

## DO1 - Agility & New Work - MWD1003

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Endrissat Nada
<b>Module responsibility</b>	Nada Endrissat

**Short description of the module** Setting the Scene: Understand the Agility & New Work Landscape

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.

### Competencies upon completion

#### Subject: Students

- apply their knowledge of HR Management and leadership to assess the potential for digitalizing HR functions and for shaping new work environments
- will make use of case studies to link existing knowledge with new insights regarding digitalization and the future of work
- will develop the ability to assess the potential of new work arrangements and decide, which option is most suitable for their specific situation.

#### 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

## 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

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### Contact lessons

On Campus Sessions

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### Proof of competence

70% Individual assignments as part of the learning cycles (all online assignments of the learning cycles must be completed to pass the class, two of the assignments will be graded)

30% Group Live Case presentation & report

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### Degree programme, semester

MSc Digital Business Administration, 2021-2022, 1 HS, BB, Bern

## 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

### Short description of the module

In the course Scientific Research Methods students learn the scientific research and work skills needed for a master thesis at the BFH W.

The course guides the students through all steps of the research process. The focus is on application and doing. The objective of the course is, that students deliver a concise research proposal. Additionally to a "normal" research proposal, students are asked to deliver a more elaborate and in-depth literature review for this objective. The research proposal is developed over 7 learning cycles along the research process, with the input on-campus blocks (question, design, methods, presenting). The results will be presented in the last on-campus block in form of a science SLAM.

### Requirements

Knwologde and skills in scientific research methods on a Bachelors' level.

## DR1 - Scientific Research Methods - MWD1005

### Competencies upon completion

#### Subject: Students

- Understand the utility of a research question and find actual literature (state of the art).
- Know philosophical research positions and understand the consequences for the research design.
- Know the value of theories, models and hypotheses.
- Know and understand different types of research design ( exploratory, descriptive & causal research)
- Apply an appropriate research design to a research question
- Know, understand and apply research methods and argue why the methods allow to find answers for question.
- Know and understand how to collect data for quantitative and qualitative study
- Create a research proposal in the context of a specific case in digital business

#### 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

## DR1 - Scientific Research Methods - MWD1005

### Content

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

The application and the doing uses the 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 class, by self-paced learning, and by predefined (e.g. online) exercises. Level three is achieved with self & group-studies as well as coaching sessions.

The doing is organized around 4 basic areas of scientific research, which are loosely coupled with the 4 on-campus sessions:

- Literature (search terms & locations, evaluation criteria & qualia, summarize/categorize/extract information, cite/use sources)
- Manage (knowledge-management, data-usage, management sources, tools for handling from paper&pencil-methods as well as software tools, e.g. Citavi/Mendeley, SPSS/R, Zettelkasten)
- Write (organize writing process (coarse->refined), filling predefined text-structures, mechanics of style, mechanics of arguing, artefact use in text)
- Research (iterative research process along the path of "question, design, methods, results, visualization and usage")

Over all learning cycles a research-design is developed, the topic might be changed during the term, when considered as inappropriate.

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### Teaching and Learning method

class, team-teaching, individual self-paced learning, online exercises

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## DR1 - Scientific Research Methods - MWD1005

### Literature

Mandatory literature will be provided during the course in form of excerpts of books pdf.

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.

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### Workload

The 6 ECTS 180h effort is divided into approx. 20h face-to-face lessons, approx. 40h coaching and 120h for self-study and writing (with online tasks/tests for self-evaluation and units for self-paced learning).

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### Contact lessons

Contact lessons in 4 blocks covering literature, research management, research writing and research methods.

