



Title of Module	Social Innovation Project 1 - Methods of Collective Creativity (Methoden kollektiver Kreativität)
Course Code	
Level	Master
Semester	1
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	None
Professor / Lecturer	Prof. Dr. Britta Gossel; Dr. Daniel Kruse
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>The module aims to foster the development of individual and collective creativity as well as skills in visualizing abstract and hitherto only imagined things, thus contributing to the overall goal of all six SIPs, innovating, designing, planning, presenting, implementing, and evaluating a social innovation. Furthermore, it serves the acquisition of team-oriented learning and personal competences, which are fundamental for a successful completion of the degree programme.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1 Apply and theoretically explain dialogue as a method of team learning (Level 3).● LO 2: Understanding, accessing, and using one's own creative resources and knowledge of the prerequisites of one's own creativity (Level 3)● LO 3: Presentation, critical discussion, and application of creativity techniques as appropriate to the situation and need. (Level 5)● LO 4: Planning, implementing, documenting, and reflecting on goal-oriented learning (Level 6).● LO 5: Independently create documents to present to the sparring team (Level 6)● LO 6: Plan and deliver team events (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Team development</p> <p>The students</p>



- form project teams in which they go through all phases of the Social Innovation Project in the course of the first three semesters, plan, organize, implement and complete these phases and use digital tools in the process;
- get to know and trust each other personally at the various team meetings
- get to know and appreciate the expertise of the individual team members;
- engage in reading, writing and conversation with William Isaacs' approach to dialogue ("dialogue as the art of thinking together");
- learn about team dynamics and team learning (dialogue) as well as successful conflict management, both practically and theoretically;
- work together with a sparring team from one of the two partner countries, with whom important contents of various modules are shared via digital lecture;
- take part in a self-planned excursion together;
- are accompanied by a coach in the process of team development

to be able to work as a team on the challenges and tasks of the Social Innovation Project through the development in the group.

Creativity techniques

The students

- get to know different creativity and problem-solving techniques (Design Thinking, Walt Disney, etc.) as well as methods for visually modelling ideas, objects, data, processes, contexts, etc. in workshops;
- practise and use these methods and techniques in generating ideas, creating prototypes and in team meetings;
- plan, organize, lead and document in small teams and with the involvement of potential clients and / or other external stakeholders either a one-day creativity workshop or a longer-running, multi-stage creativity process to generate ideas for their own social innovation project;
- present their idea at an online workshop with foreign partner universities;
- observe themselves to record moments of special creativity and lack of ideas and record them together with their context in the learning diary and develop their personal creativity guide as a synthesis;
- reflect on their activities and learning experiences individually and collectively

to develop their own idea for the foundation of a social business.



Teaching / Learning Strategies	The following methods are used to support students in their learning: <ul style="list-style-type: none">• Debates, case Studies, reading, individual work, methods workshop(s)• Practical and theoretical work in teams• Flipped classroom• Coaching by team coach• Impulse lectures
Total student learning time	<u>180 hours total student learning time</u> <ul style="list-style-type: none">• 45 hours of attendance• 135 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	The forms of examination can be divided into 2 areas: Beleg (written paper) as learning portfolio (75%) <ul style="list-style-type: none">• Documentation of one's own application of five creativity techniques, the respective application context, application process and result;• Documentation of the problem-solving and creativity workshop or process carried out and one's own role in it;• Personal creativity guide;• Documentation of the digital presentation for your sparring team;• Written reflection on own learning process, quality of teamwork in relation to the module Referat (oral report) (25%) <ul style="list-style-type: none">• Presentation of ideas in the context of a joint event with the partner universities
Literature and other recommended sources	Beard, C. (2010). The Experiential Learning Toolkit. Blending Practice with Concepts. Belbin, R. M. (2012). Team roles at work. Birkenbihl, V.F. (2016). Trotzdem lernen: Lernen lernen. 7. Auflage. Blatt, M., Sauvonnet, E. (2017). Wo ist das Problem?: Mit Design Thinking Innovationen entwickeln und umsetzen. Bohm, D. (1998) Der Dialog. Das offene Gespräch am Ende der Diskussionen. Brem, A., Brem, S. (2013). Kreativität und Innovation im Unternehmen. Methoden und Workshops zur Sammlung und Generierung von Ideen. Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. Brown, T. (2009). „Designers: Think Big!“, TED Global. Online unter



	<p>https://www.ted.com/talks/tim_brown_urges_designers_to_think_big</p> <p>de Bono, E. (2016). Lateral Thinking: A Textbook of Creativity</p> <p>Clark, T., Hazen, B. (2010). Business Models für Teams: So sehen Sie, wie Ihr Unternehmen wirklich funktioniert und jedes Mitglied zum Erfolg beiträgt.</p> <p>Faltin G. (2008). Kopf schlägt Kapital</p> <p>Gaedt, M. (2016). Rock Your Idea. Mit Ideen die Welt verändern.</p> <p>Gerstbach, I. (2017). 77 Tools für Design Thinker: Insider-Tipps aus der Design-Thinking-Praxis</p> <p>Hausmann, M. (2014). UZMO - Denken mit dem Stift: Visuell präsentieren, dokumentieren und erkunden</p> <p>Isaacs, W. (2002). Dialog als Kunst gemeinsam zu denken. 2. Auflage.</p> <p>Kolb, D.A. (2015). Experiential Learning: Experience as the source of learning and development. 2. Auflage.</p> <p>Konrad, K. (2014). Lernen lernen – allein und mit anderen: Konzepte, Lösungen, Beispiele.</p> <p>Krause, D. E. (2013). Kreativität, Innovation und Entrepreneurship. Modellsammlung: www.provenmodels.com</p> <p>Osterwalder, A., Pigneur, Y. (2011). Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer</p> <p>Pijl, P.v.d. u.a. (2016). Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation.</p> <p>Rohde, M. (2013). The Sketchnote Handbook: The Illustrated Guide to Visual Notetaking.</p> <p>Rehn, A. (2013). “Dangerous ideas”, La Ciudad de las Ideas, https://vimeo.com/154406555</p> <p>Rustler, F. (2016). Denkwerkzeuge der Kreativität und Innovation. Das kleine Handbuch der Innovationsmethoden.</p> <p>Sibbet, D. (2010). Visual Meetings. How Graphics, Sticky Notes and Idea Mapping Can Transform Group Productivity.</p> <p>Sterman, J. (2000). Business Dynamics. Systems Thinking and Modeling for a Complex World.</p> <p>Tools: www.datawrapper.de www.lucidchart.com https://public.tableau.com/</p>
Further information	<p>SDGs linked to the module: 8,9,16</p> <p>Acquired competences and their share</p> <ul style="list-style-type: none">● Systems thinking competency (0%)● Anticipatory competency (10%)● Normative competency (10%)● Strategic competency (10%)● Interpersonal competency (40%)



	<ul style="list-style-type: none">● Critical thinking (10%)● Self-awareness competency (20%)● Integrated problem-solving competency (0%)
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Title of Module	Social Innovation Project 2 – Research Methods (Wissenschaftliches Arbeiten)
Course Code	
Level	Master
Semester	1
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	SIP 1
Professor / Lecturer	Prof. Dr. Britta Gossel; Dr. Daniel Kruse
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>The module is designed to give students the opportunity to develop their skills in working independently on a specific issue in a complex professional context and using scientific knowledge and methodology, enabling them to lay a solid theoretical foundation for creating their prototype of their own social business.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Understanding about research methods and scientific work in economics and social sciences (Level 2)● LO 2: Understanding of different social and environmental issues that require social or environmental innovation (Level 2)● LO 3: Writing a paper according to scientific standards (Level 6)● LO 4: Organization of expert presentations (Level 4)● LO 5: Development, planning and methodologically appropriate implementation of a simple research project (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Scientific work and literature analysis</p> <p>The students</p> <ul style="list-style-type: none">● receive an overview of research methods in economics and social sciences and guidance on scientific working.● invite experts from different disciplines to provide an overview of existing social and environmental challenges.● get to know literature, research and existing social innovations on socially relevant issues (Impact Gaps Canvas, Papi-Thornton) to find out



	<p>where market gaps exist, or existing solutions can be changed and / or expanded.</p> <ul style="list-style-type: none">● develop a research question based on this and on their idea generation process from SIP1 and their research interest.● identify the literature relevant to their social and / or ecological topic, which they structure, present, and use argumentatively with regard to the research question.● develop a research design appropriate for addressing the research question.● summarize their research project in a proposal.● receive feedback on their proposal from fellow students and team coaches and revise it.● present their in-depth findings on social and/or environmental challenges for discussion in a colloquium <p>to be able to theoretically explore their start-up idea and thus lay a solid foundation for the creation of their prototype of their own social business.</p>
Teaching / Learning Strategies	<p>The following methods are used to support students in their learning:</p> <ul style="list-style-type: none">● Debates, case studies, reading, individual work, workshops.● Theoretical work in a team● Coaching by team coach● Expert lectures● Impulse lectures
Total student learning time	<p><u>180 hours total student learning time</u></p> <ul style="list-style-type: none">● 45 hours of attendance● 135 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	<p>The forms of examination can be divided into 2 areas:</p> <p>Beleg (written paper): 75%</p> <ul style="list-style-type: none">● Proposal on the research project (10%)● Written summary of two studies concerning their topic (15%)● Critical, source-based research paper on the selected topic of their SIP (50%) <p>Referat (oral report): 25%</p> <ul style="list-style-type: none">● Short presentation of the research proposal (5%)● Presentation of the research paper (20%)
Literature and other recommended sources	<p>Baur, N., Blasius, J. (Hrsg.) (2014). Handbuch Methoden der empirischen Sozialforschung</p> <p>Diekmann, A. (2007). Empirische Sozialforschung: Grundlagen, Methoden, Anwendungen.</p> <p>Ebster, C., Stalzer, L. (2017). Wissenschaftliches Arbeiten für Wirtschafts-</p>



