each student will be allocated to a group of 2-3 people. Each group will choose a project topic from a list provided in the course.

The examination consists of three parts:

- 1) A project plan about how the students intend to work together and how they structure the topic (worth 20% of the grade)
- 2) A 20 pages group seminar paper (worth 40% of the grade)
- 3) A 20 minute group presentation using MS PowerPoint (worth 40% grade)

This procedure assists students to strengthen their academic writing, presentation, and project management skills.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

Successful attendance of module "Fundamentals of Strategy" highly recommended but not mandatory

### **Content:**

The seminar is planned to take place on site. First, there will be a mandatory two-day kick-off providing an introduction to strategic management as well as its contemporary challenges and support in connection with digitalization. An overview of the most important questions and theories of international business theory will be given as well as their occurrence in the real world elaborated

based on case studies across several industries. Then, the students will be allocated to groups and start to work on their selected project topic.

**Intended Learning Outcomes:**

Participants will develop a basic understanding of the most important international business theories and the contemporary challenges of managing across borders in a digital world including digitalization's "dark sides". Additional to the academic basis they will get an overview of its real-world application via case studies in different industries and countries. Students will improve their project management and teamwork skills, as they are required to elaborate a complex project topic on their own. They will create basic skills of academic writing and literature research. Furthermore, they strengthen their communication skills while presenting their results in front of the class.

**Teaching and Learning Methods:**

During the kick-off lecture, the students will get a basic introduction to understand strategic management, digitalization as well as the most important questions and theories in international business theory. Afterwards, during the project group work, the team searches for adequate literature as well as develops appropriate concepts and case studies. The entire project is built on active interaction and discussion for improving personal, professional, and academic skills.

**Media:**

Presentation, discussion, academic literature, group work

**Reading List:**

tba

**Responsible for Module:**

Hutzschenreuter, Thomas; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001425: Advanced Seminar Marketing, Strategy, Leadership & Management: International strategy in light of geopolitical risks | Advanced Seminar Marketing, Strategy, Leadership & Management: International strategy in light of geopolitical risks**

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Each student will be allocated to a group of 2-3 people. Each group will choose a project topic which will be provided in the course.

The examination consists of three parts:

- 1) A project plan about how the students intend to work together and how they elaborate the topic (worth 20% of the grade)
- 2) A 20 pages group seminar paper (worth 40% of the grade)
- 3) A 20 minute group presentation using MS PowerPoint (worth 40% grade)

This procedure assists students to strengthen their academic writing, presentation, and project management skills.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Successful attendance of module "Fundamentals of Strategy" highly recommended but not mandatory

#### **Content:**

The seminar is planned to take place on-site. First, there will be a mandatory two-day kick-off dealing with geopolitics, its assessment and preparation, and general business strategies. Then, the students will be allocated to groups and start to work on their selected project topic. These topics generally deal with methods and techniques to assess geopolitical risk as well as

strategic approaches to prepare the firm for geopolitical events in different business contexts and environments as well as differently internationalized firms.

**Intended Learning Outcomes:**

Participants will develop a basic understanding of the influence of the external (geo-)political environment on firm-level strategic decision-making. They learn how companies can assess and prepare for geopolitical risk and how this relates to well-established theories in management. Students will also improve their project management and teamwork skills, as they are required to elaborate on a complex project topic on their own. They will create basic skills in academic writing and literature search, too. Furthermore, they strengthen their communication skills while presenting their results in front of the class.

**Teaching and Learning Methods:**

During the kick-off lecture, the students will get a basic introduction to understand the term geopolitics and strategic management. Afterwards, during the project group work, the team searches for adequate literature as well as develops appropriate concepts and case studies. The entire project is built on active interaction and discussion for improving personal, professional, and academic skills.