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### Attendance requirement

Last campus block ( 2h afternoon)

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## DR1 - Scientific Research Methods - MWD1005

### Proof of competence

1. Written registered report ([https://www.elsevier.com/\\_\\_data/promis\\_misc/LEAQUA%20RR.docx](https://www.elsevier.com/__data/promis_misc/LEAQUA%20RR.docx)) minimally including definition of topic, and research question, topic analysis, choice of methods, expected results; based on the actual literature in the research field of interest. The report is partially evaluated per block of lessons (literature, manage, write, research)
  2. Written reviews for the registered report of another group. The reviews are written continuously throughout the semester.
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### Aids for written examination

no written exam

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### Degree programme, semester

MSc Digital Business Administration, 2021-2022, 1 HS, BB, Bern

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## DS1b - Operational Excellence - MWD1002

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Frecè Jan Thomas, Harder Deane
<b>Module responsibility</b>	Frecè Jan Thomas, Harder Deane

### Short description of the module

This module is about how to foster operational excellent using digital means, i.e., optimization of processes and further development of corporate culture of continuous improvement, as part of the digital transformation. In particular, you will use available data to improve customer experience, to create customer value and to reduce waste in existing processes without creating additional risk regarding data breaches.

We will illustrate and analyze how data-related business models interact with strategy and how both are realized with processes. Furthermore, we will apply methods and frameworks to put the customer in the center of a company's operations and see how management can foster sustainability based on functional corporate values.



## DS1b - Operational Excellence - MWD1002

### Competencies upon completion

#### **Subject: Students**

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

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.

will get to know and use digital means of operations management, data handling 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 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 for 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 point of views (including personal biases) in the learning cycles and learning activities in the case study

## DS1b - Operational Excellence - MWD1002

### Content

#### **Subject content:**

Digitally enhanced value generation (with links to design thinking)

Operational excellence: process management and a culture of continuous improvement

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

Standards

Customer centricity (user experience, customer journey)

Corporate sustainability in the analogue and digital realms

#### **Methods:**

User experience

Customer journey

#### **Practice cases**

Self-service / empowerment of the business user / low code tutorial / no code workflow

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### Teaching and Learning method

Autonomous 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

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### Attendance requirement

Attendance during the on-campus blocks is required

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## DS1b - Operational Excellence - MWD1002

### Proof of competence

30% evaluated individual assignments as part of the learning cycles (e.g., electronically submitted quizzes, content preparations, and reports)

40% deliverables and/or group presentations on campus (on-site) and electronically submitted documentation

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

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### Aids for written examination

none

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### Degree programme, semester

MSc Digital Business Administration, 2021-2022, 1 HS, BB, Bern

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## DS1a - Business in a Digital Environment - MWD1001

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Peskova Marie, Schmid Alexander
<b>Module responsibility</b>	Brechbühler Peskova Marie, Schmid Alexander

**Short description of the module**

The module "Business in a Digital Environment" familiarizes students with the impact of digitalization on societies and businesses and thereto connected organizational challenges. 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.

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.

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.

**Requirements**

no formal requirements

bring your engagement and commitment to learn with you :)

## 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
- apply their knowledge of marketing, supply and demand, and strategy to assess the running of a company in a digital environment.
- will make use of case studies to 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 in the case study

### Content

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

## DS1a - Business in a Digital Environment - MWD1001

### Teaching and Learning method

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

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### Literature

To be communicated via Moodle

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### Workload

90 hours

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### Contact lessons

On-Campus Blocks (siehe Stundenplan Master Digital BA 2021)

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### Attendance requirement

none

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### Proof of competence

- 70% Evaluated assignments within virtual learning cycles
- 30% Live Case presentation & report

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### Continuative, in depth modules

DS2, DS3

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### Degree programme, semester

MSc Digital Business Administration, 2021-2022, 1 HS, BB, Bern

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## DT1 - Data - MWD1004

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Cichy Patrick, Krebs Michel, Vanini Paolo
<b>Module responsibility</b>	Paolo Vanini, Michel Krebs, Patrick Cichy
<b>Short description of the module</b>	<p>An important topic in the first semester is data. They are the foundation of a digitalization and the application of enabling and trending technologies. You will learn in this module hands-on how you get your raw data, how do you store them and how to you derive data value using data analytic methods.</p> <p>As a second take-away you will learn and practice the methods on Live Cases.</p>
<b>Requirements</b>	Mathematical and Statistical knowledge of a Bachelor Degree in Business Administration

## DT1 - Data - MWD1004

### Competencies upon completion

#### Subject: Students

- ability to work with data, to design data base management solutions
- understand and practice main data analytics methods
- experience with a programming language
- understand how to communicate with senior managers about data issues

#### 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 courser 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 in chronological order

Live Cases Anchoring  
Data, Big Data and Data Base Management Systems  
Linear Regression and Refresher Math  
Logistic Regression and Regularization  
Tree-Based Methods  
Unsupervised Learning

Methods:  
Data Analytics

Practice Cases:  
Live Cases



## DT1 - Data - MWD1004

### Teaching and Learning method

Virtual cycles: videos

Structure of the videos

Real problem to be solved

Idea of the method

Explanation of the main features of the method, how the method works and what are the pitfalls.