	<p>und Sozialwissenschaftler</p> <p>Fichter, Riemann (2014). Übersicht der Konzepte und Instrumente nachhaltiger Geschäftsmodellentwicklung</p> <p>Karmasin, M., Ribing, R. (2017). Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Facharbeit/VWA, Seminararbeiten, Bachelor-, Master-, Magister- und Diplomarbeiten sowie Dissertationen.</p> <p>May, Y. (2010). Kompaktwissen Wissenschaftliches Arbeiten: Eine Anleitung zu Techniken und Schriftform.</p> <p>Robson, C. (2015). Real World Research.</p> <p>SDGs: https://sustainabledevelopment.un.org</p> <p>Stickdorn, M. u.a. (2017). This is Service Design Doing: Using Research and Customer Journey Maps to Create Successful Services</p> <p>Yunus, M., Weber, K. (2010). Building Social Business: the new kind of capitalism that serves humanity's most pressing needs. New York: Public Affairs.</p>
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module, depending on the type of SIP students undertake.</p> <p>Competences acquired and their share</p> <ul style="list-style-type: none">● Systems thinking competency (30%)● Anticipatory competency (10%)● Normative competency (0%)● Strategic competency (10%)● Interpersonal competency (10%)● Critical thinking (20%)● Self-awareness competency (10%)● Integrated problem-solving competency (10%)



Title of Module	Transformation through Regional Innovation (Wandel durch Innovationen in der Region)
Course Code	
Level	Master
Semester	1
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	None
Professor / Lecturer	Prof. Dr. Alexander Conrad / Jan Lindenberg
Mandatory or elective mandatory module	Mandatory
Language	German or English
Goal of module	<p>The module comprises two parts. Part A Basics: Introduction to regional economics and regional development approaches; Part B In-depth: Regional innovation management. The parts build on each other. The objectives are formulated separately for both parts.</p> <p>Part A Basics:</p> <p>Students receive an introduction to regional economics as a sub-discipline of economics. Here, standard theories of regional development are presented and discussed against the background of the sustainability debate. A special focus will be the reference to so-called shrinking regions, i.e. regions that have been shrinking demographically and economically for several decades and for which a classical development path seems neither likely nor sensible. The aim here is to learn about alternative development strategies for regions and to establish a reference to a specific type of region. The aim is also to clarify what role social innovations and sustainable entrepreneurship / social enterprises play here and what effect regional innovation strategies / innovative, regional approaches have / how this effect can be determined.</p> <p>Part B In-depth:</p> <p>Building on Part A, Part B introduces concrete examples of alternative regional development and elaborates the importance of a corresponding regional innovation management that promotes social innovations, sustainable / social entrepreneurship. Concrete examples are examined for this purpose (also in the context of excursions) and analyzed with regard to their effect. In doing so, the students are temporarily integrated into practice with the help of suitable approaches (e.g. Design Thinking, RegioHack, ...), which should increase social competences, increase self-efficacy and above all also strengthen the relationship to the type of region being worked on.</p>



	<p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Understand the system region, and understand that regional / social problems are embedded in a context that resembles a complex system.● LO 2: Recognise / understand the importance of rural, structurally weak regions in the future, what contribution they can make to the great transformation.● LO 3: Be able to formulate approaches for a regional development strategy that draws on the potentials of social innovations and sustainable / social entrepreneurship.● LO 4: Have developed a basis for practice projects or for cooperation with practice partners.● LO 5: Be able to critically reflect on neoclassical regional economic growth scenarios and existing support structures for rural, structurally weak regions.● LO 6: Problem-solving orientation and increased problem-solving competence developed through involvement in concrete practical projects.
Content of module	<p>The module covers the following topics:</p> <ul style="list-style-type: none">● Spatial dimension of economic activity● Basics: regional economics, spatial economic theory, regional economic policy● Spatial growth and shrinkage theory● Approaches to explaining and dealing with spatial disparities● (Supra-)regional innovation and transformation strategies● Tools of (regional) innovation management● Importance of social innovations for regional transformation processes / examples with reference to concrete regional innovation strategies
Teaching / Learning Strategies	<p>To support students in their learning, the following methods are used:</p> <ul style="list-style-type: none">● Input through lectures combined with the processing of case studies / the preparation of regional simulations● Excursions to visit and discuss practical examples and to compare theory and practice● Workshops with the application of specific approaches such as design thinking or the implementation of a RegioHack to promote creativity and self-efficacy
Total student learning time	<p><u>180 hours of student learning in total</u></p>



	<ul style="list-style-type: none">● 60 hours of attendance (incl. excursions)● 120 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	<p>The forms of examination can be divided into 2 areas and aim to present a regional example of an innovation strategy or an innovative project with a clear reference to social innovation and sustainability, to analyse it and to evaluate it with regard to various dimensions (including impact).</p> <p>Referat (oral report): 30%</p> <p>The presentation presents the chosen example/region and the analysis and evaluation approach for discussion. It is the basis for feedback and adjustment of further work.</p> <p>Beleg (written paper): 70%</p> <p>Based on the results of the presentation, a report is prepared that elaborates on the analysis and evaluation approach.</p>
Literature and other recommended sources	<p>Chilla, T, Kühne, O, und Neufeld, M. (2016): Regionalentwicklung, Böhlau Verlag: Weimar</p> <p>Conrad, A., Schäfer, M., Lohr, F., Pfriem, A., Lehmann, K., Walk, H., Stoffels, M., Jordan, K. und Rein, H. (2018): Innovationsstrategie Regionalisierung 4.0 für die Region UerBarUm – Ergebnis der Konzeptphase der BMBF Förderlinie WIR!, Eberswalde.</p> <p>Ecky, H.F. (2008): Regionalökonomie, Gabler-Verlag: Wiesbaden.</p> <p>Gailing, Ludger; Ibert, Oliver (2016): Schlüsselfiguren: Eine Literaturanalyse zum „Faktor X“ in Prozessen des räumlichen Wandels. In: Raumforschung und Raumordnung 74 (5), S. 391–403.</p> <p>Hafner, S. und Miosga, M. (2014), Regionalentwicklung im Zeichen der Großen Transformation, oekom Verlag: München.</p> <p>Isaksen, Arne; Tödtling, Franz; Tripl, Michaela (2016): Innovation policies for regional structural change: Combining actor-based and system-based strategies. Wirtschaftsuniversität Wien. Wien (SRE-Discussion, 2016/05).</p> <p>Isaksen, Arne; Tödtling, Franz; Tripl, Michaela (2016): Innovation policies for regional structural change: Combining actor-based and system-based strategies. Wirtschaftsuniversität Wien. Wien (SRE-Discussion, 2016/05).</p> <p>Maier, G., Tödtling, F. und Tripl, M. (2012): Regional- und Stadtökonomik 1 – Standorttheorie und Raumstruktur, Springer-Verlag: Wien.</p> <p>Maier, G., Tödtling, F. und Tripl, M. (2012): Regional- und Stadtökonomik 2 – Regionalentwicklung und Regionalpolitik, Springer-Verlag: Wien.</p> <p>Müller, Felix C.; Brinks, Verena; Ibert, Oliver; Schmidt, Suntje (2015): Open Region. Leitbild für eine regionale Innovationspolitik der Schaffung und Nutzung von Gelegenheiten. Leibniz-Institut für Raumbezogene Sozialforschung (IRS). Erkner (Working Paper,</p>



	<p>53).</p> <p>Pfotenhauer, Sebastian; Juhl, Joakim (2017): Innovation and the political state: beyond the myth of technologies and markets. In: Benoît Godin und Dominique Vinck (Hg.): Critical studies of innovation.</p> <p>Schmidt, Suntje; Müller, Felix C.; Ibert, Oliver; Brinks, Verena (2017): Open Region. Creating and exploiting opportunities for innovation at the regional scale. In: European Urban and Regional Studies, 0969776417705942. DOI: 10.1177/0969776417705942.</p> <p>Trippel, Michaela; Grillitsch, Markus; Isaksen, Arne (2017): Exogenous sources of regional industrial change. Attraction and absorption of non-local knowledge for new path development. In: Progress in Human Geography, 0309132517700982. DOI: 10.1177/0309132517700982.</p>
<p>Further information</p>	<p>SDGs linked to the module:</p> <ul style="list-style-type: none">● SDG 1 (1.3, 1.4, 1.5)● SDG 3 (3.8)● SDG 8● SDG 9● SDG 11 <p>Competences acquired and their share</p> <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (10%)● Normative competency (10%)● Strategic competency (20%)● Interpersonal competency (10%)● Critical thinking (10%)● Self-awareness competency (10%)● Integrated problem-solving competency (10%)



Title of Module	Personal and Intercultural Competencies
Course Code	
Level	Master
Semester	1
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	None
Professor / Lecturer	Prof. Dr. Britta Gossel; Prof. Dr. Hans-Peter Benedikt
Mandatory or elective mandatory module	Elective mandatory module
Language	German
Goal of module	<p>This course aims to support students in developing personal and intercultural competencies. Students will execute exercises of self-assessment in the context of intercultural learning and working conditions. After completing this course, students will have gained a range of cognitive and behavioural skills that lead to respectful and effective communication in intercultural interactions.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Remember basic models of time and stress management, personality development and motivation (Cognitive Level 1)• LO 2: Describe their own ambition and vision in regards of a sustainable development (Cognitive Level 2)• LO 3: Create their personal 5-year development plan (Cognitive Level 3)• LO 4: Develop an attitude of respect, openness and curiosity towards other people and cultures (Cognitive Level 3)• LO 5: Plan and perform small group moderation and apply strategies to effectively resolve conflicts (Cognitive Level 3)• LO 6: Identify and respect the needs and perspectives of others and compare with own values, perceptions, and role in the community (Cognitive Level 4)• LO 7: Characterize basic information about other cultures (partner universities), such as history, values, politics and economics (Cognitive Level 4)• LO 8: Articulate how their own culture has shaped their identity and world view and compare it with the experience of others (Cognitive Level 4)



