

## DCR - Corporate Digital Responsibility - MWD4005

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Obwegeser Nikolaus, Peskova Marie
<b>Module responsibility</b>	Nikolaus Obwegeser, Marie Peskova
<b>Short description of the module</b>	<p>Corporate Digital responsibility (CDR) defines the values, norms and principles that guide organizations and individuals in the design, development, implementation, and use of digital technologies. With the ever-expanding digitalization of society, the need for an ethical discourse on how technology is embedded in human activity and the intended and unintended consequences of such a process becomes increasingly pressing. Far from being abstract, ethical issues of digitalization are already impacting everyday lives in private and professional contexts. Negative examples that illustrate the need for digital responsibility are well-known, and often go beyond what can be captured within a legal framework. In this module, we develop the foundations of how to identify, assess and manage the ethical dilemmas arising when using digital technologies.</p>
<b>Competencies upon completion</b>	<p>Upon completion of this module, students will be</p> <ul style="list-style-type: none"><li>- able to identify and reflect upon common dilemma related to the use of digital technologies in organizations</li><li>- capable to systematically assess digital innovation projects with regard to ethical concerns</li><li>- knowledgeable about tools and frameworks to implement responsible design practices for digital products and services</li></ul>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Computer ethics, technology dilemmas, law vs. ethics</li><li>2. Generative nature of digital technologies, intended and unintended consequences</li><li>3. Responsible design practices, tools and frameworks</li><li>4. Integration of responsible design with existing processes and methods</li></ol>
<b>Teaching and Learning method</b>	Lecture, workshop, individual and group work, discussions, guest lecture(s)/excursion

## DCR - Corporate Digital Responsibility - MWD4005

### Literature

#### Mandatory readings:

- Moor, J. H. (1985). What is computer ethics?. *Metaphilosophy*, 16(4), 266-275. <https://web.cs.ucdavis.edu/~rogaway/classes/188/spring06/papers/moor.html>
- Computer Ethics: Basic Concepts and Historical Overview. <https://web.cs.ucdavis.edu/~rogaway/classes/188/spring06/papers/standfordencyclopedia/>
- Wade, M. (2020). Corporate responsibility in the digital era. *MIT Sloan Management Review*, 28. <https://sloanreview.mit.edu/article/corporate-responsibility-in-the-digital-era/>
- Lobschat, L., Mueller, B., Eggers, F., Brandimarte, L., Diefenbach, S., Kroschke, M., & Wirtz, J. (2021). Corporate digital responsibility. *Journal of Business Research*, 122, 875-888. <https://www.sciencedirect.com/science/article/pii/S0148296319305946>

#### Further material

- <https://www.wired.com/story/technology-design-marginalized-communities/>
- <https://anchor.fm/rob-price4/episodes/Episode-6---A-discussion-with-Michael-Wade-epfbts/a-a4esq7>

### Workload

90 hours

### Contact lessons

2x Input session - synchronous in hybrid mode  
1x Final Presentation Session - synchronous in hybrid mode  
Coaching sessions

4 Virtual Learning Blocks

Learning blocks asynchronous

### Attendance requirement

2x Input session - synchronous in hybrid mode and  
1x Final Presentation Session - synchronous in hybrid mode

### Proof of competence

Digital Responsibility Project

Presentation of Digital Responsibility Project

### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DD1 - Deep Dive Digital Transformation I - MWD2007

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Marie Peskova
<b>Short description of the module</b>	<p>Deep Dive Digital transformation elective module provide the students the opportunity to deepen their knowledge and expertise and transfer their practical experience into the applied research. It is designed for the students who have already gathered a significant experience and expertise through their practical experience and gives them the possibility to materialize this know-how towards an add-on "Individual Expertise Profile" in the Master of Digital Business Administration. The "Individual Expertise Profile" can be acquired in the field of digitalization of a specific industry or function.</p>
<b>Requirements</b>	<p>This elective module is open to students that fulfill the following eligibility criteria:</p> <ul style="list-style-type: none"><li>- have at least 3 years of a relevant practical expertise in a given industry or function (i.e. Banking, Finance/efinance, Health Sector/eHealth, Marketing/Digital Marketing, etc.)</li><li>- can provide at least 3 relevant references from practitioners, experts in the field to proof their expertise (i.e. industry experts, relevant co-workers, managers, etc.)</li><li>- and are willing to put an extra effort into transferring and deepening their practical expertise and experience into their academic projects and work (DR2, DR3 and Masterthesis) and Deep Dive Digital Transformation elective module.</li></ul> <p>How to apply?</p> <p>Send an application letter to the head of Master Digital BA. The Application letter should contain the following:</p> <ul style="list-style-type: none"><li>- Expression of your motivation to deepen the expertise in the industry/function or a technology in the chosen field of expertise</li><li>- Proof of practical experience and expertise, i.e. at least 3 years of practical experience in the field of expertise (the industry/function or a technology)</li><li>- Minimum of 3 references, i.e. experts in the in the chosen field of expertise (to confirm your experience and expertise)</li></ul>
<b>Competencies upon completion</b>	<p>Students are able to</p> <ul style="list-style-type: none"><li>- deepen and reflect their knowledge and expertise in a given industry or function and transfer it into the applied research</li><li>- write a focus/white paper in the field of digital transformation of the given industry or function valuable for the practitioners</li><li>- present the gathered experience and knowledge to a target audience in the appropriate way</li></ul>

## DD1 - Deep Dive Digital Transformation I - MWD2007

<b>Content</b>	<p>1. Transformation of the individual expertise (e.g. industry, function, method, technology) into applied research (project, white paper)</p> <p>a. DTT1: Focus Paper/White Paper:</p> <ol style="list-style-type: none"> <li>i. Gap analysis between current practice and leading practices regarding the digital Transformation in the given field and outlook to expected development</li> <li>ii. Form: paper + video</li> <li>iii. elective module Deep Dive Digital Transformation I</li> </ol> <p>b. DTT2: Public colloquium presentation (evtl. Evening Event in cooperation with a partner):</p> <ol style="list-style-type: none"> <li>i. Presentation: good presentation incl. visualisation</li> <li>ii. Event organised by BFH Master, businesses/public to be invited</li> <li>iii. elective module Deep Dive Digital Transformation II - (ideally end of 3rd semester)</li> </ol> <p>c. Reflection of what competencies and personal development is required in "Strategy, Culture, Structure) to successfully master the digital transformation as indicated in the white paper, reflection of the skills "hands-on vs. visionary" (elective module Deep Dive Digital Transformation II)</p>
<b>Teaching and Learning method</b>	<p>coaching sessions with DD1 supervisor individual applied reserach paper/focus/white paper</p>
<b>Literature</b>	<p>individual depending on the area of specialization TBD by DD1 supervisor</p>
<b>Workload</b>	<p>90h</p>
<b>Contact lessons</b>	<p>coaching sessions with DD1 supervisor</p> <p>according to semester schedule (Moodle)</p>
<b>Attendance requirement</b>	<p>coaching sessions to be defined by DD1 supervisor</p>
<b>Proof of competence</b>	<p>Focus Paper/White Paper 100%</p>
<b>Aids for written examination</b>	<p>none</p>

## DD1 - Deep Dive Digital Transformation I - MWD2007

### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

### Continuative, in depth modules

Deep Dive Digital Transformation II DD2

### Comment

The elective module DD1 and DD2 are part of the portfolio needed for acquiring "Individual Expertise Profile" within Master of Digital Business Administration