Quiz questions during the video

Assignments with solution where the students apply the methods working on data, deriving analytic results and providing an interpretation of the results

Live Cases: On Campus: Coaching Sessions

### Literature

Instructional videos are self-contained. The material is self-contained. Students need not to consider additional references

### Workload

80 hours virtual cycles

30% live cases

### Attendance requirement

None

### Proof of competence

- 30% Live case deliverables
- 35% Learning cycle assignments/exercises (5 points for each Learning Cycle)
- 35% written electronical exam

### Aids for written examination

Open book, BFH-Calculator

*For details to the aids allowed during written exams see "written examination regulations" on Moodle.*

### Continuative, in depth modules

Enabling Technologies, Emerging Technologies

### Degree programme, semester

MSc Digital Business Administration, 2021-2022, 1 HS, BB, Bern

## DO3 - People & Collaboration - MWD3002

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Sonderegger Andreas, Straub Caroline
<b>Module responsibility</b>	Sonderegger Andreas, Caroline Straub
<b>Short description of the module</b>	<p>In most organizations work is done collaboratively by teams. The team is the unit where real value is created, where innovative ideas are conceived and tested, and where employees experience sense in their work. However, dysfunctional teams seem to be endemic to organizational life. It is within teams where interpersonal issues, ill-suited skill sets, unclear roles, and lack of group goals can hinder productivity and cause friction.</p> <p>Using the setting of a fast-moving start-up team we explore the challenges that lie behind managing teams. What makes people thrive in this environment? What infrastructure needs to be provided? How to pick the best team members, and once they are in, how to cultivate their skills and influence their behaviour through a strong vision and team culture?</p> <p>The People &amp; Collaboration module addresses these questions and problem areas, applying knowledge from research and practice in a challenging, interactive and dynamic way.</p>
<b>Requirements</b>	None

## 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

### **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

### **Self :** Students

- develop an awareness of opportunities and challenges in the context of team work
  - 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 throughout the module
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## DO3 - People & Collaboration - MWD3002

### Content

#### Subject content:

##### Build your team's infrastructure

- Picking the right team members (e.g. competence modelling, recruitment & selection)
- Cultivating their competences
- Setting goals, values, a mission and a vision
- Setting clear roles for team members
- Develop a team culture (e.g. rules of conduct, team contract, accountability)
- Use of technology (e.g. managing virtual teams, online communities, human robot teams)
- Know how digital tools can support you in achieving the organizational goals

##### Manage your team

- Create an environment for making optimal team decisions (e.g. cooperation, psychological safety)
  - Manage diversity within (e.g. personalities, disciplines, platform workers) and across (e.g. sector, cross-functional) team
  - Engage team members (e.g. set compensation system & recognition)
  - Resolve arising conflict
  - Manage outside the team (e.g. stakeholder management)
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## DO3 - People & Collaboration - MWD3002

<b>Teaching and Learning method</b>	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>· Experimentation</li> <li>· Presentation of students</li> <li>· Live case transfer</li> <li>· Guest presentations</li> <li>· Readings as preparation of knowledge</li> </ul> <p><b>Practice cases/ hands-on</b></p> <ul style="list-style-type: none"> <li>· Examples from startup teams</li> <li>· Application to Digi Master teams throughout the module</li> <li>· Application to live case at the end</li> </ul> <p><b>Research foundation</b></p> <ul style="list-style-type: none"> <li>· Reading of articles from applied research projects</li> <li>frameworks and theories</li> </ul>
<b>Literature</b>	Mandatory literature will be provided on moodle
<b>Workload</b>	3 ECTS - 90hours
<b>Attendance requirement</b>	None
<b>Proof of competence</b>	<p>All online assignments of the learning cycles must be completed to pass the module (deadline published on module moodle site)</p> <p>70% Individual assignments as part of the learning cycles</p> <p>30% Group Live Case presentation &amp; report</p>
<b>Aids for written examination</b>	Does not apply.
<b>Degree programme, semester</b>	<p>MSc Digital Business Administration, 2021-2022, 3 HS, BB, Bern</p> <p>MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern</p>