Content of module	The module covers the following topics: <ul style="list-style-type: none">● Personal strengths and weaknesses (self-evaluation competence and reflection capability)● Personal vision, ambition, and passion (changemaker mindset)● Effective self-management and working structure● Methods of personal development, motivation, and stress-management● Cultural self-awareness: how does culture shape one's identity and worldview?● Culture specific knowledge: information about other cultures (history, values, politics, economics, communication styles, values, beliefs, and practices)● Globalization and trends● Respect: seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences● Openness: suspending criticism of other cultures● Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Lecture based input combined with classroom workshops to convey concepts of personal development and learning methods● Under supervision students compile their own professional development goals and through the use of exercises, self-testing (e.g. learning style; Belbin team roles) and observation students evaluate their current development status● Students keep a learning diary● Individual and group exercises on self-reflection and awareness raising (e.g. body language, perception, theory of culture)
Total student learning time	<u>180 hours student learning time in total</u> <ul style="list-style-type: none">● 45 hours lecture● 135 hours independent learning and assessment preparation
Assessment methods / composition of final grade	The forms of examination can be divided into 2 areas: Beleg (written paper): 70% 15 pages written paper (individually) containing a self-reflection and awareness of role and contribution in SIP working group Referat (oral report): 30% 10 min. presentation (in SIP group) about working rules and conflict resolution strategy



Literature and other recommended sources	<p>Fischer-Epe, M., Epe, C. (2010). Selbstcoaching: Hintergrundwissen, Anregungen und Übungen zur persönlichen Entwicklung.</p> <p>Förster, A., Kreuz, P. (2016). Macht, was ihr liebt!: 66 1/2 Anstiftungen das zu tun, was im Leben wirklich zählt</p> <p>Förster, A., Kreuz, P. (2016). NEIN: Was vier mutige Buchstaben im Leben bewirken können</p> <p>Hofstede, G., Hofstede, G.J., Minkov, M. (2010). Cultures and Organizations - Software of the Mind: Intercultural Cooperation and its Importance for Survival.</p> <p>Kumbier, D., Schulz von Thun, F. (2006). Interkulturelle Kommunikation: Methoden, Modelle, Beispiele.</p> <p>Lewis, R.D. (2012). When Teams Collide: Managing the International Team Successfully.</p> <p>Nunez-Mahdi, C., R., Pompa, L. (2017). Intercultural Sensitivity: From Denial to Intercultural Competence (4. Auflage)</p> <p>Trompenaars, F., Woolliams, P. (2004). Business Weltweit: Der Weg zum interkulturellen Management.</p>
Further information	<p>SDGs associated with the module: 5, 8, 10, 16, 17</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (0%)● Anticipatory competency (10%)● Normative competency (10%)● Strategic competency (10%)● Collaboration competency (30%)● Critical thinking competency (5%)● Self-awareness competency (30%)● Integrated problem-solving competency (5%)



Title of Module	Economic Frameworks for Sustainable Development
Course Code	
Level	Master
Semester	1
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	None
Professor / Lecturer	Prof. Dr. Hans-Peter Benedikt
Mandatory or elective mandatory module	Elective mandatory module
Language	German
Goal of module	<p>This course provides exposure to the macroeconomic framework conditions within sustainable business. Providing this knowledge is a necessary requirement for the discussion of societal transformation and organizational change. Students will learn about macroeconomic concepts, strategies and action approaches to shape sustainable development from different perspectives. Special emphasis is put on the development of systems thinking competency in this course.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Understand the key concepts that underpin current economic thinking, as well as alternative models (Cognitive Level 2)• LO 2: Discuss the macroeconomic frameworks necessary for sustainable management (Cognitive Level 2)• LO 3: Understand how markets work, and where they fail (Cognitive Level 3)• LO 4: Evaluate alternative models to conventional economics including degrowth and steady-state economics (Cognitive Level 5)• LO 5: Appraise sustainability values, norms, and goals of society in order to create visions for an optimistic future (Cognitive Level 6)
Content of module	<p>The module covers the following topics:</p> <ul style="list-style-type: none">• History of the capitalist Economic System and economic growth paradigm• Strategies for Degrowth as a planned reduction of energy and resource use designed to bring the economy back into balance with the living world



	<ul style="list-style-type: none">● Green economy concepts as an alternative to today's dominant economic model● Global change and its challenges for society, ecosystems and economy (climate change, loss of biodiversity, vast deforestation, freshwater availability, soil degradation, population growth, rising consumption of goods and energy etc.)● Responsible use of resources, peak oil, sustainable consumption and production, buying behaviour fundamentals● Regional economy: sharing economy and local distribution structures
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Lectures as an instructional strategy in the classroom provide a way to communicate and disseminate a large amount of information.● Active learning strategy allows students to talk and listen, read, write and reflect as they approach course content through problem solving exercises and case studies all of which require students to apply what they have learned.● Some course content is compiled through independent student work and presented in classroom from each student to their fellow students
Total student learning time	<u>180 hours student learning time in total</u> <ul style="list-style-type: none">● 45 hours lecture● 135 hours independent learning and assessment preparation
Assessment methods / composition of final grade	The forms of examination can be divided into 2 areas: Beleg (written paper): 70% Written paper (individually) containing a self-reflection and summarizing economic approaches Referat (oral report): 30% 10 min. presentation on a relevant course topic (e.g. green economy, degrowth etc.)
Literature and other recommended sources	Corneo, G (2018). Is Capitalism Obsolete? A Journey through Alternative Economic Systems. Harvard: Harvard University Press Daly, H.E. And Farley, J., (2011). Ecological Economics: Principles and Applications, 2nd ed. Washington D.C.: Island Press Jackson, T. (2018). Prosperity without Growth: Economics for a Finite Planet. London: Taylor Meadows, D. (1972). Die Grenzen des Wachstums. Bericht des Club of Rome zur Lage der Menschheit. Millenium Institute. The Digital Revolution and Sustainable Development: Opportunities and Challenges. https://www.millennium-institute.org



	<p>National pathways to the Sustainable Development Goals (SDGs): A comparative review of scenario modelling tools. https://www.globalreporting.org/resourcelibrary/GRI_UNGC_Reporting-on-SDGs_Practical_Guide.pdf</p> <p>Raworth, K (2017): Die Donut Economy. Vermont: White River</p>
Further information	<p>SDGs associated with the module: 8, 9, 11, 12, 13, 15, 16, 17</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (15%)● Normative competency (20%)● Strategic competency (15%)● Collaboration competency (5%)● Critical thinking competency (10%)● Self-awareness competency (5%)● Integrated problem solving competency (10%)



Title of Module	Current Topics (Aktuelle Themen)
Course Code	
Level	Master
Semester	1; 3
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	None
Professor / Lecturer	Diverse
Mandatory or elective mandatory module	Elective mandatory module
Language	German or English
Goal of module	<p>The module serves as a 'placeholder' for study offers on current topics. These can be determined by the head of the degree programme. If this is not done, suitable study offers of other Master's programmes in Germany and abroad as well as at the HNE Eberswalde can be chosen.</p> <p>Learning outcomes of the module</p> <p>The learning outcomes of the module depend on the module offered or the module chosen by the respective student.</p>
Content of module	<p>The module covers the following topics:</p> <p>Current topics</p> <p>The students should select modules with contents that is meaningfully related to the objectives of the Master's programme. In this way, individual interests as well as those due to the respective situation are given room and the students' horizons are broadened.</p>
Teaching / Learning Strategies	The teaching and learning strategies of the module depend on the module offered or the module chosen by the respective student.
Total student learning time	<u>180 hours of work divided into attendance and self-study time</u>
Assessment methods / composition of final grade	The forms of examination depend on the module offered or the module chosen by the respective student.
Literature and other recommended sources	The literature depends on the module offered or the module chosen by the respective student.
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module, depending on the module offered or chosen.</p>



	<p>Acquired competencies and share in %</p> <p>The acquired competencies of the module depend on the offered module or the chosen module of the respective student.</p>
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Title of Module	Social Innovation Project 3 – Prototyping (Prototyp-Erstellung)
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	SIP 1,2
Professor / Lecturer	Prof. Dr. Britta Gossel; Dr. Daniel Kruse
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>In this module, students explore the innovation idea of their product or service developed in SIP 1 with potential customers, create prototypes based on customer feedback, so-called "minimum viable products", in order to know the needs and expectations as well as the willingness to pay of their future customers so well that they develop a marketable product/service</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Understand, explain and critically discuss the Lean Startup approach (Level 2)• LO 2: Identify customer problems and explore them using simple tools (Level 3)• LO 3: Go through the build-measure-learn cycle with potential customers (Level 3)• LO 4: Identify potential customers' willingness to pay with a prototype / MVP (Level 4)• LO 5: Decisions can be made based on previous research (level 5)• LO 6: Be able to classify and critically reflect on own entrepreneurial thinking and ideas (Level 5)• LO 7: Create prototypes/MVPs as testable hypotheses (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Development and validation of Minimum Viable Products.</p> <p>The students</p> <ul style="list-style-type: none">• deal with Eric Ries' "Lean Startup" approach by reading and in conversation;