### Degree programme, semester

MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DD2 - Deep Dive Digital Transformation II - MWD3007

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Peskova Marie
<b>Short description of the module</b>	<p>Deep Dive Digital transformation elective modules provide the students the opportunity to deepen their knowledge and expertise within a specific field of digital transformation. The modules promote a transfer of students' practical experience into the applied research and vice versa.</p> <p>It is eligible for the students who have already gathered a significant experience and expertise through their practical experience. The modules provides such students with the possibility to materialize this know-how towards an add-on "Individual Expertise Profile" in the Master of Digital Business Administration.</p> <p>The "Individual Expertise Profile can be acquired in the field of digitalization of a specific industry or function.</p>
<b>Requirements</b>	a prerequisite to subscribe for DDt2 is a successfully passed DDT1 Deep Dive Digital Transformation I (DDT1)
<b>Competencies upon completion</b>	<p>Students are able to</p> <ul style="list-style-type: none"> <li>- deepen and reflect their knowledge and expertise in a given industry or function and transfer it into the applied research</li> <li>- write a focus/white paper in the field of digital transformation of the given industry or function valuable for the practitioners</li> <li>- present the gathered experience and knowledge to a target audience in the appropriate way DD1</li> </ul>
<b>Content</b>	<p>Preparation of a public colloquium for an interested group of experts (practitioners, researchers, etc.) in a given field.</p> <ol style="list-style-type: none"> <li>i. Presentation of the white paper results (DDt1) : good presentation incl. visualisation</li> <li>ii. Event organised by BFH Master, businesses/public to be invited</li> <li>iii. Reflection of what competencies and personal development is required in "Strategy, Culture, Structure) to</li> </ol> <p>successfully master the digital transformation as indicated in the white paper, reflection of the skills "hands-on vs. visionary" (elective module Deep Dive Digital Transformation II)</p>

## DD2 - Deep Dive Digital Transformation II - MWD3007

<b>Teaching and Learning method</b>	coaching sessions  self study
<b>Literature</b>	TBD by supervisor
<b>Workload</b>	90h
<b>Contact lessons</b>	none
<b>Attendance requirement</b>	coaching session  public colloquium
<b>Proof of competence</b>	Public colloquium preparation and execution (presentation of DD1 study) 50%  Reflection Report 50%
<b>Mode of repetition</b>	In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern MSc Digital Business Administration, 2023-2024, 4 FS, BB, Bern MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DLC1 - Live Case Project 1 - MWD1010

<b>ECTS</b>	1
<b>Study language</b>	English
<b>Module type</b>	Optional module (non-countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Marie Peskova
<b>Short description of the module</b>	<p>Live Case Project is the central element of the Master Digital Business Administration Curriculum. Students apply their acquired knowledge and skills in developing solutions of a complex, real-world challenge of digital transformation. The challenge of the live case project come from real businesses and organisations. Student work together with the representatives of the live case organisations and other experts. They need to manage this project in an appropriate way, use appropriate project management approach, tools and methods in order to provide the agreed output/deliverables.</p> <p>Llve Case Project covering Scenario - Digitalize the operations</p>
<b>Competencies upon completion</b>	<p>Project management</p> <p>Agile project management</p> <p>Collaboration and co-creation</p> <p>Stakeholder management</p> <p>Solution Pitch</p>
<b>Content</b>	<p>The conctect of the live case project is mainly covered by the hands on live case project sessions. Especiall the project planning, project status reporting, pitchig, stakeholder management</p>
<b>Teaching and Learning method</b>	<p>Coaching session, status reports, feedbacks</p>
<b>Literature</b>	<p>TBD in MS Teams</p> <p>Llve Case Project Specific</p>
<b>Workload</b>	30 h



## DLC1 - Live Case Project 1 - MWD1010

### Contact lessons

Live Case Project onCampus Sessions:

Kick off Live Case  
Q&A Session with Live Case Partner  
Roundtable Session

Virtual Sessions with Head of Live Case Project

Status Reports, Pitches

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### Attendance requirement

all Live Case Project Sessions

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### Proof of competence

Active Participation in all Live Case Project Sessions (pass/not passed)

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### Mode of repetition

Repetition only in next semester possible

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### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern

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## DO1 - Agility & New Work - MWD1003

ECTS	3
Study language	English
Module type	Elective module
Lecturer(s)	Endrissat Nada, Pang Dandan
Module responsibility	Nada Endrissat, Pang Dandan

Short description of the module	<p>Setting the Scene: Understand the Agility &amp; New Work Landscape</p> <p>This course provides students with an overview of new work arrangements that technology and digitalization have enabled, including automation, human-machine interactions, and artificial intelligence. The course will highlight the implications for leadership and HR professionals and discuss concepts such as digital skills, agility, and the hacker mindset that are considered as prerequisites to take advantage of the new work opportunities. Overall, the course will equip students with the ability to evaluate new work arrangements along the efficiency-innovation continuum and enable them to choose the arrangement that best suits their company.</p>
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Competencies upon completion	<p><b>Subject: Students</b></p> <ul style="list-style-type: none"><li>• apply their knowledge of HR Management and leadership to assess the potential for digitalizing HR functions and for shaping new work environments</li><li>• will make use of case studies to link existing knowledge with new insights regarding digitalization and the future of work</li><li>• will develop the ability to assess the potential of new work arrangements and decide, which option is most suitable for their specific situation.</li></ul> <p><b>Method: Students</b></p> <ul style="list-style-type: none"><li>• will focus on self-study and reflective learning.</li><li>• Will take responsibility to work with the course material in the learning cycles and to understand, question and reflect on the courser material</li><li>• will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case.</li><li>• Will be required to comment on and give feedback to other students as part of the distance learning cycles</li><li>• will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking.</li></ul> <p><b>Social: Students</b></p> <ul style="list-style-type: none"><li>• understand the influences and effects of technological, organizational and social trends for future work arrangements</li><li>• get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers and representatives of the live case unfold.</li><li>• are able to take on different point of views and establish common ground</li><li>• recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context.</li></ul> <p><b>Self: Students</b></p> <ul style="list-style-type: none"><li>• develop an awareness of opportunities and challenges in the context of work and digitalization</li><li>• learn practical information and tools for their future business careers.</li><li>• develop critical thinking through assessing different point of views (including personal biases) in the learning cycles and learning activities in the case study</li></ul>
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## DO1 - Agility & New Work - MWD1003

### Content

#### Subject content:

- Automation
- Human-machine-interactions
- Digitalizing HR processes
- Changing role for HR Professionals
- People Analytics
- Digital leadership
- Future skills
- Agile mindset
- Self-management (#GTD)
- Work Smart and NWW

#### Methods:

- Point-counterpoint
- digital skills

#### Digital toys:

- Invention Kit
- VR Headset

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### Teaching and Learning method

On campus block: classroom teaching and discussion, experimentation and excursion (digital lab), guest lecture, coaching sessions

Virtual learning cycles: self-study via exploration, online illustrations and exercises

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### Literature

Provided via Moodle

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### Workload

90 hours

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### Contact lessons

On Campus Sessions - according to semester schedule (Moodle)

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### Attendance requirement

Attendance during the on-campus blocks and all live case sessions including all the live case presentations.