**Media:**

Presentation, discussion, academic literature, group work

**Reading List:**

tba

**Responsible for Module:**

Hutzschenreuter, Thomas; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001426: Advanced Seminar Marketing, Strategy, Leadership & Management: Strategic Decision Making & Business Simulation | Advanced Seminar Marketing, Strategy, Leadership & Management: Strategic Decision Making & Business Simulation**

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

The students will get allocated into different groups. The final examination of each group depends on the following two elements:

- a) Project presentation: a group project elaboration with final MS PowerPoint presentation (50% of the grade). A list of potential topics will be provided by the lecturers.
- b) Business simulation game: the groups' strategies and decision-making behaviors during the business simulation game as well as the final results after the game (50% of the grade).

Important: Students who already attended the course Strategic Decision Making & Business Simulation (MGT001426) in the summer semester 2024 cannot register for this Advanced Seminar.

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

Successful attendance of module "Fundamentals of Strategy" highly recommended but not mandatory

#### **Content:**

This course consists of three different elements:

- 1) In-class lecture that teaches the most important concepts and aspects of strategic decision making in an interactive setting

- 2) Exercises that apply the learned concepts for real-world strategy cases. Students will work on various important topics that managers regularly face
- 3) Business simulation game in which students take over the management of a virtual company and compete with their fellow students in a fictitious market. Accordingly, students have to deal with the complex facets of managing a company and make strategic decisions with respect to a realistic and dynamic market. For this, each decision has consequences for the entire game.

**Intended Learning Outcomes:**

The participants will learn important concepts and approaches for an effective decision-making in strategic management and apply their learnings in a virtual business simulation game. The students will work on real-world strategy issues and learn about i) how to identify problems, ii) how to structure them, iii) how to analyze and solve them, as well as iv) how to appropriately communicate and present developed solutions. Moreover, since the students are required to elaborate a complex project topic and to compete in a realistic business simulation game with other groups, they will further improve their personal, teamwork, and strategy skills.

**Teaching and Learning Methods:**

The students will learn highly demanded problem-solving skills that today's managers, strategists, and consultants need. Furthermore, while participants will work on very important management topics, they will develop a general understanding of strategic management. On top, the students have to develop teamwork skills as they have to elaborate a specific project topic in groups and compete with other student groups in a business simulation game. In this, the students will learn how their decision-making has direct (positive or negative) consequences for their firm on a virtual market. The entire course is built on active interactions and discussions for improving personal and professional skills.

**Media:**

Presentation, business simulation game, discussion, academic literature, group work

**Reading List:**

tba

**Responsible for Module:**

Hutzschenreuter, Thomas; Prof. Dr. rer. oec.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001426, englisch):

Strategic Decision Making & Business Simulation (Limited places) (Seminar, 4 SWS)

Hutzschenreuter T [L], Hutzschenreuter T, Lämmermann T, Müller J, Perkhofer F, Waffenschmidt L

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001454: Advanced Seminar Marketing, Strategy, Leadership & Management: Conducting empirical Consumer Research | Advanced Seminar Marketing, Strategy, Leadership & Management: Conducting empirical Consumer Research**

Version of module description: Gültig ab winterterm 2024/25

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

#### **Description of Examination Method:**

Students are expected to demonstrate their learnings of the course in a written report. This report should apply all relevant skills and methods outlined during the course and should show that students have understood the concepts of the course. In addition, students are expected to present their work in a final presentation. There will also be an interim assessment of a research proposal paper. The final grade consists of:

- 50% final thesis report
- 25% final presentation
- 25% research proposal

#### **Repeat Examination:**

Next semester

#### **(Recommended) Prerequisites:**

The courses "Consumer Behavior Research Methods" and "Consumer Analytics and Big Data" are recommended prerequisites

#### **Content:**

This seminar aims to prepare you for writing your master's thesis. In this course, we will go through the whole process of mastering your thesis - from finding your research question to submitting your thesis. We will first review the basics of writing a master's thesis in a lecture format. After this theoretical part, students will gain hands-on experience with the thesis process. There will be groups that work on a research project together and independently. The groups can decide on different research methodologies and will receive guidance while trying out new concepts (i.e., field studies). There will be feedback sessions where we will assess the development of the project

in-class. In sum, students will acquire new skills in creative thinking, research methodology, data analysis and academic writing that help them master their own upcoming thesis project.