## 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>	Endrissat Nada, Hietschold Nadine
<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.
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## DR3 - Scientific Project 2 - MWD3004

<b>Content</b>	<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>
<b>Teaching and Learning method</b>	Data analysis workshop, coaching, collaborative group work, self-study
<b>Literature</b>	provided electronically on moodle
<b>Workload</b>	180
<b>Contact lessons</b>	Data Hacknights (Quantitative and qualitative data analysis workshops) plus Coaching
<b>Attendance requirement</b>	obligatory
<b>Proof of competence</b>	100% written group work (scientific report) to be turned in at the end of semester
<b>Aids for written examination</b>	-
<b>Continuative, in depth modules</b>	Master thesis (DR4)
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern MSc Digital Business Administration, 2021-2022, 3 HS, BB, Bern



## DS3 - Disruptive Business Models - MWD3001

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Dey Pascal, Frecè Jan Thomas, Harder Deane
<b>Module responsibility</b>	Harder Deane, Frecè Jan Thomas, Aron Braun
<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.

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## DS3 - Disruptive Business Models - MWD3001

<b>Content</b>	<p>Subject content:</p> <ul style="list-style-type: none"> <li>Legacy vs. green field</li> <li>Testing of a business idea</li> <li>Branding &amp; marketing</li> <li>Networks &amp; ecosystems</li> <li>Innovation &amp; diffusion</li> <li>Sustainability</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>Crowdsourcing</li> <li>Co-creation and design thinking</li> <li>Testing and business model metrics</li> <li>Innovation, open innovation</li> <li>Zero knowledge data-based services</li> </ul> <p>Practice cases:</p> <ul style="list-style-type: none"> <li>Ongoing business development; Sales and marketing</li> <li>Product development &amp; management</li> </ul>
<b>Teaching and Learning method</b>	<p>On-Campus sessions: classroom teaching and discussion, guest lectures, coaching sessions, testing and experimentation (digital lab);</p> <p>Virtual learning cycles: self-study via exploration and online examples and exercises as well as self-organised collaboration in teams; on-going team assignment</p>
<b>Literature</b>	<p>Mandatory literature will be provided on Moodle</p>
<b>Workload</b>	<p>180 h</p>
<b>Contact lessons</b>	<p>On campus</p>
<b>Attendance requirement</b>	<p>On campus sessions</p>
<b>Proof of competence</b>	<ul style="list-style-type: none"> <li>30% evaluated individual assignments as part of the learning cycles (e.g., electronically submitted quizzes, content preparations, and reports)</li> <li>40% deliverables and/or group presentations on campus (on-site) and electronically submitted documentation</li> <li>30% Live Case presentation (on-site) &amp; electronically submitted report</li> </ul>
<b>Degree programme, semester</b>	<ul style="list-style-type: none"> <li>MSc Digital Business Administration, 2021-2022, 3 HS, BB, Bern</li> <li>MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern</li> </ul>

## DT3 - Emerging Technologies - MWD3003

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Module type</b>	Compulsory module
<b>Lecturer(s)</b>	Obwegeser Nikolaus
<b>Module responsibility</b>	Obwegeser Nikolaus, Stürmer Matthias
<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>Proof of competence</b>	<p>Proof of competence will be assessed electronically using the following portfolio of assessments:</p> <p>70 % Individual assignments as part of the learning cycles</p> <p>30 % Group Live Case presentation &amp; report</p>
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2021-2022, 3 HS, BB, Bern MSc Digital Business Administration, 2022-2023, 3 HS, BB, Bern