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## DO1 - Agility & New Work - MWD1003

### Proof of competence

All learning cycle assignments must be completed in order to pass the module.  
Two of the individual assignments will be graded and will make up 70% of your final grade.

The other 30% will be your group Live Case presentation & report .

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### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

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### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

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## DR1 - Scientific Research Methods - MWD1005

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Gees Thomas, Hopp Christian, Pruschak Gernot
<b>Module responsibility</b>	Gees Thomas, Hopp Christian, Pruschak Gernot
<b>Short description of the module</b>	<p>In the course DR1 Scientific Research Methods students develop basic academic research skills and learn how to understand, conduct, and comprehend scientific research. The teaching and learning will be embedded in an open science environment/framework.</p> <p>The course provides students with an introduction to all steps of a scientific research process. This does not only enable them with crucial skills needed in the additional research courses of the Master program, including writing their Master Thesis, but also enhances their critical thinking and analytic skills needed for solving practitioners problems. The focus is on comprehending, application, and learning-by-doing. The learning objective of the course is that students deliver a concise research proposal in form of a preregistration and undergo all steps of a scientific research project (albeit in abbreviated form).</p> <p>To this end, students will discuss their research philosophy, deliver an elaborate and in-depth literature review of their respective topic, and potentially develop their research question further. The research proposal is developed over six learning cycles following the path of a standard research process with asynchronous virtual inputs and interactive on-campus discussions, presentations and coachings. The results will be presented in the last on-campus block in form of a science SLAM.</p>
<b>Requirements</b>	Knowledge of and skills in research methods on a Bachelor Thesis level.

## DR1 - Scientific Research Methods - MWD1005

### Competencies upon completion **Subject: Students**

- Understand the scientific and practical importance of a research question and find relevant, high-quality, and state of the art literature
- Know philosophical research positions and understand their consequences for the research design (and the applicability and generalizability of the answers generated)
- Know the value of theories, models, and hypotheses for science and practice
- Know and understand different types of research designs (grounded theory vs. causal research)
- Apply an appropriate research design to a research question
- Know, understand, and apply research methods appropriately and defend why the methods allow to find answers for the question
- Know and understand how to collect data for quantitative and qualitative study
- Create a research proposal in the context of digital business
- Understand the value of open science practices

### **Method: Students**

- Focus on self-study and reflective learning
- Take on responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- Are required to actively participate and prepare for class and get familiar with tools and methods used in distance learning
- Are required to comment on, discuss and give feedback to other students in the on-campus sessions
- Are challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking
- Can use data sharing tools

### **Social: Students**

- Understand the influences and effects of technological, organizational, and social research trends for future work arrangements, conditions, and organizations
- Manage others and alleviate uncertainty and ambiguity in group work when group dynamics in the discussion of potential research questions and approaches unfold.
- Develop empathy and can take on different point of views and establish common ground
- Recognize difficult situations, develop an understanding for viable solutions, and translate them from the research context into the business context.

## DR1 - Scientific Research Methods - MWD1005

### Self: Students

- Develop an awareness of opportunities for scientific and practical inquiry, and understand challenges in the context of work and digitalization
- Learn about the relevance of scientific inquiry for their future business careers
- Develop critical thinking through assessing different point of views (including personal biases)

### Content

The module DR1 Scientific Research Methods teaches the basics for scientific work at the BFH W.

The comprehension and application are accomplished along different levels (1) foundation -- understand, (2) intermediate -- guided examples, (3) advanced -- apply independently and (4) highly specialized -- apply for new/rare cases. Levels one and two are done in online learning cycles, by self-paced learning, and by predefined exercises. Level three and four are achieved with self & group-studies as well as coaching sessions during the in-class sessions and online discussions.

The content input takes place in the first on-campus session and six learning cycles:

1<sup>st</sup> On-campus session: Introduction to scientific research, building research questions and the scientific topics addressed at the institutes of the BFH

Learning Cycle 1: Literature Review

Learning Cycle 2: Research Epistemology and Philosophy

Learning Cycle 3: Induction vs. Deduction (Grounded Theory vs. Hypotheses)

Learning Cycle 4: Qualitative and Quantitative Research Methods

Learning Cycle 5: Open Science Framework Preregistration

Learning Cycle 6: Open Research Data

### Teaching and Learning method

Class & team-teaching, coachings, individual self-paced learning, online exercises

## DR1 - Scientific Research Methods - MWD1005

### Literature

Mandatory literature will be provided during the course in form of articles, book excerpts and course manuscripts. Furthermore, the online learning cycles comprise multiple online presentations.

General literature that is used in the course:

English:

Bell, J., & Waters, S. (2018). *Doing your research project: A guide for first-time researchers* (7th). Maidenhead: Open University Press.

Eco, U. (2015): *How to write a thesis*. The MIT Press. ISBN: 978-0262527132.

Hair, J. F. (2011). *Essentials of business research methods* (2nd ed.). Armonk, N.Y.: M.E. Sharpe. ISBN: 978-0765626318.

Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed. / with revisions, an introduction, and a chapter on writing by E.B. White). Boston, London: Allyn and Bacon. ISBN: 978-0205309023.

Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). *Business research methods: An applied orientation*. Cham, New York: Springer. ISBN: 978-3319005386.

Strang, K. D. (2016). *The Palgrave handbook of research design in business and management*. New York City, NY, Boston, Massachusetts: Palgrave Macmillan; Credo Reference. ISBN: 978-1349479061.

German:

Atteslander, P. (2010): *Methoden der empirischen Sozialforschung*. 13., neu bearb. und erw. Aufl. Berlin: Schmidt (ESV basics). ISBN: 978-3503126187.

Balzert, H. (2015): *Wissenschaftliches Arbeiten. Ethik, Inhalt & Form wiss. Arbeiten, Handwerkszeug, Quellen, Projektmanagement,*

*Präsentationen*. 2. erw. u. akt. Aufl. Dortmund : W3L. ISBN: 978-3868340341

Hussy, W., Schreier, M., Echterhoff G. (2013): *Forschungsmethoden in Psychologie und Sozialwissenschaften für Bachelor*. 2te Auflage, Springer-Verlag Berlin Heidelberg. ISBN: 978-3642343629.

Reiners, L. (2007): *Stilfibel. Der sichere Weg zum guten Deutsch*. Ungekürzte Ausg. München: Dt. Taschenbuch-Verl. (Dtv, 34358). ISBN: 978-3423343589.

Further Literature will be announced at the beginning of the course.

### Workload

The 6 ECTS 180h effort is divided into:

- approx. 16h face-to-face and coaching lessons
- approx. 40h of online group discussions and interactions
- approx. 64h of individual preparations of assignments
- approx. 60h of self-study



## DR1 - Scientific Research Methods - MWD1005

### Contact lessons

1<sup>st</sup> On-Campus Session: Introduction to scientific research, building research questions and the scientific topics addressed at the institutes of the BFH

2<sup>nd</sup> On-Campus Session: Presenting literature findings to colleagues, Discussing and defining research question, Coaching on research question

3<sup>rd</sup> On-Campus Session: Science Slam

According to semester schedule (Moodle)

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### Attendance requirement

Attendance during the on-campus blocks and all live case sessions including all the live case presentations.