	<ul style="list-style-type: none">● use personas, empathy maps and / or customer journey maps to approach the needs of their target group and thus explore possible problems in relation to their social and / or environmental innovation idea by immersing themselves in the world of the customer;● select a community engagement approach (competition, lead user workshop, crowdtesting, informal networking) and a technological open innovation platform as needed;● develop evaluation criteria to select the best client ideas;● further elaborate the selected ideas and realize them as prototypes for testing purposes;● identify potential customers for their prototype / MVP● carry out numerous (!) visits to potential customers;● go through the build-measure-learn cycle of the Lean Startup approach with some of them;● collect and analyse feedback from potential customers, feed it into product development and also use it to flesh out the first elements of a possible business model;● test each prototype / MVP also in terms of actual willingness to pay by trying to attract first-time buyers or using other methods;● reflect on their activities and learning experiences individually & collectively <p>to develop a marketable socially and / or environmentally innovative product / service</p>
Teaching / Learning Strategies	The following methods are used to support students in their learning: <ul style="list-style-type: none">● Reading, individual work, workshops, impulse lectures.● Theoretical and practical work in teams● Coaching by team coach
Total student learning time	<u>180 hours total student learning time</u> <ul style="list-style-type: none">● 45 hours of attendance● 135 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	The form of examination is Beleg (written paper) as learning portfolio (100%) <ul style="list-style-type: none">● Documentation of the creation of personas, empathy maps and / or customer journey maps (20%)● Documentation of all prototype / MVP tests (incl. lessons learned) and own role in them (20%)● 360° feedback from customers, suppliers and team members as well as self-assessment (20%)● Presentations of the prototypes / MVPs created (20%)● Written reflection on own learning process in relation to the module



	(20%)
Literature and other recommended sources	<p>Blank, S. (2013). Why the Lean Start-Up Changes Everything, Harvard Business Review, https://hbr.org/2013/05/why-the-lean-start-up-changes-everything</p> <p>Breuer (2012). Lean venturing. http://www.uxberlin.com/wp-content/uploads/2012/12/12_Breuer_Lean_Venturing.pdf</p> <p>Croll, A., Yoskovitz, B. (2013) Lean Analytics: Use Data to Build a Better Startup Faster</p> <p>Grier, D. A. (2013). Crowdsourcing For Dummies</p> <p>lean canvas: http://alexboerger.de/blog/lean-canvas-pdf-auf-deutsch/</p> <p>Maurya, A. (2016). Scaling Lean: Mastering the Key Metrics for Startup Growth</p> <p>Olsen, D. (2015). The Lean Product Playbook: How to Innovate with Minimum Viable Products and Rapid Customer Feedback</p> <p>Osterwalder, A. u.a. (2015). Value Proposition Design: How to Create Products and Services Customers Want</p> <p>Perez-Breva, L. (2016). Innovating: A Doer's Manifesto for Starting from a Hunch, Prototyping Problems, Scaling Up, and Learning to Be Productively Wrong</p> <p>Ries, E. (2011). „The Lean Startup“, Talks at Google. Online unter https://www.youtube.com/watch?v=fEvKo90qBns</p> <p>Ries, E. (2014). Lean Startup: Schnell, risikolos und erfolgreich Unternehmen gründen.</p> <p>Sharon, T. (2016). Validating Product Ideas: Through Lean User Research. Archetypes for Founders, Leaders, and Impact Investors.</p>
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module, depending on the type of prototype / MVP the students develop.</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (0%)● Anticipatory competency (30%)● Normative competency (0%)● Strategic competency (20%)● Interpersonal competency (20%)● Critical thinking (10%)● Self-awareness competency (10%)● Integrated problem-solving competency (10%)



Title of Module	Social Innovation Project 4 - Sustainable Business Plan
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2022
Prerequisite	SIP 1,2
Professor / Lecturer	Prof. Dr. Britta Gossel; Dr. Daniel Kruse
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>In this module, students create a business plan based on the prototype / MVP of their social business idea developed in SIP 3. They are guided through all stages of planning their own social innovation project (business idea, founding team, market analysis, marketing and sales, company & organization, financial planning, financing) with the help of a canvas, and finally present the business plan to a social entrepreneur jury at the university.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Recall, understand and discuss different legal forms and their advantages and disadvantages for social businesses (Level 2).● LO 2: Understand the different parts of a business plan (Level 2).● LO 3: Apply, explain and compare the principles and methods of classical and agile project management (Level 3)● LO 4: Methodically clean planning, organization and implementation of the project 'Development of a Social Business Plan' (Level 3)● LO 5: Use of selected software and web-based tools for project management (Level 3)● LO 6: Condense the business plan into a convincing, effective presentation (Level 3).● LO 7: Using their knowledge to give feedback (Level 3)● LO 8: Develop a social business canvas and a social business plan including a multi-level financial plan (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Introduction to project management</p>



	<p>The students</p> <ul style="list-style-type: none">● receive an introduction to classical and agile project management (Scrum etc.) through lectures and workshops;● work their way independently into software and web-based tools for project management; <p>Writing and presenting a business plan</p> <p>The students</p> <ul style="list-style-type: none">● become familiar with the function and structure of a business plan;● work out their individual and organizational values in teams using the value mapping tool as a basis for further decisions;● get to know different legal forms and deal with the financial planning of their social business;● gain insight into professional business plans and their preparation process through lectures and examples (e.g. BPW manual);● discuss important questions and elements of a start-up with the help of the Social Entrepreneurship Cards (SEA) and / or Business Innovation Kit (UX Berlin) in a playful way;● use the Social Enterprise Canvas (Peña Kick, 2019) / Sustainable Business Model Canvas (Fichter/ Borderstep Institute), tripled layered business model canvas (Joyce/Paquin/ Pigneur) or flourishing business canvas (Upward/Jones) to create a first overview of their social business model;● prepare a pitch for potential funders based on the business plan in order to attract (financial) support● receive immediate feedback, which is recorded and later supplemented by written feedback from other student teams on the actual business plan;● revise the business plan based on the feedback received;● reflect collectively on their activities and learning experiences <p>to get closer to the real implementation of their social business on the basis of a sound business concept / business plan.</p>
<p>Teaching / Learning Strategies</p>	<p>The following methods are used to support students in their learning:</p> <ul style="list-style-type: none">● Reading, individual work, workshops● Theoretical and practical work in teams● Coaching by team coach● Impulse lectures
<p>Total student learning time</p>	<p><u>180 hours total student learning time</u></p> <ul style="list-style-type: none">● 45 hours of attendance● 135 hours of independent learning and preparation for the examination



Assessment methods / composition of final grade	<p>The examination forms can be divided into 2 areas:</p> <p>Beleg (written paper): 75%</p> <ul style="list-style-type: none">• Comprehensive documentation (process model, project plan, distribution of roles and tasks, use of resources, progress reports, protocols, issue log, final report) of the project management in connection with the preparation of the social business plan (25%)• Development of the social business canvas and the social business plan (40%)• Quality of feedback on the business plan of another social business team (10%) <p>Referat (oral report): 25%</p> <ul style="list-style-type: none">• Business plan presentation / pitch in front of a social entrepreneur committee
Literature and other recommended sources	<p>Bartelt, D. u.a. (2015). Das Crowdfunding-Handbuch: Ideen gemeinsam finanzieren.</p> <p>Blank, S. (2013). Why the Lean Start-Up Changes Everything, Harvard Business</p> <p>https://fellowship-europe.ashoka.org/story/social-investment-toolkit</p> <p>BMWi (2017). Überblick zu bestehenden Instrumenten zur Gründungs- und Wachstumsfinanzierung. www.bmwi.de/Redaktion/DE/Downloads/U/ueberblick-zu-bestehenden-instrumenten-zur-gruendungs-und-wachstumsfinanzierung.html</p> <p>BMWi (2018). Praxisleitfaden Soziales Unternehmertum. Berlin: Bundesministerium für Wirtschaft und Energie (BMWi).</p> <p>BMWi (2019). Gründerzeiten 27 – Soziales Unternehmertum. Berlin: Bundesministerium für Wirtschaft und Energie (BMWi).</p> <p>Businessplanwettbewerb Berlin Brandenburg - Guide on how to write a businessplan Online: https://www.b-p-w.de/de/downloads/handbuch/</p> <p>Cheng, M. (2018). Social Investment Toolkit: A Social Entrepreneur's Guide To Raising Finance.</p> <p>Cremades, A. (2016). The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know.</p> <p>Dräther, R., Koschek, H., Sahling, C. (2013). Scrum - kurz & gut.</p> <p>Fichter, Riemann (2016). Geschäftsmodellentwicklung mit dem Sustainable Business Canvas. Moderationsleitfaden zur Durchführung von Workshops.</p> <p>Kim, W.C., Mauborgne, R.A. (2016). Der Blaue Ozean als Strategie: Wie man neue Märkte schafft, wo es keine Konkurrenz gibt.</p> <p>Kubr, A.; Ilar, D., Marchesi, H. (2016). Planen, gründen, wachsen: Mit dem professionellen Businessplan zum Erfolg.</p>



	<p>Lipp, C. (2014). The Startup Pitch: A Proven Formula to Win Funding.</p> <p>Michels, B. (2015). Projektmanagement Handbuch - Grundlagen mit Methoden und Techniken für Einsteiger.</p> <p>Nagl, A. (2015). Der Businessplan: Geschäftspläne professionell erstellen. Mit Checklisten und Fallbeispielen.</p> <p>Patzak, G., Rattay, G. (2014). Projektmanagement: Leitfaden zum Management von Projekten, Projektportfolios und projektorientierten Unternehmen.</p> <p>Projektmanagement-Software: https://www.openproject.org/</p> <p>Reußig, J. (2015). Agiles Projektmanagement: Scrum, Use Cases, Task Boards & Co.</p> <p>Sanford, C. (2010). The Responsible Entrepreneur: Four Game-Changing</p> <p>Scharpe, K., Wunsch, M. (2019). Deutscher Social Entrepreneurship Monitor 2019. Berlin: Social Entrepreneurship Netzwerk Deutschland.</p> <p>Schramm, D., M., Carstens, J. (2014). Startup-Crowdfunding und Crowdinvesting: Ein Guide für Gründer. Mit Kapital aus der Crowd junge Unternehmen online finanzieren.</p> <p>Sutherland, J. (2015). Die Scrum-Revolution: Management mit der bahnbrechenden Methode der erfolgreichsten Unternehmen.</p> <p>Van Geel, J. (2018). Pitching Ideas.</p> <p>Web Tools: http://www.opensourceprojectmanagement.org/</p> <p>OnlineCanvas: www.start-green.net</p> <p>Yunus, M., Weber, K. (2010). Building Social Business: the new kind of capitalism that serves humanity's most pressing needs. New York: Public Affairs.</p>
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module, depending on the type of SIP students are planning.</p> <p>Competences acquired and their share</p> <ul style="list-style-type: none">● Systems thinking competency (10%)● Anticipatory competency (0%)● Normative competency (10%)● Strategic competency (30%)● Interpersonal competency (20%)● Critical thinking (0%)● Self-awareness competency (20%)● Integrated problem-solving competency (10%)