**Intended Learning Outcomes:**

At the end of this course, students will be able to:

- Develop own research question
- Come up an appropriate research design for testing hypotheses related to the research question
- Construe a conceptual model and find moderators/mediators and/or boundary conditions
- Properly structure your paper (introduction, methodology, results, etc.)
- Present research

**Teaching and Learning Methods:**

This course will take place as a weekly seminar in which lectures on the concepts are held and students will work on their assignments in groups of three students. A final session will be held where students present their work.

**Media:**

Moodle

**Reading List:**

specific research papers presented during the seminar

**Responsible for Module:**

Ungemach, Christoph; Prof. Dr. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (MGT001454, englisch):  
Conducting empirical Consumer Research (Seminar, 4 SWS)

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For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **MGT001478: Advanced Seminar Marketing, Strategy, Leadership & Management: Augmented and Virtual Reality | Advanced Seminar Marketing, Strategy, Leadership & Management: Augmented and Virtual Reality**

Version of module description: Gültig ab summerterm 2025

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> irregularly
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 160	<b>Contact Hours:</b> 20

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

The achievement of the intended learning outcomes is assessed through the completion of a scientific paper (seminar paper) and a final presentation at the end of the semester. The final grade is composed of 60% for the seminar paper and 40% for the presentation. Students work on both the seminar paper and the presentation as a group project (approximately five students per group). As a result, each group receives a shared overall grade. Both the seminar paper and the presentation must adhere to established scientific standards. The seminar paper should be 20 to 30 pages long (double-spaced, APA 7). The presentation should consist of 10 to 15 slides and have a duration of approximately 20 minutes. The structure follows the format of a classical research paper, including the following sections: Introduction, Literature Review, Theory Development, Methodology & Empirical Analysis, Discussion of Results (including implications for theory development and industry), Limitations and Outlook for Future Research. This assessment format ensures an objective comparability of student performance. Students must demonstrate their ability to fully address a research question relevant to the module—from analysis to conceptualization and implementation. Until further notice, all resources are permitted.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

Understanding of Inferential Statistics (R, or Stata, or Python, or SPSS), Strong interest in Technology Marketing.

### **Content:**

Domain Knowledge

- Engagement with Augmented and Virtual Reality (technological foundations, specific characteristics)
- Scientific research questions related to AR/VR

#### Methodological Competence

- Theory development and differentiation from existing literature
- Formulation and refinement of hypotheses
- Experimental testing of hypotheses
- Data analysis using inferential statistical methods and process modeling (Hayes, 2022)

#### Scientific Practice

- Writing a scientific seminar paper (group work)
- Presentation of research findings (group work)

#### **Intended Learning Outcomes:**

Students are able to methodically and systematically approach a scientific research question in technology marketing, particularly in the field of Augmented and Virtual Reality, while working in small groups. They understand the fundamentals of theory development and are proficient in formulating hypotheses as well as applying the principles of experimental research. Additionally, they can independently design an experiment, conduct data collection, and analyze and interpret the collected data. Students are capable of documenting their research findings in a scientific seminar paper and presenting them professionally in a research presentation. The seminar is specifically designed to prepare students for advanced academic work, particularly master's theses.

#### **Teaching and Learning Methods:**

- Lecture
- Group discussions
- Preparation, execution and evaluation of experiments
- Preparation of a scientific paper
- Preparation of a research presentation

#### **Media:**

PowerPoint

#### **Reading List:**

- Rucker, D. D., & Petty, R. E. (2025). On the evolution of psychological theory: Advancing from empirical effects to single#process explanations to multi#process models. *Consumer Psychology Review*.
- Lee, K. M. (2004). Presence, explicated. *Communication theory*, 14(1), 27-50.
- Azuma, R. T. (1997). A survey of augmented reality. *Presence: teleoperators & virtual environments*, 6(4), 355-385.
- Milgram, P., & Kishino, F. (1994). A taxonomy of mixed reality visual displays. *IEICE TRANSACTIONS on Information and Systems*, 77(12), 1321-1329.