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### Proof of competence

1. Individual written discussion of research philosophy and approach (20%)

2. Individual literature review project (30%)

3. Group Open Science Framework Pre-Registration (30%)

4. Individual Open research data project (20%)

Learning Cycle 1: Literature Review (Graded)

Learning Cycle 2: Research Philosophy (Graded)

Learning Cycle 3: Research Question (not graded)

Learning Cycle 4: Group Research Question) (not graded)

Learning Cycle 5: OSF Preregistration (graded)

Learning Cycle 6: Open Data Work (graded)

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### Aids for written examination

No written exam

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## DR1 - Scientific Research Methods - MWD1005

### Mode of repetition

Grade worse than 3.5: New individual literature review project and new individual open science framework pre-registration.

In case of an 3.5, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

### Continuative, in depth modules

DR2 and DR 3 - Scientific Projects

DR4 - Master Thesis

### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern

## DS1a - Business in a Digital Environment - MWD1001

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Ostern Nadine Kathrin, Peskova Marie
<b>Module responsibility</b>	Peskova Marie
<b>Short description of the module</b>	<p>The module "Business in a Digital Environment" familiarizes students with the impact of digitalization on societies and businesses and thereto connected opportunities and risks. Students learn about major trends that digitally transform societies and economies, and to therefrom identify, assess, and prioritize opportunities and risks of digitalization for organizations and businesses.</p> <p>Students get insights into the variety of drivers of digital transformation and their impact on people, organizations, businesses, markets, etc. Students are familiarized with technological and social trends that drive the digital transformation. Those drivers are contextualized in how they shape the technologically feasible, economically viable, and socially desirable spaces in which business operate.</p> <p>Based on an overview of the relevant drivers, students learn to analyse the shifting business environments, to derive opportunities and risks for established and new businesses, and to establish a sense of urgency regarding the need to transform existing structures in given industries and/or businesses.</p>
<b>Requirements</b>	<p>no formal requirements</p> <p>bring your engagement and commitment to learn with you :)</p>

## DS1a - Business in a Digital Environment - MWD1001

### Competencies upon completion

**Subject:** Students are able to

- identify relevant trends driving the digitalization of the national and international business environment.
- assess the consequences on markets, organisations, businesses, people, etc.
- to assess the digital maturity of a organisation/business, industry
- link existing knowledge with new insights regarding digitalization.
- will develop the ability to set up an appropriate digital transformation management concept to operate in a digital environment.

**Method:** Students

- will focus on applied learning. There will be some lectures, but the emphasis will be on student responsibility for learning through active application of course content in various forms of learning, e.g. distance learning, virtual learning cycles and interaction with representatives of companies as part of a live case.
- will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case.
- will be challenged to integrate knowledge they have gained from other business core modules and apply their accumulated knowledge.

**Social:** Students

- understand the influences and effects of technological, organizational and social trends as well as mental models and predominant corporate cultures on their perception of the digital transformation.
- get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers and representatives of the live case unfold.
- are able to switch between different business and cultural perspectives.
- recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context.

**Self:** Students

- develop an awareness of opportunities and challenges in the context of work and digitalization
- learn practical information and tools for their future business careers.
- develop critical thinking through assessing different point of views (including personal biases) in the learning cycles and learning activities on the live case

### Content

- Introduction digitalization / digital trends
- Environment / megatrends
- Technological Affordances
- Strategic management in the digital age
- Introduction digitalization strategy
- Digital maturity (industries, organizations)
- Sustainability in the digital age
- Legal and regulatory aspects

## DS1a - Business in a Digital Environment - MWD1001

### Teaching and Learning method

- Educast
- Articles/chapters
- Wiki
- Practitioners Fair
- Forum discussions
- Real life examples
- Interactions - hands-on experience
- Guest lectures
- etc.

### Literature

To be communicated via Moodle

### Workload

90 hours

### Contact lessons

according to semester schedule (Moodle)

### Attendance requirement

Attendance during the on-campus blocks and all live case sessions including all the live case presentations.

### Proof of competence

- 70% Individual assignments within virtual learning cycles. All individual assignments must be completed in order to pass the module, of which three assignments will be graded.
- 30% group assignments Live Case presentation & report

### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

### Continuative, in depth modules

DS2, DS3

### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern

## DS1b - Operational Excellence - MWD1002

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Ostern Nadine Kathrin, Raff Stefan
<b>Module responsibility</b>	Ostern Nadine Kathrin, Raff Stefan

### Short description of the module

This module is about how to foster operational excellence using digital means, i.e., optimization of processes and further development of a corporate culture of continuous improvement, as part of the digital transformation. You will understand and apply frameworks to leverage the power of new technologies to optimize processes, improve the customer experience, as well as add value to the customer experience.

In particular, we will illustrate and analyze how existing structures can be combined with new technologies to implement new processes and solutions. In doing so, we will apply methods and frameworks that always place the customer at the center of the company's activities and take into account cutting-edge technology as well as the aspects of sustainability and resource efficiency.

## DS1b - Operational Excellence - MWD1002

### Competencies upon completion

#### Subject: Students

apply their knowledge of process management, supply chain management, and production management to digitalize operations and processes.

make use of case studies to link existing knowledge with new insights regarding improved value generation through the digitalization of processes.

develop the ability to use digital means to increase efficiency, effectiveness, and stability of processes.

#### Method: Students

interact with representatives of companies as part of a live case to analyze operations, aided by a spectrum of digital and non-digital tools.

learn about and use frameworks for structuring processes, operations management, idea generation, and supporting technologies.

will be required to actively participate and prepare for class and get familiar with tools and methods introduced as part of the course.

will be challenged to integrate the knowledge they have gained from other business core modules and apply their accumulated knowledge.

#### Social: Students

understand the influences and effects of technological, organizational, and social trends on the digitalization of operations.

get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers, and representatives of the live case unfold.

are able to switch between different business, expert, and cultural perspectives.

recognize difficult situations, develop an understanding of viable solutions, and drive them in a business context.

#### Self: Students

develop an awareness of opportunities and challenges in the context of work and digitalization

learn practical information and tools for their future business careers.

develop critical thinking through assessing different points of view (including personal biases) in the learning cycles and learning activities in the case study

## DS1b - Operational Excellence - MWD1002

### Content

#### Subject content:

Emerging technologies in process management (with links to AI, robotic process automation, blockchain or process mining)

Digitally enhanced value generation (with links to design thinking, ideation, and the like)

Understanding of processes (process monitoring, process optimization, customer-centric process organization, flexible processes)

Customer centricity (user experience, customer journey, customer journey map, service blueprinting)

Systemic ideation and opportunity generation

#### Methods:

Process modeling

Customer journey mapping / Service mapping

Service blueprint / Service Design

Systemic ideation framework

market opportunity navigator

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### Teaching and Learning method

Virtual Learning Cycles with independent work and research

On-Campus Blocks with focus on practical interaction, operationalization and the application of the knowledge and skills acquired during the Learning Cycles.

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### Literature

Literature: To be communicated via Moodle. Most of the readings will be provided via moodle.

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### Workload

90 hours

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### Contact lessons

On-Campus Blocks - according to semester schedule (Moodle).

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### Attendance requirement

Attendance during the on-campus blocks and all live case sessions including all the live case presentations.