Title of Module	Social Innovation and Digital Transformation
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2022
Prerequisite	Nil
Professor / Lecturer	Prof. Dr. Britta Gossel
Mandatory or elective mandatory module	Mandatory
Language	English
Goal of module	<p>Organizational, technological, and social innovations are crucial for driving social change. Social innovation is helping to solve some of the world's most pressing problems with new solutions such as fair trade, distance learning, and mobile money transfer. Students will get an overview of important literature and debates on social innovation. They also learn and apply methods to develop, implement and scale social innovations. Special emphasis is put on the link between digital transformation and social innovation. Students will be shown the potential of digitalization within the context of social innovations.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Discuss different digital business models (including communication and distribution channels, payment system, strengths and weaknesses) (Cognitive Level 2)• LO 2: Explain the different dimensions of a social innovation by applying the sustainability innovation cube model to a concrete example (Cognitive Level 3)• LO 3: Analyze the steps of the innovation process and construct their own social innovation by applying the step by step modeling approach (Cognitive Level 4)• LO 4: Compare and estimate the innovation culture of different social enterprises and startups and evaluate the use of digital solutions (Cognitive Level 4)
Content of module	<p>The module covers the following topics:</p> <ul style="list-style-type: none">• Dimensions of Innovation/ Sustainability Innovation Cube (Hansen)• Innovation process



	<ul style="list-style-type: none">● How to develop an innovation culture in companies/ organizations?● How can social enterprises use digitalization to cope with global challenges?● The role of change management in business environment● Proactive sustainable solutions for the use and management of natural resources (how can digitalization help?)
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Lectures as an instructional strategy in classroom● Individual market research and classroom discussion about existing (successful or not successful) digital social innovations● Small group workshops under supervision promote an active learning environment and encourage exchange of ideas among students (workshop example: compare and estimate the innovation culture of different social enterprises and startups)● Working through case studies require students to apply what they have learned
Total student learning time	<u>180 hours student learning time in total</u> <ul style="list-style-type: none">● 45 hours lecture● 135 hours independent learning and assessment preparation
Assessment methods / composition of final grade	The form of examination is the Referat (oral report): 100% about an existing digital social business or a (fictional) digital social innovation of an established company (including discussion of realized or future potentials of digitalization, such as reducing costs, scaling impact, reaching new target groups, innovation culture etc.)
Literature and other recommended sources	Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. Oxford: University Press. Certo, S.T., Miller, T. (2008). Social entrepreneurship: Key issues and concepts. Business Horizons 51(4), 267–271. Dees, J.G. (1998). The meaning of social entrepreneurship. Online via: http:// e145.stanford.edu/upload/articles/dees_SE.pdf Hansen et al (2009). Sustainability Innovation Cube – A Framework to Evaluate Sustainability-Oriented Innovations Howaldt, J., Jacobsen, H. (2010). Soziale Innovation. Auf dem Weg zu einem postindustriellen Innovationsparadigma. Wiesbaden: Springer https://www.betterplace-lab.org Martin, R. L., Osberg, S. (2007). Social entrepreneurship: The case for definition. Stanford Social Innovation Review, 5(2), 28–39. Martin R. L., Osberg, S. (2015). Getting Beyond Better: How Social Entrepreneurship Works. Boston: HUP.



	<p>Phills, J.A, Deiglmeier, K., Miller, D.T. (2008). Rediscovering social innovation. Stanford Social Innovation Review, 6(4), 34–43.</p> <p>Schallmo, D., Rusnjak, A. Anzengruber, J., Werani, T., Jünger, M. (2017). Digitale Transformation von Geschäftsmodellen - Grundlagen, Instrumente und Best Practices. Wiesbaden: Springer</p> <p>Schütt, P. (2015). Der Weg zum digitalen Unternehmen. Social Business Methoden erfolgreich einsetzen. Berlin: Springer</p> <p>Weerawardena, J., Mort, G.S. (2006). Investigating social entrepreneurship: A multidimensional model. Journal of World Business, 41(1), 21–35.</p>
Further information	<p>SDGs associated with the module: 6, 7, 9, 12, 13, 14, 15</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (10%)● Anticipatory competency (20%)● Normative competency (5%)● Strategic competency (20%)● Collaboration competency (5%)● Critical thinking competency (10%)● Self-awareness competency (10%)● Integrated problem solving competency (20%)



Title of Module	Designing Future Economies
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 11/2021
Prerequisite	
Professor / Lecturer	Prof. Dr. Hans-Peter Benedikt, Dr. Daniel Kruse, diverse
Mandatory or elective mandatory module	Mandatory
Language	English
Goal of module	<p>The module <i>Designing Future Economies</i> opens a participatory community space of learning for students to critically rethink existing economic systems and develop alternative ideas and concepts by designing scenarios of better futures. Drawing from a variety of fields across different disciplines (e.g. sustainable entrepreneurship, design innovation, narration) to proto- type more sustainable futures, students develop their competencies in terms of systems thinking, anticipation, and normative evaluation. Grounded in the notions of participatory and social design and its methodologies regarding scenario planning, students translate trends into plural future worlds following abductive reasoning in a self-directed manner.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Critically analyse complexity - identifying points of intersection and contextualisation (Cognitive Level 4)● LO 2: Engage in dialogic design and collaborative creative partnerships through design synthesis (Cognitive Level 3)● LO 3: Create innovative future sustainable entrepreneurial scenarios using design innovation methods and techniques (Cognitive Level 6)● LO 4: Critically reflect and evaluate design and entrepreneurial processes through individual and peer-review methods (Cognitive Level 5)



Content of module	The module covers the following topics: <ul style="list-style-type: none">● A broad range of inputs from theory and practice to spur questions and discussions about innovative connections between ecosystems and economies that challenge contemporary socio-economic perspectives as well as types of futures these connections create● Talks, discussions and materials follow along the lines of three overarching themes: (i) communication and knowledge exchange, (ii) technology as a tool, and (iii) collaborating in the future● Design innovation methodology as a tool to address complex challenges through new design practices and community engagement to collaborate with a wide range of practitioners to engender practices that emerge from the creative recombination of existing assets to achieve socially recognised goals in a new 'hybrid way of making' which represents an iterative approach to prototyping and speculating
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Interactive participatory mentoring sessions, discussions and workshops with academics, social designers and practitioners from different fields and countries● 'Design Innovation Studio' methodology as an approach for creating links between artistry, designing, and creating through a 'hybrid way of making' that involves iteration and experimentation● Future prototyping as a scenario planning tool based on deductive identification of trends and an inductive translation of them into plural future scenarios based on speculation, back casting and foresight● A 'community of learning' as a peer environment to share expertise and experiment within formats of learning and making across disciplines and hierarchies
Total student learning time	<u>180 hours total student learning time</u> <ul style="list-style-type: none">● 45 hours seminar● 135 hours self-directed learning and exam preparation
Assessment methods / composition of final grade	The form of examination is divided into two parts: Referat (oral report): 70% The presentation is about sharing the future scenarios which are created based on methods introduced and applied during the module and group work Beleg (written paper): 30% The final paper is either a reflective paper on the created scenarios and



	<p>the process that led to them OR a new venture plan that takes the future scenario and outlines next steps for how to realize them</p>
Literature and other recommended sources	<p>Arthur, W. B. (2009). Die Natur der Technik. New York: Free Press.</p> <p>Bain, R. (1937). Technologie und staatliche Verwaltung. American Sociological Review. 2(6), 860-874.</p> <p>Christensen, Clayton M. (1997). The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail. Boston, MA: Harvard Business School Press.</p> <p>Farinha, L. M. C., Ferreira, J. J. M., Smith, H. L., & Bagchi-Sen, S. (2015). Handbook of Research on Global Competitive Advantage through Innovation and Entrepreneurship. Hershey, PA: IGI Global.</p> <p>Kuhn, Thomas S. (1970). The Structure of Scientific Revolutions. Chicago: University of Chicago Press.</p> <p>Manzini, E. (2015). Design, wenn jeder designt: An introduction to design for social innovation. Cambridge, MA: MIT Press.</p> <p>Marinez-Moyano, I. J. (2006). Erforschung der Dynamik der Zusammenarbeit in interorganisationalen Umgebungen. Schaffung einer Kultur der Zusammenarbeit. San Francisco, CA: Jossey-Bass.</p> <p>Margolin, V. und Margolin, S. (2002). Ein "soziales Modell" des Designs: Erkenntnisse aus Praxis und Forschung. Design Issues, 18(4), 24-30.</p> <p>Miller, A.L. (1996). Das Panorama, das Kino und das Aufkommen des Spektakulären. Weitwinkel, 18(2), 34-69.</p> <p>Merrie, A. et al. (2018). 'Radical ocean futures-scenario development using science fiction prototyping', Futures. Elsevier Ltd, 95, 22-32.</p>
Further information	<p>SDGs associated with the module: 4, 5, 10, 13, 16, 17</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (30%)● Anticipatory competency (20%)● Normative competency (10%)● Strategic competency (5%)● Collaboration competency (10%)● Critical thinking competency (10%)● Self-awareness competency (5%)● Integrated problem-solving competency (10%)