- Hayes, A. F., Montoya, A. K., & Rockwood, N. J. (2017). The analysis of mechanisms and their contingencies: PROCESS versus structural equation modeling. *Australasian Marketing Journal*, 25(1), 76-81.
- Hadi, R., & Park, E. S. (2024). Bridging the Digital and Physical: The Psychology of Augmented Reality. *Current Opinion in Psychology*, 101842.
- Elder, R. S., & Krishna, A. (2022). A review of sensory imagery for consumer psychology. *Journal of Consumer Psychology*, 32(2), 293-315.
- Krishna, A., Luangrath, A. W., & Peck, J. (2024). A review of touch research in consumer psychology. *Journal of consumer psychology*, 34(2), 359-381.

**Responsible for Module:**

Finken, David

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management: Augmented and Virtual Reality (MGT001478, englisch) (Limited places) (Seminar, 4 SWS)

Finken D, Xu X

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

### **MGT001489: Advanded Seminar Marketing, Strategy, Leadership & Management: Technology Marketing | Advanded Seminar Marketing, Strategy, Leadership & Management: Technology Marketing**

## Module Description

# WIB08001: Advanced Seminar Marketing, Strategy, Leadership & Management: Advances in Consumer Research | Advanced Seminar Marketing, Strategy, Leadership & Management: Advances in Consumer Research

Version of module description: Gültig ab winterterm 2019/20

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

Grading is based on an oral exam in form of an individual presentation on a study design. The presentation includes the following parts: theoretical background, hypotheses with regard to recent trends in consumer behavior, methodology for testing the hypotheses, results, discussion and conclusions. The presentation demonstrates that students are able to develop research questions and a corresponding methodology to analyze topics in current consumer research. Students are also able to critically analyze scientific papers and demonstrate their knowledge during class discussions.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Knowledge in consumer behavior theories and empirical research methods.

### Content:

This seminar is designed to familiarize students with the current research areas in consumer behavior, including theories and experimental methods. The aim of the seminar is to prepare students to become active researchers in the field of consumer behavior. The focus of the seminar will be on the critical assessment of theories, research designs, and analytical approaches employed to answer specific research questions. Additionally, this course allows students to develop their own ideas regarding a more specific topic that might be of future research interest.

**Intended Learning Outcomes:**

At the end of the course students are able to critically analyze recent advances in consumer behavior. They know state of the art research approaches and are able to analyze the implications of current trends in consumer behavior for marketing and public policies. Students are able to apply their knowledge by developing and testing research hypotheses, drawing conclusions from the test results and providing marketing and/or policy implications.

**Teaching and Learning Methods:**

The module is a seminar, with the learning objectives reached through a combination of lecture, class discussion, developing a research project, and presenting a research project. Students are expected to read and discuss scientific papers on the topic. Students are also expected to develop a research methodology for testing hypotheses on recent advances in consumer behavior. The lecturer moderates in-class discussions and provides guidance and advice to students regarding their presentations.

**Media:**

Slides, books, scientific papers

**Reading List:**

There is no textbook assigned for this course. The course is mainly based on scientific articles from journals such as: Journal of Consumer Research, Journal of Marketing Research, Journal of Marketing, Journal of Consumer Psychology

**Responsible for Module:**

Roosen, Jutta; Prof. Dr. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (WIB08001, englisch):

Advances in Consumer Research (Limited Places) (Seminar, 4 SWS)

Emur Bilge E, Wei R

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **WIB21002: Advanced Seminar Marketing, Strategy, Leadership & Management: Advanced Research Methods in Leadership and Organisational Behavior | Advanced Seminar Marketing, Strategy, Leadership & Management: Advanced Research Methods in Leadership and Organisational Behavior**

Version of module description: Gültig ab summerterm 2020

<b>Module Level:</b> Master	<b>Language:</b> German/English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Grades are based on an oral group presentation in combination with an individual written assignment. To pass the mandatory assignment, participation in one of the tutorials offered in the framework of this module is mandatory. In the group presentation, students demonstrate that they are able to present their own research project and the results found in an academic way. For the written assignment, students describe individually each stage of their research project and present as well as discuss their results. As part of the written assignment, students should clearly demonstrate that they understood each research stage and describe as well as argue for the decisions made in their research project.