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## DS1b - Operational Excellence - MWD1002

### Proof of competence

70% Individual assignments within virtual learning cycles. All individual assignments must be completed in order to pass the module, of which three assignments will be graded (e.g., electronically submitted quizzes, content preparations, and reports)

30% Live Case presentation (on-site) & electronically submitted report

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### Aids for written examination

none

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### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

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### Degree programme, semester

MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

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## DT1 - Enabling Technologies - MWD1009

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Höhn Sebastian
<b>Module responsibility</b>	Höhn Sebastian
<b>Short description of the module</b>	<p>You will learn how enabling technologies further improve value creation based on data assets. We will focus on the application of technologies in the company.</p> <p>Architectural concepts, requirements and model thinking is essential for all levels of management and business to be able to innovate the business with new technologies. The focus is on new proven technologies which are and will be game changers such as cloud computing. Not only the application of these technologies, but also the integration with APIs, the ability to work in agile projects with a MVP, controlling cyber risks and reducing time to market with DevOps are key factors for successful technical innovation.</p> <p>The students will work in groups on live case project. They work in the individual learning cycles during semester.</p>
<b>Requirements</b>	<p>Understand the</p> <ul style="list-style-type: none"><li>• Fundamentals about in- and out-sourcing</li><li>• Operational Excellence in disintegrated value chains</li><li>• Sharing data to boost business versus data privacy</li><li>• Strategic role of cyber security</li></ul>

## DT1 - Enabling Technologies - MWD1009

**Competencies upon completion** Students are able to understand technology projects:

- ask the right questions before making decisions
- present technical solutions to a decision-making committee or a panel of experts.

Method: Students

- will focus on self-study and reflective learning.
- will take responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case.
- will be required to comment on and give feedback to other students as part of the distance learning cycles
- will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking.

Social: Students

- understand the influences and effects of technological, organizational and social trends for future work arrangements
- get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers and representatives of the live case unfold.
- are able to take on different point of views and establish common ground
- recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context.

Self: Students

- develop an awareness of opportunities and challenges in the context of work and digitalization
- learn practical information and tools for their future business careers.
- develop critical thinking through assessing different point of views (including personal biases) in the learning cycles and learning activities in the case study

## Content

Subject content:

- Basic Computing Paradigmss
- Cloud Computing and Applications
- Cloud Infrastructure, Software, Deployment Models, Service Models
- Cyber Risk
- Development and Operations
- Open Source Software
- Minimum Viable Product
- APIs
- Requirements of technologies for an innovative Business Case

Methods:

- Requirements Engineering
- Architecture Design
- Cloud Services
- APIs

Practice cases:

- MVP specification for the Live Cases under consideration is the output of the group work

## Literature

Will be given during the module.

## DT1 - Enabling Technologies - MWD1009

<b>Workload</b>	180 hours
<b>Contact lessons</b>	according to semester schedule (Moodle)
<b>Attendance requirement</b>	Attendance during the on-campus blocks and all live case sessions including all the live case presentations.
<b>Proof of competence</b>	70% Individual assignments within virtual learning cycles. All individual assignments must be completed in order to pass the module, of which three assignments will be graded  30% - Live Case Output (MVP Live Case)
<b>Mode of repetition</b>	In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 1 HS, BB, Bern

## DCR - Corporate Digital Responsibility - MWD4005

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Obwegeser Nikolaus, Peskova Marie
<b>Module responsibility</b>	Nikolaus Obwegeser, Marie Peskova
<b>Short description of the module</b>	<p>Corporate Digital responsibility (CDR) defines the values, norms and principles that guide organizations and individuals in the design, development, implementation, and use of digital technologies. With the ever-expanding digitalization of society, the need for an ethical discourse on how technology is embedded in human activity and the intended and unintended consequences of such a process becomes increasingly pressing. Far from being abstract, ethical issues of digitalization are already impacting everyday lives in private and professional contexts. Negative examples that illustrate the need for digital responsibility are well-known, and often go beyond what can be captured within a legal framework. In this module, we develop the foundations of how to identify, assess and manage the ethical dilemmas arising when using digital technologies.</p>
<b>Competencies upon completion</b>	<p>Upon completion of this module, students will be</p> <ul style="list-style-type: none"><li>- able to identify and reflect upon common dilemma related to the use of digital technologies in organizations</li><li>- capable to systematically assess digital innovation projects with regard to ethical concerns</li><li>- knowledgeable about tools and frameworks to implement responsible design practices for digital products and services</li></ul>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Computer ethics, technology dilemmas, law vs. ethics</li><li>2. Generative nature of digital technologies, intended and unintended consequences</li><li>3. Responsible design practices, tools and frameworks</li><li>4. Integration of responsible design with existing processes and methods</li></ol>
<b>Teaching and Learning method</b>	Lecture, workshop, individual and group work, discussions, guest lecture(s)/excursion

## DCR - Corporate Digital Responsibility - MWD4005

### Literature

#### Mandatory readings:

- Moor, J. H. (1985). What is computer ethics?. *Metaphilosophy*, 16(4), 266-275. <https://web.cs.ucdavis.edu/~rogaway/classes/188/spring06/papers/moor.html>
- Computer Ethics: Basic Concepts and Historical Overview. [https://web.cs.ucdavis.edu/~rogaway/classes/188/spring06/papers/standfordencyclopedia.com/article/Computer\\_Ethics:\\_Basic\\_Concepts\\_and\\_Historical\\_Overview](https://web.cs.ucdavis.edu/~rogaway/classes/188/spring06/papers/standfordencyclopedia.com/article/Computer_Ethics:_Basic_Concepts_and_Historical_Overview)
- Wade, M. (2020). Corporate responsibility in the digital era. *MIT Sloan Management Review*, 28. <https://sloanreview.mit.edu/article/corporate-responsibility-in-the-digital-era/>
- Lobschat, L., Mueller, B., Eggers, F., Brandimarte, L., Diefenbach, S., Kroschke, M., & Wirtz, J. (2021). Corporate digital responsibility. *Journal of Business Research*, 122, 875-888. <https://www.sciencedirect.com/science/article/pii/S0148296319305946>

#### Further material

- <https://www.wired.com/story/technology-design-marginalized-communities/>
- <https://anchor.fm/rob-price4/episodes/Episode-6---A-discussion-with-Michael-Wade-epfbts/a-a4esq7>

### Workload

90 hours

### Contact lessons

2x Input session - synchronous in hybrid mode  
1x Final Presentation Session - synchronous in hybrid mode  
Coaching sessions

4 Virtual Learning Blocks

Learning blocks asynchronous

### Attendance requirement

2x Input session - synchronous in hybrid mode and  
1x Final Presentation Session - synchronous in hybrid mode

### Proof of competence

Digital Responsibility Project

Presentation of Digital Responsibility Project

### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DD1 - Deep Dive Digital Transformation I - MWD2007