Title of Module	Sustainable Entrepreneurship & Social Innovation
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	Fulfillment of the content requirements (meaningful connection with the objectives of the Master's programme) and the formal requirements for the ECTS scope (6 ECTS).
Professor / Lecturer	Various
Mandatory or elective mandatory module	Elective Mandatory
Language	English
Goal of module	<p>The module serves as a "placeholder" for study offers on current topics in the field of Sustainable Entrepreneurship & Social Innovation within the Master's degree programme. These can be determined by the head of the study programme. In addition, suitable study offers of other Master's programmes in Germany and abroad as well as at the HNE Eberswalde can be chosen.</p> <p>Learning outcomes of the module</p> <p>The learning outcomes of the module depend on the chosen module of the respective student.</p>
Content of module	<p>The module covers the following topics:</p> <p>Current topics</p> <p>The students</p> <ul style="list-style-type: none">• should select modules whose contents are meaningfully related to the objectives of the Master's programme. <p>In this way, individual interests as well as those due to the respective situation are given room and the students' horizons are broadened.</p>
Teaching / Learning Strategies	The teaching and learning strategies of the module depend on the chosen module of the respective student.
Total student learning time	<u>180 hours of work divided into attendance and self-study time</u>
Assessment methods / composition of final grade	Form of examination depends on the respective module description
Literature and other	The literature depends on the chosen module of the respective student.



recommended sources	
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module - depending on the chosen module.</p> <p>Acquired competencies and share in %</p> <p>The acquired competences of the module depend on the offered module or the chosen module of the respective student.</p>



Title of Module	Online Module
Course Code	
Level	Master
Semester	2
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	The contents of the selected modules must be clearly related to the objectives of the Master's degree programme according to §3 SPO.
Professor / Lecturer	Various
Mandatory or elective mandatory module	Elective mandatory module
Language	German or English
Goal of module	<p>Students choose a Master's level Massive Open Online Course (MOOC) in the field of Social Innovation, Social Entrepreneurship and SDGs in consultation with the programme director.</p> <p>Learning outcomes of the module</p> <p>The learning outcomes of the module depend on the chosen module of the respective student.</p>
Content of module	<p>The module covers the following topics:</p> <p>Current topics</p> <p>The students</p> <ul style="list-style-type: none">● should select modules whose contents are meaningfully related to the objectives of the Master's programme.● In this way, individual interests as well as those due to the respective situation are given room and the students' horizons are broadened. <p>Suitable MOOCS in the subject area of Social and Sustainable Entrepreneurship at other universities include:</p> <ul style="list-style-type: none">● "Social Innovation" at the European Business School (EBS) - Universität für Wirtschaft und Recht (University of Business and Law)● "Unleashing the Impact of your Social Enterprise" from Copenhagen Business School● "Social Impact Strategy: Tools for Entrepreneurs and Innovators" by the University of Pennsylvania
Teaching / Learning	The teaching and learning strategies of the module depend on the chosen



Strategies	module of the respective student.
Total student learning time	<u>180 hours of work divided into attendance and self-study time</u>
Assessment methods / composition of final grade	According to the respective examination form of the MOOC as a preliminary examination and report (100 %)
Literature and other recommended sources	The literature depends on the chosen module of the respective student.
Further information	SDGs linked to the module: 4 Each SDG could be addressed in this module - depending on the chosen module. Acquired competencies and share in % The acquired competences of the module depend on the offered module or the chosen module of the respective student.



Title of Module	Social Innovation Project 5 - Implementation and Funding
Course Code	
Level	Master
Semester	3
Credit Value	6 ECTS / 2 SWS
Version	Current Version: 03/2021
Prerequisite	SIP 1,2,3,4
Professor / Lecturer	Prof. Dr. Britta M. Gossel
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>In this module, the student teams implement their social innovation project on a small scale locally based on the business plan created in SIP 4 and have the opportunity to submit their canvas or social business plan to the Berlin-Brandenburg Business Plan Competition (BPW) or other competitions to generate (necessary) funding for start-up financing as a basis for implementation. They also act as practice coaches for first-year student teams.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Discuss the different approaches to SIP implementation as a basis for decision making for their own SIP (Level 2).• LO 2: Transfer knowledge from the module 'Stakeholder Engagement and Marketing of Social Innovations' to target the population (Level 3).• LO 3: Remembering, understanding and applying different coaching techniques (Level 3).• LO 4: Conduct a SIP to test a social entrepreneurial solution approach in practice (Level 5).• LO 5: Deriving insights from SIP practice for personal and professional development (Level 6).• LO 6: Drawing on their own experience and learning, they will be able to support first year teams in the ideation process and act as 'buddies' (Level 6).
Content of module	The module covers the following topics:



	<p>Implementation of the Social Innovation Project</p> <p>The students</p> <ul style="list-style-type: none">● submit their social business plan to the Berlin-Brandenburg Business Plan Competition (BPW) or other competitions● advertise their SIP to the local population in a way that is appropriate for the target group;● are supported in their implementation through presentations by social entrepreneurs;● receive professional & personal support in the implementation of the SIP● implement the project on a small scale at local level● learn different coaching techniques● act as practice coaches ('buddies') for the M.A. SESIN freshman teams in their brainstorming process <p>to experience self-efficacy in the context of implementing a SIP, to contribute to a better society, to take responsibility for this very society and for an inspiring start of the freshmen.</p>
Teaching / Learning Strategies	<p>The following methods are used to support students in their learning:</p> <ul style="list-style-type: none">● Practical work in a team● Coaching by team coach● Impulse lectures● Model learning● Buddy system
Total student learning time	<p><u>180 hours of student learning in total</u></p> <ul style="list-style-type: none">● 22.5 hours of attendance time● 157.5 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	<p>The form of examination is the Beleg (written paper) as learning portfolio (100%)</p> <ul style="list-style-type: none">● Documentation of the implementation activities in the form of an experience report, which relates or compares practical experiences and findings with theory and is supplemented by a reflection on one's own learning process in connection with the module (75%)● Documentation of at least 2 coaching activities as well as the coaching techniques used by means of memory protocols (25 %)
Literature and other recommended sources	<p>Bartholomew, B. (2017). Conscious Coaching: The Art and Science of Building Buy-In. CreateSpace Independent Publishing Platform.</p> <p>Fischer-Epe, M., Schulz von Thun, F. (2017). Coaching: Miteinander Ziele erreichen. Rowohlt Verlag.</p>



	<p>Grolimund, F. (2017). Psychologische Beratung und Coaching: Lehr- und Praxisbuch für Einsteiger. Hogrefe Verlag.</p> <p>Mangelsdorf, J. (2019). Positive Psychologie im Coaching: Positive Coaching für Coaches, Berater und Therapeuten. Wiesbaden: Springer Gabler Verlag.</p> <p>Meier, D. Szabo, P. (2011). Coaching - erfrischend einfach. Books on Demand Verlag.</p> <p>Migge, B. (2018). Handbuch Coaching und Beratung. Beltz Verlag.</p> <p>Pautsch, P., Steininger, S. (2014). Lean Project Management: Projekte exzellent umsetzen. München: Carl-Hanser Verlag.</p> <p>Rameder P., Millner R., Moder C., Christanell A., Vandor P., Meyer M. (2016). Der soziale Brutkasten: Wie gesellschaftliche Innovationen besser gelingen. Bedingungen der Entstehung, Umsetzung und Verbreitung, am Beispiel des österreichischen Gesundheitssektors. NPO&SE Kompetenzzentrum. Wien: Wirtschaftsuniversität https://epub.wu.ac.at/5328/1/Rameder_et_al_2016_Soziale_Innovationen.pdf</p> <p>Sterrerr, C. (2014). Das Geheimnis erfolgreicher Projekte: Kritische Erfolgsfaktoren im Projektmanagement. Was Führungskräfte wissen müssen. Wiesbaden: Springer Gabler Verlag.</p>
<p>Further information</p>	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module, depending on the type of SIP students undertake.</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (0%)● Normative competency (0%)● Strategic competency (30%)● Interpersonal competency (20%)● Critical thinking (0%)● Self-awareness competency (20%)● Integrated problem-solving competency (10%)



Title of Module	Social Innovation Project 6 - Evaluation and Scaling
Course Code	
Level	Master
Semester	3
Credit Value	6 ECTS / 2 SWS
Version	Current Version: 03/2022
Prerequisite	SIP 1,2,3,4
Professor / Lecturer	Prof. Dr. Britta M. Gossel
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>In this module, students evaluate their social entrepreneurial activities through field research and calculate the social impact of their SIP. Furthermore, they make calculations on a possible scaling and its effects on profitability and social impact and present the collected results in the form of a crowdfunding campaign.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Know different strategies for scaling their SIP (Level 1).● LO 2: Remember, adapt and use the theoretical insights from 'Impact Measurement and Sustainability Controlling' and 'Stakeholder Engagement and Marketing of Social Innovations' (Level 3).● LO 3: Condense the results of the work into a convincing, effective crowd-funding campaign (Level 3).● LO 4: Application and assessment of different tools to optimize fund-raising (level 5)● LO 5: Develop and conduct own field research design to evaluate the activities of the SIP (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Evaluation and scaling of the Social Innovation Project</p> <p>Students will</p> <ul style="list-style-type: none">● evaluate the activities of their SIP through field research among the people / environments supported by the SIP● receive support in calculating the social impact and creating their crowd-funding campaign



	<ul style="list-style-type: none">• develop strategies for scaling their SIP using ASHOKA's "PATRI Framework for Scaling Social Impact"• learn about storytelling and other tools to optimize fundraising for a possible scaling of their SIP <p>in order to raise awareness of their SIP and possibly gain initial supporters for a crowd-funding campaign that may actually be necessary in the further development of the SIP.</p>
Teaching / Learning Strategies	The following methods are used to support students in their learning: <ul style="list-style-type: none">• Reading, group work,• Practical work in a team• Coaching by team coach• Impulse lectures
Total student learning time	<u>180 hours of student learning in total</u> <ul style="list-style-type: none">• 22.5 hours of attendance time• 157.5 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	<p>The forms of examination can be divided into 2 areas:</p> <p>Beleg (written paper): 50%</p> <ul style="list-style-type: none">• Evaluation of their SIP within the framework of a small quantitative and / or qualitative study in the supported field including calculations on the social impact and possible scaling strategies <p>Referat (oral report): 50%</p> <ul style="list-style-type: none">• Presentation of the results in the form of a crowd-funding campaign to the entire M.A. SESIN student body, stakeholders and the interested public
Literature and other recommended sources	<p>ASHOKA "PATRI Framework for Scaling Social Impact"</p> <p>Kint, J. (2015). Erfolgspotenziale von Crowdfunding zur Finanzierung sozialer Projekte. Hamburg: Dipomica Verlag GmbH.</p> <p>Martin, M., Jung, M. (2009). Leadership Fields: Aiming for Impact at the next level.' UBS Philanthropy Service, Viewpoints 2009: 40-50.</p> <p>Papi-Thornton, D. (2016). Tackling Heropreneurship. An 'apprenticing with a problem' approach to move us from the social entrepreneur to social impact. http://tacklingheropreneurship.com/wp-content/uploads/2016/02/tackling-heropreneurship-daniela-papi.pdf</p> <p>Phineo (2015). Kursbuch Wirkung. www.phineo.org/fuer-organisationen/kursbuch-wirkung/</p>
Further information	SDGs linked to the module: 4 <p>Each SDG could be addressed in this module, depending on the type of SIP</p>



students undertake.