The overall grade is a composite of both the presentation (30%) and the written assignment (70%).

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

The module is a prerequisite for writing a master thesis at the Chair of Research and Science Management .

### **Content:**

The module is a prerequisite for writing a master thesis at the Chair of Research and Science Management . The module provides a good understanding of the research process in Organizational Behavior by covering the following topics:

- Understand the whole research process

- Identify and process psychological topics in issues of Organizational Behavior
- Develop, plan and execute a research project
- Empirically and convincingly present and describe the executed research project

#### **Intended Learning Outcomes:**

After successful participation in the module, students are able to:

- (1) understand and explain each stage of the research process in Organizational Behavior.
- (2) identify relevant psychological theories in Organizational Behavior and build on them to develop a research project.
- (3) plan and run a research project in Organizational Behavior.
- (4) convincingly present the research process as well as the result of the research project.
- (5) empirically argue for the decisions made as part of the research process and correctly report the results of the research project.

#### **Teaching and Learning Methods:**

The module contains a combination of impulse lectures, feedback sessions, and team work. The impulse lectures will provide input to each stage of the research lifecycle and specifically explain how to develop a research question, formulate hypotheses, choose the appropriate methodology, collect and analyze data, and describe and present both orally and written empirical results. In the feedback-sessions, we will discuss each stage of the research project, plan the next one and develop suggestions for improvement.

#### **Media:**

Presentations, PowerPoint, research papers

#### **Reading List:**

Publication Manual of the American Psychological Association, 6th Edition

#### **Responsible for Module:**

Peus, Claudia; Prof. Dr. phil.

#### **Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (WIB21002, englisch):

Advanced Research Methods in Leadership and Organisational Behavior (limited places)  
(Seminar, 4 SWS)

Bekbergenova A, Briki A, Kaut M

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# **WIB21003: Advanced Seminar Marketing, Strategy, Leadership & Management:Neurophysiological Methods for Organizational Research and Economics | Advanced Seminar Marketing, Strategy, Leadership & Management: Neurophysiological Methods for Organizational Research and Economics**

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter/summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### **Description of Examination Method:**

Grades are based on an oral group presentation in combination with an individual written assignment. In the group presentation, students demonstrate that they are able to present their own research project and the results found in an academic way. For the written assignment, students describe individually each stage of their research project and present as well as discuss their results. As part of the written assignment, students should clearly demonstrate that they understand each research stage and describe as well as argue for the decisions made in their research project.

The overall grade is a composite of both the presentation (30%) and the written assignment (70%).

To pass the mandatory assignment, participation in one of the exercises offered in the framework of this module is mandatory.

### **Repeat Examination:**

Next semester

### **(Recommended) Prerequisites:**

### **Content:**

The module provides a good understanding of eye tracking as a method as well as the complete research cycle for eye tracking experiments by covering the following topics:

- Introduction to eye tracking and eye tracking measures
- Participation in an eye tracking experiment in our laboratory
- Introduction to experimental designs and preparation of own eye tracking experiment
- Implementation and analysis of own eye tracking experiments
- Final presentations of own eye tracking experiment and its results

The module is a prerequisite for writing a master thesis at the Chair of Research and Management Science

**Intended Learning Outcomes:**

After successful participation, students are able to:

1. ... to understand what eye tracking is and how it works.
2. ... to evaluate if, when, and how it is meaningful to include eye tracking into the methodology of organisational research.
3. ... to debate the pros and cons of eye tracking in behavioural science.
4. ... to design, develop, and prepare their own eye tracking studies/experiments.
5. ... to conduct their own eye tracking studies/experiments.
6. ... to carry out their own data preparation and data analysis of eye tracking experiments.