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Marie Peskova
<b>Short description of the module</b>	<p>Deep Dive Digital transformation elective module provide the students the opportunity to deepen their knowledge and expertise and transfer their practical experience into the applied research. It is designed for the students who have already gathered a significant experience and expertise through their practical experience and gives them the possibility to materialize this know-how towards an add-on "Individual Expertise Profile" in the Master of Digital Business Administration. The "Individual Expertise Profile" can be acquired in the field of digitalization of a specific industry or function.</p>
<b>Requirements</b>	<p>This elective module is open to students that fulfill the following eligibility criteria:</p> <ul style="list-style-type: none"><li>- have at least 3 years of a relevant practical expertise in a given industry or function (i.e. Banking, Finance/efinance, Health Sector/eHealth, Marketing/Digital Marketing, etc.)</li><li>- can provide at least 3 relevant references from practitioners, experts in the field to proof their expertise (i.e. industry experts, relevant co-workers, managers, etc.)</li><li>- and are willing to put an extra effort into transferring and deepening their practical expertise and experience into their academic projects and work (DR2, DR3 and Masterthesis) and Deep Dive Digital Transformation elective module.</li></ul> <p>How to apply?</p> <p>Send an application letter to the head of Master Digital BA. The Application letter should contain the following:</p> <ul style="list-style-type: none"><li>- Expression of your motivation to deepen the expertise in the industry/function or a technology in the chosen field of expertise</li><li>- Proof of practical experience and expertise, i.e. at least 3 years of practical experience in the field of expertise (the industry/function or a technology)</li><li>- Minimum of 3 references, i.e. experts in the in the chosen field of expertise (to confirm your experience and expertise)</li></ul>
<b>Competencies upon completion</b>	<p>Students are able to</p> <ul style="list-style-type: none"><li>- deepen and reflect their knowledge and expertise in a given industry or function and transfer it into the applied research</li><li>- write a focus/white paper in the field of digital transformation of the given industry or function valuable for the practitioners</li><li>- present the gathered experience and knowledge to a target audience in the appropriate way</li></ul>

## DD1 - Deep Dive Digital Transformation I - MWD2007

<b>Content</b>	<p>1. Transformation of the individual expertise (e.g. industry, function, method, technology) into applied research (project, white paper)</p> <p>a. DTT1: Focus Paper/White Paper:</p> <ul style="list-style-type: none"> <li>i. Gap analysis between current practice and leading practices regarding the digital Transformation in the given field and outlook to expected development</li> <li>ii. Form: paper + video</li> <li>iii. elective module Deep Dive Digital Transformation I</li> </ul> <p>b. DTT2: Public colloquium presentation (evtl. Evening Event in cooperation with a partner):</p> <ul style="list-style-type: none"> <li>i. Presentation: good presentation incl. visualisation</li> <li>ii. Event organised by BFH Master, businesses/public to be invited</li> <li>iii. elective module Deep Dive Digital Transformation II - (ideally end of 3rd semester)</li> </ul> <p>c. Reflection of what competencies and personal development is required in "Strategy, Culture, Structure) to successfully master the digital transformation as indicated in the white paper, reflection of the skills "hands-on vs. visionary" (elective module Deep Dive Digital Transformation II)</p>
<b>Teaching and Learning method</b>	<p>coaching sessions with DD1 supervisor individual applied reserach paper/focus/white paper</p>
<b>Literature</b>	<p>individual depending on the area of specialization TBD by DD1 supervisor</p>
<b>Workload</b>	<p>90h</p>
<b>Contact lessons</b>	<p>coaching sessions with DD1 supervisor</p> <p>according to semester schedule (Moodle)</p>
<b>Attendance requirement</b>	<p>coaching sessions to be defined by DD1 supervisor</p>
<b>Proof of competence</b>	<p>Focus Paper/White Paper 100%</p>
<b>Aids for written examination</b>	<p>none</p>



## DD1 - Deep Dive Digital Transformation I - MWD2007

### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

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### Continuative, in depth modules

Deep Dive Digital Transformation II DD2

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### Comment

The elective module DD1 and DD2 are part of the portfolio needed for acquiring "Individual Expertise Profile" within Master of Digital Business Administration

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### Degree programme, semester

MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

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## DD2 - Deep Dive Digital Transformation II - MWD3007

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Optional module (countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Peskova Marie
<b>Short description of the module</b>	<p>Deep Dive Digital transformation elective modules provide the students the opportunity to deepen their knowledge and expertise within a specific field of digital transformation. The modules promote a transfer of students' practical experience into the applied research and vice versa.</p> <p>It is eligible for the students who have already gathered a significant experience and expertise through their practical experience. The modules provides such students with the possibility to materialize this know-how towards an add-on "Individual Expertise Profile" in the Master of Digital Business Administration.</p> <p>The "Individual Expertise Profile can be acquired in the field of digitalization of a specific industry or function.</p>
<b>Requirements</b>	a prerequisite to subscribe for DDt2 is a successfully passed DDT1 Deep Dive Digital Transformation I (DDT1)
<b>Competencies upon completion</b>	<p>Students are able to</p> <ul style="list-style-type: none"> <li>- deepen and reflect their knowledge and expertise in a given industry or function and transfer it into the applied research</li> <li>- write a focus/white paper in the field of digital transformation of the given industry or function valuable for the practitioners</li> <li>- present the gathered experience and knowledge to a target audience in the appropriate way DD1</li> </ul>
<b>Content</b>	<p>Preparation of a public colloquium for an interested group of experts (practitioners, researchers, etc.) in a given field.</p> <ol style="list-style-type: none"> <li>i. Presentation of the white paper results (DDt1) : good presentation incl. visualisation</li> <li>ii. Event organised by BFH Master, businesses/public to be invited</li> <li>iii. Reflection of what competencies and personal development is required in "Strategy, Culture, Structure) to</li> </ol> <p>successfully master the digital transformation as indicated in the white paper, reflection of the skills "hands-on vs. visionary" (elective module Deep Dive Digital Transformation II)</p>

## DD2 - Deep Dive Digital Transformation II - MWD3007

<b>Teaching and Learning method</b>	coaching sessions  self study
<b>Literature</b>	TBD by supervisor
<b>Workload</b>	90h
<b>Contact lessons</b>	none
<b>Attendance requirement</b>	coaching session  public colloquium
<b>Proof of competence</b>	Public colloquium preparation and execution (presentation of DD1 study) 50%  Reflection Report 50%
<b>Mode of repetition</b>	In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 2 FS, BB, Bern MSc Digital Business Administration, 2023-2024, 4 FS, BB, Bern MSc Digital Business Administration, 2022-2023, 4 FS, BB, Bern MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DLC3 - Live Case Project 3 - MWD3010

<b>ECTS</b>	1
<b>Study language</b>	English
<b>Module type</b>	Optional module (non-countable)
<b>Lecturer(s)</b>	Peskova Marie
<b>Module responsibility</b>	Marie Peskova
<b>Short description of the module</b>	<p>Live Case Project is the central element of the Master Digital Business Administration Curriculum. Students apply their acquired knowledge and skills in developing solutions of a complex, real-world challenge of design digital business in start-ups or interpreneurship venture projects. The challenge of the live case project come from real businesses and organisations. Student work together with the representatives of the live case organisations and other experts. They need to manage this project in an appropriate way, use appropriate project management approach, tools and methods in this fast changing environment and high speed of start up in order to provide the agreed output/deliverables.</p> <p>Live Case Project covering Scenario - Design Digital Business Models</p>
<b>Competencies upon completion</b>	<p>Agile project management</p> <p>SCRUM</p> <p>Collaboration and co-creation</p> <p>Stakeholder management</p> <p>Solution Pitch</p>
<b>Content</b>	<p>The content of the live case project is mainly covered by the hands on live case project sessions.</p> <p>Especially the project planning, project status reporting, pitching, stakeholder management</p>
<b>Teaching and Learning method</b>	Coaching session, status reports, feedbacks
<b>Literature</b>	<p>TDB</p> <p>Live Case</p>
<b>Workload</b>	30 hours

## DLC3 - Live Case Project 3 - MWD3010

### Contact lessons

Live Case Project onCampus Sessions:

Kick off Live Case  
Q&A Session with Live Case Partner  
Roundtable Session

Virtual Sessions with Head of Live Case Project

Status Reports, Pitches

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### Attendance requirement

All Live Case Sessions

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### Proof of competence

Active Participation in all Live Case Project Sessions (pass/not passed)

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### Mode of repetition

Repetition only in the next semester

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### Degree programme, semester

MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern  
MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

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## DO3 - People & Collaboration - MWD3002

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Harder Deane, Pang Dandan
<b>Module responsibility</b>	Pang Dandan, Harder Deane

### Short description of the module

In a fast-changing and challenging world like ours, many inevitably need to work with others to achieve goals and to succeed. In organisations, excellent collaborations with various stakeholders underlie the success of organisational life. It is critically important for modern workers, and especially team and organisational leaders, to understand the nature of human communication and interaction and to practice rules that facilitate organisational effectiveness.