Competences acquired and their share

- Systems thinking competency (10%)
- Anticipatory competency (30%)
- Normative competency (0%)
- Strategic competency (20%)
- Interpersonal competency (20%)
- Critical thinking (0%)
- Self-awareness competency (10%)
- Integrated problem-solving competency (10%)



Title of Module	Stakeholder Engagement and Marketing of Social Innovations
Course Code	
Level	Master
Semester	3
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	Nil
Professor / Lecturer	Prof. Dr. Britta M. Gossel; Dr. Daniel Kruse
Mandatory or elective mandatory module	Mandatory
Language	German, English
Goal of module	<p>Marketing is a crucial function in all businesses and organizations and is becoming increasingly crucial to success in our modern global economy. This course teaches core concepts and tools to better excel in marketing, showing the importance of an authentic marketing and brand strategy, pricing, integrated marketing communication and social media strategy. Stakeholder and community engagement will be presented as a way of marketing social innovations when having little marketing budget, very relevant especially to social entrepreneurs.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Identify key stakeholder of an enterprise or endeavor by using a stakeholder map / stakeholder analysis (Cognitive Level 1)● LO 2: Describe the individual stakeholder interests and needs by adopting their perspectives and match them to his/her own company interest and needs seeking for potential partners and benefactors (Cognitive Level 2)● LO 3: Develop ethical and sustainable marketing concepts and construct a successful communication and reputation management (Cognitive Level 3)● LO 4: Distinguish existing sustainability certificates and labels and evaluate their usefulness in regards of trust-building stakeholder communication (Cognitive Level 4)● LO 5: Create innovative partnerships with relevant stakeholders and formulate appropriate cooperation agreements (Cognitive Level 5)
Content of module	The module covers the following topics:



	<ul style="list-style-type: none">● Actively involve stakeholders (donors, partners and beneficiaries etc.)● Community engagement to achieve long-term and sustainable outcomes, processes, partnerships and implementation● Community-based planning, partnership, and multi-stakeholder engagement tools● Developing innovative partnerships with local corporations (examples of the field, e.g. „Original Unverpackt“ in Berlin)● Communication strategies to reach the many people and communities that could benefit from the innovation / method of storytelling / marketing mix● Building up (long-term) cooperations● The use of sustainability reporting and certificates in marketing and communication● Consideration of potential risks that could harm a company's reputation and brand image (reputation and risk management)
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Lectures based learning about concepts and theories of marketing and stakeholder engagement● Students reflect course content through the analysis of practical examples of the field as well as problem solving exercises (learnings from best practices)● Cooperative learning environment engages students in active discussion and promotes both collaboration competency and critical thinking competency
Total student learning time	<u>180 hours student learning time in total</u> <ul style="list-style-type: none">● 45 hours lecture● 135 hours independent learning and assessment preparation
Assessment methods / composition of final grade	The form of examination is Beleg (written paper): 100% <p>about analyzing the marketing and engagement strategy of a successfully run social / sustainable business and derivation of success factors for the marketing of the student SIP</p>
Literature and other recommended sources	Brinckerhoff, P. C. (2000). Mission Based Management, Wiley. Buckman, D.G., Smith, D.A. et al. (2020). Stakeholder Engagement: Improving Education through Multi-Level Community Relations. Gladwell, M. (2001). The Tipping Point: How Little Things Can Make a Big Difference. Little, Brown. Jucan, G. (2017). A Pocket Guide to Stakeholders' Engagement London, M., Morfopoulos, R. G. (2010). Social Entrepreneurship – How to Start Successful Corporate Social Responsibility and Community



	<p>Based Initiatives for Advocacy and Change. Routledge.</p> <p>Meffert, H., Burmann, C. et al.(2018). Marketing: Grundlagen marktorientierter Unternehmensführung Konzepte – Instrumente – Praxisbeispiele</p> <p>Pyczak, Thomas (2018). Tell me!: Wie Sie mit Storytelling überzeugen. Inkl. Praxisbeispiele. Für alle, die erfolgreich sein wollen in Beruf, PR und Online- Marketing</p> <p>Rupp, Miriam (2016). Storytelling für Unternehmen: Mit Geschichten zum Erfolg in Content Marketing, PR, Social Media, Employer Branding und Leadership.</p>
Further information	<p>SDGs associated with the module: 6, 11, 16, 17</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (10%)● Anticipatory competency (20%)● Normative competency (10%)● Strategic competency (20%)● Collaboration competency (20%)● Critical thinking competency (5%)● Self-awareness competency (10%)● Integrated problem solving competency (5%)



Title of Module	Impact Measurement and Sustainability Controlling
Course Code	
Level	Master
Semester	3
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	Nil
Professor / Lecturer	N.N. (professorship still in the process of being appointed)
Mandatory or elective mandatory module	Mandatory
Language	German
Goal of module	<p>Sustainable company-performance and social impact are crucial success factors for sustainable and social enterprises and therefore need to be actively and seriously measured, monitored and managed. In this course, students will learn and apply tools and methods of impact measurement and controlling. Also, they will be introduced to different sustainability reporting frameworks and will learn approaches in developing their own sustainability company report.</p> <p>Learning outcomes of the module</p> <p>Upon successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Explain the meaning of the terms input/output/outcome/ impact (Cognitive Level 2)● LO 2: Describe the impact model by Phineo by using concrete example (Cognitive Level 2)● LO 3: Collectively develop and implement innovative actions that create impact and support sustainable development (Cognitive Level 3)● LO 4: Use different possibilities and methodologies of sustainability reporting, conduct a materiality analysis, and integrate both financial and non-financial parameters (Cognitive Level 3)● LO 5: Collect and analyze relevant data necessary to measure input, output, outcomes and impact (Cognitive Level 4)● LO 6: Rate opportunities and risks associated of the current endeavor and its future development by generating and comparing relevant key parameter, which will enable the management to take appropriate decisions in terms of business alignment (Cognitive Level 6)
Content of module	The module covers the following topics:



	<ul style="list-style-type: none">● Controlling (key parameters for sustainable business development and social impact; financial and non-financial parameters)● Planning, control and information system● Environmental / sustainability accounting (sustainability balanced scorecard)● Input-output-outcome-impact model (by Phineo)● Scaling social impact / scalability of an social innovation● Scaling impact with design thinking and rapid prototyping● Sustainability reporting / reporting standards (e.g. GRI/DNK/UN Guiding Principles Reporting Standard)
Teaching / Learning Strategies	To support students in their learning the following methods are used: <ul style="list-style-type: none">● Lecture based knowledge transfer● Active classroom environment that allows student to participate and discuss about issues● Group exercises: analysis of financial reports / impact reports of non-profit organizations identifying key performance indicators; compare the quality of reports● Management simulation: students learn to act as future leaders and make strategic decisions (simulation scenario xy happens)
Total student learning time	<u>180 hours student learning time in total</u> <ul style="list-style-type: none">● 45 hours lecture● 135 hours independent learning and assessment preparation
Assessment methods / composition of final grade	The form of examination is Klausur (written exam): 100%
Literature and other recommended sources	<p>Bradach, J. (2003). Going to scale. Stanford Social Innovation Review, 19–25.</p> <p>Colsman, B. (2016). Nachhaltigkeitscontrolling: Strategien, Ziele, Umsetzung</p> <p>Phineo Wirkungslogik: https://www.wirkung-lernen.de/wirkung-planen/wirkungslogik/wirkungsziele-ausarbeiten/</p> <p>Martlew, N. (2017). Creative Coalitions – a Handbook for Change. Retrieved: https://crisisation.org/handbook/contents/</p> <p>Mulgan, G. (2010). Measuring Social Value. Stanford Social Innovation Review, 8(3), 38-43. Retrieved: http://www.ssireview.org/articles/entry_measuring_social_value/</p> <p>OECD, EU (2017). Boosting Social Enterprise Development.</p> <p>Repp, L. (2013). Soziale Wirkungsmessung im Social Entrepreneurship: Herausforderungen und Probleme.</p> <p>Rosenzweig, C. et al. (2004). Double bottom line project report: Assessing</p>



	social impact in double bottom line ventures. Retrieved: http://www.riseproject.org/DBL_Methods_Catalog.pdf
Further information	<p>SDGs associated with the module: 4</p> <p>Any SDG could be addressed in this module, depending on the specific impact the social innovation will achieve. Students get equipped with the knowledge and skills to create and measure social impact and by doing this, supporting the SDG.</p> <p>Acquired competencies and share in %</p> <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (25%)● Normative competency (10%)● Strategic competency (25%)● Collaboration competency (0%)● Critical thinking competency (10%)● Self-awareness competency (10%)● Integrated problem solving competency (0%)