**Teaching and Learning Methods:**

The module contains a combination of impulse lectures and feedback sessions. The impulse lectures will provide input to eye tracking in general and specifically explain how to develop a research question, formulate hypotheses, design the eye tracking experiment, collect, preprocess and analyse data, and describe and present both orally and written empirical results. In the feedback-sessions, we will discuss each stage of the research project, plan the next one and develop suggestions for improvement.

**Media:**

presentations, PowerPoint, research articles

**Reading List:**

- '- Meißner, M., & Oll, J. (2019). The Promise of Eye-Tracking Methodology in Organizational Research: A Taxonomy, Review, and Future Avenues. *Organizational Research Methods*, 22(2), 590–617.
- several chapters from: Holmqvist, K., Nyström, M., Andersson, R., Dewhurst, R., Jarodzka, H., & Van de Weijer, J. (2011). *Eye tracking: A comprehensive guide to methods and measures*. OUP Oxford.

**Responsible for Module:**

Peus, Claudia; Prof. Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WI001179: Advanced Seminar Marketing, Strategy, Leadership & Management: Sustainable Consumption | Advanced Seminar Marketing, Strategy, Leadership & Management: Sustainable Consumption

Version of module description: Gültig ab summerterm 2022

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

Grading is based on a written seminar paper (~15 pages, 50 % of the grade), whereas the results and conclusions of the seminar paper need to be presented (20 min, 50 % of the grade) in front of the class. The seminar paper as well as the presentation in front of the class demonstrate that students are able to reproduce and summarize their acquired knowledge about the respective research topic. Furthermore, the seminar paper and the related presentation show that the students are able to critically analyze the key aspects regarding their research question. By presenting their findings in front of the class, students prove that they are able to present the key aspects in a concise manner and that they are able to answer further questions on their presented findings.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Knowledge in microeconomics/consumer economics and/or consumer behavior theories.

Knowledge in empirical research methods.

### Content:

Key topics of the seminar may include:

- Current issues in sustainable consumption
- Current issues in consumers and digitalization
- Current issues in consumer research

**Intended Learning Outcomes:**

After successful participation in the module students will have in-depth knowledge on the tackled focus of the module. Students will be able to (1) write a scientific research paper, (2) procure relevant literature and (3) structure a topic. Additionally, students will be able to (4) present their research findings in front of seminar participants, (5) answer their questions and (6) moderate a following discussion.

**Teaching and Learning Methods:**

The module is a seminar, in which the students will be assigned state-of-the-art research papers from the recent literature. They are expected to prepare high-quality presentations and write-ups, reflecting their analyses, understanding and insights from reading the papers and related literature. The lecturer will provide guidance and advice all along, from the choice of the initial topic, to tips on reading original literature, on scientific writing, and on giving successful presentations.

**Media:**

Slides, books, scientific papers

**Reading List:**

Ethridge, D. (2004). Research Methodology in Applied Economics, 2nd Edition. Ames: Blackwell Publishing.

Reisch, L. (2015). Handbook of research on sustainable consumption. Cheltenham: Elgar.

Relevant literature will be selected and communicated specifically.

**Responsible for Module:**

Roosen, Jutta; Prof. Dr. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

Advanced Seminar Marketing, Strategy, Leadership & Management (WI001179, englisch):

Sustainable Consumption (limited places) (Seminar, 4 SWS)

Roosen J [L], Emur Bilge E, Roosen J

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](#).

## Module Description

### WI001278: Advanced Seminar Marketing, Strategy, Leadership & Management: Success and failure of co-founding teams | Advanced Seminar Marketing, Strategy, Leadership & Management: Success and failure of co-founding teams

*Insights from science and practice*

Version of module description: Gültig ab winterterm 2023/24

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> winter semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 360	<b>Self-study Hours:</b> 270	<b>Contact Hours:</b> 90

Number of credits may vary according to degree program. Please see Transcript of Records.