Given the prevalence and importance of entrepreneurial activities in modern economies, the People & Collaboration module leverages the entrepreneurial (startup) context to elaborate on theories and practices regarding how people work and collaborate in dynamic environments. The module provides a contextualised answers to this board question, synthesising theories and research in management and psychology, as well as practical knowledge and frameworks from the real business world. The instructors will use a variety of interactive forms of instruction, to help students develop practical knowledge about how to facilitate collaboration with a people-oriented perspective and an execution mindset.

In this module, students will develop understandings of critical issues about execution in organisational (startup) settings (e.g., forming teams, developing visions and goals, building culture, cultivating capabilities, mindset of an entrepreneur, etc.) and relevant knowledge from individual and organisational psychology (e.g., character strengths, positive emotions, team creativity, etc.).

<b>Requirements</b>	None
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## DO3 - People & Collaboration - MWD3002

### Competencies upon completion

#### Subject: Students

- learn how to get people to work well together and produce results within a team setting
- understand the challenges of teamwork and link existing knowledge with new insights regarding digitalization and the future of work
- can recognize their own field of passion and motivational structure
- can analyze and improve their interactions with stakeholders of a startup
- can adapt their approaches to communication in line with the predominant group dynamics
- can foster specific mindsets conducive for a startup environment
- can facilitate decision-making and prioritization in a complex and resource-limited context typical for startups

#### Method: Students

- will focus on self-study and reflective learning
- will take responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case
- will be required to comment on and give feedback to other students as part of the distance learning cycles
- will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking

#### Social: Students

- get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers and representatives of the live case unfold
- are able to take on different points of view and establish common ground
- recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context
- assess performance and give feedback

## DO3 - People & Collaboration - MWD3002

### Self : Students

- develop an awareness of opportunities and challenges in the context of teamwork
- learn practical information and tools for their future business careers
- develop critical thinking through assessing different point of views (including personal biases) in the learning cycles and learning activities in throughout the module

### Content

#### Managing people in the entrepreneurial contexts (startups): how to execute strategy and change

- Team formation and formalization: finding cofounders and startup members; setting goals, visions, missions; forming strategy; setting roles and responsibilities; shaping culture; managing new work (global and virtual);
- Scale-up: nurturing processes; developing competence and capabilities; managing external stakeholders (community, crowd, etc.); finding staff for the second phase of the life cycle of a startup
- Change: facilitating innovation and change; managing conflicts; managing emotions.
- Playful business: unlocking the benefits of getting into a playful mindset in a business context

#### Individuals and teams: the underlying psychology of individuals and teams

- Individual psychology: understanding psychology basics; positive emotions and connection; cognition and cognitive bias; need and motivation (need for achievement and recognition); well-being (of entrepreneurs), work-life balance, and careers; entrepreneurship and visionary leadership
- Teams: diversity (race, gender, age/ inclusion); collaboration & conflict, team creativity; team climate; the role of leader(ship);
- New work: work in virtual and global teams; self and team development (mindfulness, JDR, grit, mindset)



## DO3 - People & Collaboration - MWD3002

### Teaching and Learning method

This module involves two formats of teaching and learning :

Classroom teaching and learning on campus, including:

- Lecturing by the instructors
- Case discussion in groups
- Practical group exercises
- Invited talks by practitioners/industry experts
- Panel discussion with practitioners/industry experts (structured, focused) with live cases
- Case study (in or after class)

Self-study after class, including:

- Reading (and video) assignments
- Self-guided learning
- Regular assignments with feedback
- Site visiting

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### Literature

Mandatory literature will be provided on moodle

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### Workload

90 h

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### Contact lessons

30.09.22

26.11.22

09.12.22

According to semester schedule (Moodle)

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## DO3 - People & Collaboration - MWD3002

<b>Attendance requirement</b>	Attendance during the on-campus blocks and all live case sessions including all the live case presentations.
<b>Proof of competence</b>	<p>All six online assignments of the learning cycles must be completed to pass the module (deadline published on module moodle site), of which two written assignments will be graded (individual assignments, 70%).</p> <p>Group work on Live Case incl. presentation will be graded (group assignments, 30%)</p>
<b>Aids for written examination</b>	Does not apply
<b>Mode of repetition</b>	In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern

## DR3 - Scientific Project 2 - MWD3004

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Endrissat Nada, Hietschold Nadine
<b>Module responsibility</b>	Nadine Hietschold, Nada Endrissat
<b>Short description of the module</b>	Over the course of two semesters (DR 2 & DR 3), student groups will conduct their own scientific research project under the guidance of research experts from the BFH-W Institutes. Scientific Project 2 (DR3) will continue to develop the Scientific Research Project started in the spring semester (DR 2).
<b>Requirements</b>	Scientific Research Project 1 (DR2)

## DR3 - Scientific Project 2 - MWD3004

### Competencies upon completion

#### Subject competencies: Students

- Can develop a relevant research question
- Can identify and summarize relevant literature
- Can name the different research approaches and designs, including quantitative vs qualitative, induction vs deduction, hypothesis testing vs exploration
- Can apply the appropriate research design to their research question
- Can apply an appropriate research methods to collect data (quantitative or qualitative)
- Know about alternative modes of inquiry/research design and their consequences for insights
- Can write a scientific research report following scientific standards

#### Methodological competencies: Students

- Work in teams
- Are responsible to conduct scientific research under the guidance of a research expert
- Will deepen their knowledge through self-study (virtual learning cycles) and application to the respective research project
- Are required to take responsibility for their learning and the research project
- Are required to comment on and give feedback to other students as part of the colloquium
- Will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking.

#### Social competencies: Students

- Develop strategies to deal with the recursivity and unpredictability of scientific research
- Are able to establish working consensus among team members
- Are able to give (and receive) constructive feedback.

#### Self-competencies: Students

- Challenge themselves by trying out something new
- Understand which research methods they feel most comfortable with
- Develop their critical thinking skills by (re-)assessing empirical findings and their implications.