Title of Module	Sustainable Human Resource Management (Nachhaltiges Personalmanagement)
Course Code	
Level	Master
Semester	3
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	Non
Professor / Lecturer	Prof. Dr. Hans-Peter Benedikt
Mandatory or elective mandatory module	Elective mandatory module
Language	German
Goal of module	<p>Employees are an important resource for companies because their performance contributes significantly to economic success. For this reason, many companies are increasingly focusing on sustainable human resource management. The module deals with the design of sustainable and innovation-oriented human resource management and also highlights current challenges.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Define the key tools, principles, concepts and processes of sustainable human resource management (Level 1).• LO 2: Identify the goals and tasks of sustainable human resource management and gain an overview of current discourses in corporate human resource management (Level 1)• LO 3: Recognising the importance of the different human resource functions for the development of a sustainable corporate culture as well as the appreciative treatment of employees in the international and intercultural working world (Level 2)• LO 4: Understand the role of human resource management in implementing sustainability strategies (Level 2).• LO 5: Explaining and assessing classical and modern employee management and its importance for human resource management (Level 5)• LO 6: Developing solutions of sustainable human resource manage-



	ment in companies as well as assessing and allocating the use of human resource management instruments in the workplace (Level 6)
Content of module	<p>The module covers the following topics:</p> <ul style="list-style-type: none">● Characteristics and business-ethical foundations of sustainable human resource management● Functional approaches and instruments of sustainable personnel work● Theoretical leadership foundations of sustainable personnel work● International human resource management <p>in order to implement sustainable human resource work in companies as a manager or human resources manager equipped with the appropriate tools.</p>
Teaching / Learning Strategies	<p>The following methods are used to support students in their learning:</p> <ul style="list-style-type: none">● Debates, case studies, reading, individual work, lectures.● Practical work in teams● Flipped classroom
Total student learning time	<p><u>180 hours total student learning time</u></p> <ul style="list-style-type: none">● 45 hours of attendance● 135 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	<p>The form of examination is Referat (oral report): 100%</p> <ul style="list-style-type: none">● Presentation of concepts for sustainable human resource management
Literature and other recommended sources	<p>ASHOKA "PATRI Framework for Scaling Social Impact"</p> <p>Kint, J. (2015). Erfolgspotenziale von Crowdfunding zur Finanzierung sozialer Projekte. Hamburg: Dipomica Verlag GmbH.</p> <p>Martin, M., Jung, M. (2009). Leadership Fields: Aiming for Impact at the next level. UBS Philanthropy Service, Viewpoints 2009: 40-50.</p> <p>Papi-Thornton, D. (2016). Tackling Heropreneurship. An 'apprenticing with a problem' approach to move us from the social entrepreneur to social impact. http://tacklingheropreneurship.com/wp-content/uploads/2016/02/tackling-heropreneurship-daniela-papi.pdf</p> <p>Phineo (2015). Kursbuch Wirkung. www.phineo.org/fuer-organisationen/kursbuch-wirkung/</p>
Further information	<p>SDGs linked to the module: 3, 5, 8</p> <p>Acquired competences and their share</p> <ul style="list-style-type: none">● Systems thinking competency (10%)● Anticipatory competency (0%)● Normative competency (20%)



	<ul style="list-style-type: none">● Strategic competency (20%)● Interpersonal competency (20%)● Critical thinking (10%)● Self-awareness competency (20%)● Integrated problem-solving competency (0%)
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Title of Module	Simulation Game (Planspiel)
Course Code	
Level	Master
Semester	4
Credit Value	6 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	Non
Professor / Lecturer	Dr. Daniel Kruse / Daniel Rudolf
Mandatory or elective mandatory module	Mandatory
Language	German or English
Goal of module	<p>In this module, students take part in a business game that is specifically tailored to the particularities of a public welfare-oriented start-up. The players act as entrepreneurs in simulated markets, but do not pursue the goal of profit maximization, but rather the goal of maximizing their social impact. However, the basic business principle of "payment \geq disbursement" must be maintained - accordingly, the founders' and employees' salaries must be paid and all other costs must be covered.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">• LO 1: Understand that participation in the economic marketplace can be beneficial to one's (social) purpose (Level 2).• LO 2: Recalling and applying various content from the previous course of study (level 3)• LO 3: Condensing the business idea into a convincing, effective presentation (Level 3)• LO 4: Decisions can be made despite 'information overflow' (Level 5)• LO 5: Evaluating different forms of financing a sustainable business model (Level 5)• LO 6: Develop a sustainable business model that promotes the improvement of various SDGs (Level 6).• LO 7: Construct various marketing, social and environmental actions (Level 6).
Content of module	The module covers the following topics:



	<p>Business model development- financing and implementation</p> <p>The students</p> <ul style="list-style-type: none">● develop a sustainable business model that has a positive impact on the achievement level of various SDGs through the sales of their public good products in the form of social impact points● receive scripts on different forms of financing● apply under 'Information Overflow' for the financing form that makes the most sense from their point of view● participate with their fictitious companies in a computer-simulated sales market● learn to make decisions that affect the sales of their service/products● cooperate with the other simulation companies to increase their social impact● are instructed in marketing, social, and ecological measures that have a positive impact on sales and thus also on the social impact points <p>In this way, they can put the experience and knowledge gained in the course of their studies into (fictitious) practice and get an impression of how and to what extent individual companies can contribute to improving the SDGs in a region.</p>
<p>Teaching / Learning Strategies</p>	<p>The following methods are used to support students in their learning:</p> <ul style="list-style-type: none">● Business game● Reading● Coaching● Group work● Role assignments
<p>Total student learning time</p>	<p><u>180 hours total student learning time</u></p> <ul style="list-style-type: none">● 45 hours of attendance● 135 hours of independent learning and preparation for the examination
<p>Assessment methods / composition of final grade</p>	<p>The form of examination is two Referat (oral report) each 50%</p> <ul style="list-style-type: none">● At the beginning of each game round, students must apply for a different form of funding (crowdfunding, funding, debt, equity, etc.). Depending on the number of game rounds, the respective presentation is included proportionally in the 'overall presentation grade' (50%).● At the end of the simulation, each team presents its own results (social impact) and the strategies to achieve the goal, as well as a reflection on its own actions and the cooperation within the teams but also between the teams to achieve the common goal: the improvement of



	the SDGs. (50%)
Literature and other recommended sources	<p>Schwägele, S. (2015). Planspiel - Lernen - Lerntransfer - Eine subjektorientierte Analyse von Einflussfaktoren. Angenommene Dissertation Otto-Friedrich-Universität Bamberg.</p> <p>Sachs, J., Schmidt-Traub, G., Kroll, C., Lafortune, G., Fuller, G. (2019). Sustainable Development Report 2019. New York: Bertelsmann Stiftung and Sustainable Development Solutions Network (SDSN).</p>
Further information	<p>SDGs linked to the module: 4</p> <p>Each SDG could be addressed in this module - depending on which social business the students choose.</p> <p>Competences acquired and their share</p> <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (10%)● Normative competency (10%)● Strategic competency (20%)● Interpersonal competency (20%)● Critical thinking (0%)● Self-awareness competency (0%)● Integrated problem-solving competency (20%)



Title of Module	Master's Thesis
Course Code	
Level	Master
Semester	4
Credit Value	24 ECTS / 4 SWS
Version	Current Version: 03/2021
Prerequisite	75 ECTS
Professor / Lecturer	Various
Mandatory or elective mandatory module	Mandatory
Language	German or English
Goal of module	<p>In this module, students write their Master thesis either on the basis of an in-depth investigation and further processing of their Social Innovation Project or on any topic that is compatible with the contents of the Master programme 'Sustainable Entrepreneurship & Social Innovation'. During this process, the students are accompanied and present their results on an ongoing basis within the framework of a colloquium.</p> <p>Learning outcomes of the module</p> <p>On successful completion of the module, students should have achieved the following learning outcomes:</p> <ul style="list-style-type: none">● LO 1: Condense the results of the Master thesis into a convincing, effective presentation (Level 3).● LO 2: Adaptation of the learned research methods to the necessities of their Master thesis (Level 5).● LO 3: Production of a Master thesis (Level 6)
Content of module	<p>The module covers the following topics:</p> <p>Writing a Master's thesis</p> <p>The students</p> <ul style="list-style-type: none">● receive support in finding a topic for their Master's thesis● are advised by the supervisor during the writing process● present the results of their work during the accompanying colloquium● conduct independent research on a topic of their choice and● write it up in order to perfect their skills in scientific work and to document their suitability for graduation.



Teaching / Learning Strategies	The following methods are used to support students in their learning: <ul style="list-style-type: none">● Colloquium● Advice● Independent research
Total student learning time	<u>720 hours total student learning time</u> <ul style="list-style-type: none">● 45 hours of attendance● 675 hours of independent learning and preparation for the examination
Assessment methods / composition of final grade	The forms of examination can be divided into 2 areas: Referat (oral report): 25% <ul style="list-style-type: none">● Presentation of the Master thesis Beleg (written paper): 75% <ul style="list-style-type: none">● Writing a critical, source-based research paper on the selected topic
Literature and other recommended sources	Ebster, C., Stalzer, L. (2017). Wissenschaftliches Arbeiten für Wirtschafts- und Sozialwissenschaftler. Fichter, Riemann (2014). Übersicht der Konzepte und Instrumente nachhaltiger Geschäftsmodellentwicklung. Karmasin, M., Ribing, R. (2017). Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Facharbeit/VWA, Seminararbeiten, Bachelor-, Master-, Magister- und Diplomarbeiten sowie Dissertationen. May, Y. (2010). Kompaktwissen Wissenschaftliches Arbeiten: Eine Anleitung zu Techniken und Schriftform.
Further information	SDGs linked to the module: 4 Each SDG could be addressed in this module - depending on which topic the student chooses. Competences acquired and their share <ul style="list-style-type: none">● Systems thinking competency (20%)● Anticipatory competency (10%)● Normative competency (10%)● Strategic competency (30%)● Interpersonal competency (0%)● Critical thinking (0%)● Self-awareness competency (0%)● Integrated problem-solving competency (30%)