#### Description of Examination Method:

The exams consist of a) summarizing and presenting current knowledge on topics of team processes and dynamics b) writing a seminar paper on a given topic in the field of co-founding team success and failure and c) written presentation of scientific knowledge for practitioners.

The results of the work should show that the students

- have acquired current and relevant academic and practical literature on the topic of team processes in founding teams and are able to present them clearly and precisely
- have dealt intensively with the topic of group dynamics and entrepreneurship
- are able to process scientific content
- have presentation and communication skills that enable them to present their findings on challenging topics, in a clear and structured manner, and to demonstrate the applicability of their findings to practice.

The final grade is an average of an individual coursework (40% summary and presentation of scientific studies, 30% seminar paper on a scientific question), and a team assignment (30%, elaboration of the topic for practice).

#### Repeat Examination:

Next semester

#### (Recommended) Prerequisites:

Fluent in English

Interest in the topics of team success, team dynamics, and entrepreneurship from both an academic and practical perspective

**Content:**

The seminar "Success and failure of co-founding teams" is an interactive learning experience that introduces students to the relevance of a successful team for the success of startups. The different facets of teamwork will be explored from a scientific and practical perspective. In the seminar, measures will be developed to make startup teams successful.

In the course of the seminar, the students will deal with one interpersonal factor each, which can influence the success of teams. The students will independently work out the current state of the art on their topic and present it to their fellow students. Together, under the guidance of the lecturers, measures are derived that increase the success of founding teams. In addition, the students learn the basics of scientific work. Students are supported through lectures by professors and invited experts, as well as through interactions with teaching assistants, in both methodological and entrepreneurial topics.

**Intended Learning Outcomes:**

**Theory:**

Students will learn the most important theories and current trends about team processes in the context of startup founders. Topics that will be covered are for example the ideal team size, influences of on creativity, diversity, personality, communication patterns, emotions or negotiation skills.

In addition, students learn the key thoughts and content of renowned entrepreneurs, VCs and movers in the entrepreneurial ecosystem.

They will learn the fundamental concepts and application areas of communication and interaction research in the context of startups, and learn to understand and present current research in these areas.

**Practice:**

Students will gain deep insights into the key interpersonal influences of startup success. They will be enabled to summarize the most important factors influencing interaction on team success in startups and present them for practice. In addition, interactive exercises will complement the theoretical knowledge in the form of practical experience.

**Methodology:**

Students will learn from both academics and practitioners about the theory and practice of startup success based on team processes. We work with academic journals, guest lecturers as well as excerpts from recent videos, podcasts, conference submissions from movers and shakers in the startup scene.

**Teaching and Learning Methods:**

Der Kurs besteht aus Vorträgen und von den Studierenden durchgeführten Präsentationen. Die Vorträge werden von Universitäts- und Gastdozierenden gehalten, die führende Expert:innen in den Bereichen Entrepreneurship und Interaktion sind.

**Media:**

Power-Point, Videos, Miro-Board, Moodle, guest speaker, team work.

**Reading List:**

- Breugst, N., & Preller, R. (2020). Where the magic happens: Opening the black box of entrepreneurial team functioning. In *The Psychology of Entrepreneurship* (pp. 80-96). Routledge.
- de Mol, E. (2019). What makes a successful startup team. *Harvard Business Review*, 21.
- Knight, A. P., Greer, L. L., & De Jong, B. (2020). Start-up teams: A multidimensional conceptualization, integrative review of past research, and future research agenda. *Academy of Management Annals*, 14(1), 231-266.
- Patzelt, H., Preller, R., & Breugst, N. (2021). Understanding the life cycles of entrepreneurial teams and their ventures: An agenda for future research. *Entrepreneurship Theory and Practice*, 45(5), 1119-1153.
- Ivanova, S., Treffers, T., Langerak, F., & Groth, M. (2022). Holding Back or Letting Go? The Effect of Emotion Suppression on Relationship Viability in New Venture Teams. *Entrepreneurship Theory and Practice*, 10422587221093295.

**Responsible for Module:**

Welpe, Isabell M.; Prof. Dr. rer. pol.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).

## Module Description

# WI001290: Advanced Seminar Marketing, Strategy, Leadership & Management: Risk Perception and Communication | Advanced Seminar Marketing, Strategy, Leadership & Management: Risk Perception and Communication

Version of module description: Gültig ab winterterm 2020/21

<b>Module Level:</b> Master	<b>Language:</b> English	<b>Duration:</b> one semester	<b>Frequency:</b> summer semester
<b>Credits:*</b> 6	<b>Total Hours:</b> 180	<b>Self-study Hours:</b> 120	<b>Contact Hours:</b> 60

Number of credits may vary according to degree program. Please see Transcript of Records.

### Description of Examination Method:

Grading is based, in equal shares, on a written seminar paper (~15 pages) (50%) and a presentation (50%) in front of the class (~20 min.). Through the seminar paper as well as the presentation the students demonstrate that they are able to develop research questions and a corresponding methodology to analyze topics and issue management in risk perception and communication. They show that they can identify and use appropriate data sources. By presenting their findings in front of the class, students prove that they are able to summarize their key findings in a concise manner and to respond to further questions on their topics.

### Repeat Examination:

Next semester

### (Recommended) Prerequisites:

Consumer Behavior, empirical research methods such as Quantitative and Qualitative Methods in Consumer Research

### Content:

This seminar is designed to familiarize students with current research in risk perception and risk communication, in particular with regard to health, environmental and natural risks.

- Review of relevant concepts from the fields of psychology, economics, and sociology
- Individual judgements about risks
- Social mechanisms underlying public discourse and stigma regarding potentially risky technologies
- Overview of media effect research and the role of media
- Communication of risks and crisis

- Public and consumer perception of risks
- Methodological approaches in research on issue management and crisis communication
- Individual judgements about risks
- Social mechanisms underlying public discourse and stigma regarding potentially risky technologies
- Overview of media effect research and the role of media
- Communication of risks and crisis
- Public and consumer perception of risks
- Methodological approaches in research on issue management and crisis communication, with a focus on analysis of Twitter and other online data

#### **Intended Learning Outcomes:**

At the end of the lecture students will be able to describe how individuals make judgements about risks and relate this knowledge to relevant concepts from psychology, economics and marketing. In addition, students will be able to explain social mechanisms underlying public discourse and stigma regarding potentially risky technologies. Approaches in media effect research build the basis for students to evaluate the role of media in the social amplification of risk. Furthermore, students will be able to critically analyze how information on risks and crisis is perceived by consumers. In this context, students will be able to develop a research design to study issue management and crisis communication. Hence, students will be able to understand and practically apply theories in the field of risk perception and communication.

#### **Teaching and Learning Methods:**

During the lectures the contents are delivered via presentations, practical exercises and case studies. Group discussion will play an important role in this course which will be based on research articles and/or book chapters that should be read before the respective class.

#### **Media:**

Slides, book chapters, scientific papers

#### **Reading List:**

There is no textbook assigned for this course. A detailed reading list will be provided at the beginning of the course.

Kasperson, R. E. (2005). The social contours of risk / 1: Publics, risk communication and the social amplification of risk 1. publ. - London [a.o.]: Earthscan.

Kuran T., Sunstein C.R. (1999). Availability cascades and risk regulation. Stanford Law Review: 683-768.

Nabi, R.L. and Oliver M.B. (eds.) (2009). The SAGE handbook of media processes and effects. SAGE, Los Angeles (CA): Sage.

Tversky, A., Kahneman, D. (1973). Availability: A heuristic for judging frequency and probability. Cognitive Psychology, 5(2): 207–232.

Zinn, J. (2008): Social theories of risk and uncertainty. Blackwell Publishing. USA.

**Responsible for Module:**

Roosen, Jutta; Prof. Dr. Ph.D.

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click [campus.tum.de](#) or [here](#).