## DR3 - Scientific Project 2 - MWD3004

<p><b>Content</b></p>	<p>Scientific Project 2 enables students to conduct their own empirical research study by guiding them through the processes of</p> <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data interpretation</li> <li>• Presenting their findings</li> <li>• Discussing their findings</li> <li>• Explicating their practical and theoretical contribution</li> </ul> <p>In close collaboration with research experts, student groups plan and carry out their own empirical research project.</p> <p>In virtual learning cycles, student groups learn about alternative research designs and data collection methods and gain an understanding about how to analyze and interpret data and how to present their findings.</p> <p>In on campus meetings, students will gain hands-on experience in analyzing quantitative and qualitative data and will be trained to critically reflect on the impact data analysis has on the findings.</p>
<p><b>Teaching and Learning method</b></p>	<p>Data analysis workshop, coaching, collaborative group work, self-study</p>
<p><b>Literature</b></p>	<p>provided electronically on moodle</p>
<p><b>Workload</b></p>	<p>180</p>
<p><b>Contact lessons</b></p>	<p>Data Hacknights (Quantitative and qualitative data analysis workshops) plus Coaching</p> <p>According to semester schedule (Moodle)</p>
<p><b>Attendance requirement</b></p>	<p>Attendance during the on-campus blocks and all live case sessions including all the live case presentations.</p>
<p><b>Proof of competence</b></p>	<p>100% written group work (scientific report) to be turned in at the end of semester and to be graded by project supervisor.</p> <p>In addition to the graded report, all learning cycle agreements must be completed in order to pass the module.</p>
<p><b>Aids for written examination</b></p>	<p>-</p>
<p><b>Mode of repetition</b></p>	<p>In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.</p>
<p><b>Continuative, in depth modules</b></p>	<p>Master thesis (DR4)</p>

## DR3 - Scientific Project 2 - MWD3004

**Degree programme, semester** MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern

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## DS3 - Disruptive Business Models - MWD3001

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Frecè Jan Thomas, Harder Deane
<b>Module responsibility</b>	Harder Deane, Frecè Jan Thomas
<b>Short description of the module</b>	You will explore the strategic mindset of a digital entrepreneur. This involves designing new business models based on a value chain that uses or requires digital means to deliver quality products or services. A key learning goal is applying this kind of entrepreneurial thinking within a company or setting up a new digital company, making use of leverage points in regional, national and international economic ecosystems. It also explores the implications of having a "digital DNA" in your corporate culture.
<b>Requirements</b>	Modules in digitally enhanced operational excellent and digitally supported business model expansions or equivalent

## DS3 - Disruptive Business Models - MWD3001

### Competencies upon completion

#### Subject: Students

make use of case studies to link existing knowledge with new insights regarding digital transformation.

design digital business models to operate in a global digital environment.

apply their knowledge of micro-economics, management, and entrepreneurship to set up a digital business model.

#### Method: Students

focus on applied learning. There will be some lectures, but the emphasis will be on student responsibility for learning through active application of course content in various forms of learning, e.g. distance learning, virtual learning cycles and interaction with representatives of companies as part of a live case.

will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case.

will be challenged to integrate knowledge they have gained from other business core modules and apply their accumulated knowledge.

#### Social: Students

understand the influences and effects of technological, organizational and social trends as well as mental models and predominant corporate cultures on their perception of the digital transformation.

get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers, and representatives of the live case unfold.

are able to switch between different business and cultural perspectives.

recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context.

#### Self: Students

further develop their awareness of their own mental models of management and teamwork to better equip themselves to function in global business situations flexibly.

learn practical information and tools for their future business careers.

develop critical thinking ability and problem solving skills through experiential learning activities, simulations, and case studies.



## DS3 - Disruptive Business Models - MWD3001

### Content

#### Subject content:

- Cryptocurrencies, DLT, NFT & other buzzwords
- Legacy vs. green field
- Testing of a business idea
- Networks & ecosystems
- Innovation & diffusion
- Sustainability

#### Methods:

- Crowdsourcing
- Co-creation and design thinking
- De-centralized organization
- Testing and business model metrics
- Open source vs IP
- Innovation, open innovation
- Zero knowledge data-based services

#### Practice cases:

- Ongoing business development; Customer experience and incremental innovation; Product development & management

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### Teaching and Learning method

On-Campus sessions: classroom teaching and discussion, guest lectures, coaching sessions;

Virtual learning cycles: self-study via exploration and online examples and exercises as well as self-organised collaboration in teams; on-going team assignment

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### Literature

Mandatory literature will be provided on Moodle

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### Workload

180 h

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### Contact lessons

On campus - according to semester schedule (Moodle)

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### Attendance requirement

Attendance during the on-campus blocks and all live case sessions including all the live case presentations

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## DS3 - Disruptive Business Models - MWD3001

### Proof of competence

70% Individual assignments within virtual learning cycles. All individual assignments must be completed in order to pass the module, of which three assignments will be graded.

30% group live case presentation and report

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### Mode of repetition

In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.

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### Degree programme, semester

MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern  
MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern

## DT3 - Emerging Technologies - MWD3003

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Elective module
<b>Lecturer(s)</b>	Levent Josh, Obwegeser Nikolaus
<b>Module responsibility</b>	Nikolaus Obwegeser
<b>Short description of the module</b>	<p>First, we discuss how to scope and identify new technologies. We introduce and use frameworks like the HypeCycle or technology radar to work on various real-life scenarios.</p> <p>Second, we work on how to evaluate and experiment with new technologies, including the development and maintenance of a portfolio of emerging technologies focused on potential value. This includes putting structures in place to support and encourage continuous experimentation.</p> <p>And third, we move beyond experimentation and discuss how real business value can be captured with emerging technologies, including for example how to scale experiments from lab settings to generate maximum impact.</p> <p>We utilize a range of different learning methods to develop a sound theoretical foundation as well as concrete techniques and practices that provide actionable support for decision making in organizations.</p>
<b>Competencies upon completion</b>	<p>Upon completion of this module, students are</p> <ul style="list-style-type: none"><li>- able to reflect upon and discuss the role of emerging technologies in a business context</li><li>- capable to contextualize and apply various frameworks for technology forecasting and evaluation</li><li>- able to design and execute experiments with new technologies to understand their business value</li><li>- knowledgeable about examples of specific emerging technologies (e.g., AI, Blockchain) and how to evaluate their usefulness for specific business purposes.</li></ul>

## DT3 - Emerging Technologies - MWD3003

<b>Content</b>	<p><b>Focus question:</b> how to stay on top of the continuously changing technology landscape?</p> <p><b>Structure:</b> 3 phases approach to manage emerging tech</p> <ul style="list-style-type: none"><li>• Scouting</li><li>• Experimenting</li><li>• Integrating &amp; Scaling</li></ul> <p><b>Content:</b> mix between General frameworks to manage tech innovation, e.g. hypecycle, techradar, etc.</p> <ul style="list-style-type: none"><li>• Concrete examples of currently hyped/emerging technologies, e.g. blockchain, crypto, AI/ML, (has to be updated frequently)</li><li>• Cases presented by/with experts working on emerging tech in business context</li></ul>
<b>Workload</b>	180 hours
<b>Contact lessons</b>	According to semester schedule (Moodle)
<b>Attendance requirement</b>	Attendance during the on-campus blocks and all live case sessions including all the live case presentations.
<b>Proof of competence</b>	<p>Proof of competence will be assessed electronically using the following portfolio of assessments:</p> <p>70% Individual assignments within virtual learning cycles. All individual assignments must be completed in order to pass the module, of which 3 assignments will be graded</p> <p>30 % Group Live Case presentation &amp; report</p>
<b>Mode of repetition</b>	In case of an insufficient grade, student may approach the lecturer to define the conditions (task and deadline) of the resubmission. In case of the re-submission of the same assignments a maximum grade of 4.0 can be achieved for a given assignment.
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2023-2024, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern