



Curriculum & Syllabi Handbook

BSc International Management Double Degree

Start Reutlingen



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www.esb-business-school.de

BSc International Management Double Degree

Contents

1. The IMX Study Programme.....	5
2. Competency Goals and Learning Objectives according to AACSB	9
3. Programme Structure (for students admitted by ESB Business School).....	11
4. Agreed Double Degree Structure.....	18
5. Overview: Modules and Courses - Start in Reutlingen	19
Core Modules (Pflichtmodule)	19
Core Modules CSIC (Pflichtmodule CSIC)	21
Electives Second Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache)	23
Electives Business Courses (Wahlpflichtmodule)	24
6. Core Modules and Courses.....	25
Quantitative Methods I (Quantitative Methoden I).....	25
Quantitative Methods II (Quantitative Methoden II).....	30
Economics I - Microeconomics (Volkswirtschaftslehre I – Mikroökonomik)	34
Economics II - Macroeconomics (Volkswirtschaftslehre II – Makroökonomik)	38
Fundamentals of Business (Grundlagen der Betriebswirtschaftslehre).....	42
Introduction to Business (Einführung in die Betriebswirtschaftslehre)	43
Fundamentals of Financial Accounting (Grundlagen des externen Rechnungswesens)	45
Financial Accounting (Jahresabschluss).....	47
Fundamentals of Financing, Capital Budgeting & Management Accounting (Grundlagen der Finanzierung, der Investitionsrechnung & des internen Rechnungswesens)	50
Fundamentals of Financing (Grundlagen der Finanzierung).....	52
Fundamentals Capital Budgeting (Grundlagen der Investitionsrechnung)	55
Fundamentals of Management Accounting (Grundlagen des internen Rechnungswesens)	57
Fundamentals of Organisation (Grundlagen der Organisation)	58
Organisational Behavior (Organisational Behavior).....	61
Organisation (Organisation)	62
Fundamentals of Marketing (Grundlagen des Marketing)	63
Marketing (Marketing)	65
Market Research (Marktforschung).....	66
Marketing Project (Marketing Projekt).....	67
International Economics & Finance (Internationale Ökonomie & Finanzwirtschaft).....	70

BSc International Management Double Degree

International Business Cycle and Economic Policy (Internationale Konjunkturzyklen und Wirtschaftspolitik).....	71
International Finance (Internationale Finanzwirtschaft)	74
Applied Research in Finance (Angewandtes wissenschaftliches Arbeiten in Finanzierung).....	76
Managerial Skills I (Management Kompetenzen I).....	79
Managerial Skills II (Management Kompetenzen II).....	82
Colloquium International Matters I (Fachkolloquium Internationales I).....	86
Mandatory Internship I (Pflichtpraktikum I).....	88
Preparation for Mandatory Internship I (Praktikumsvorbereitung I).....	89
Mandatory Internship I (Pflichtpraktikum I).....	91
Colloquium on Mandatory Internship I (Kolloquium Pflichtpraktikum I).....	93
Communication Skills and Intercultural Competence I (Kommunikationsfähigkeit und interkulturelle Kompetenz I).....	95
Communication Skills and Intercultural Competence II (Kommunikationsfähigkeit und interkulturelle Kompetenz II).....	100
Communication Skills and Intercultural Competence III (Kommunikationsfähigkeit und interkulturelle Kompetenz III).....	105
7. Electives 2nd Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache)	110
Second Business Language – Business English (Zweite Wirtschaftssprache - Wirtschaftsenglisch).....	110
Second Business Language – Business French (Zweite Wirtschaftssprache - Wirtschaftsfranzösisch)	112
Second Business Language – Business Spanish (Zweite Wirtschaftssprache - Wirtschaftsspanisch).....	114
Second Business Language – Business Chinese (Zweite Wirtschaftssprache - Wirtschaftschinesisch).....	116
Chinese Intensive I & II (Chinesisch Intensiv I & II).....	118
Chinese Intensive Ia (Chinesisch Intensiv Ia).....	119
Chinese Intensive Ib (Chinesisch Intensiv Ib).....	121
8. Elective Business Course (Wahlpflichtmodule)	126
Project Management (Projektmanagement)	126
Business Implications of Political Risks (Auswirkungen von politischen Risiken auf Unternehmensentscheidungen).....	128
Digital Entrepreneurship (Digital Entrepreneurship).....	131
IPBS Summer School (IPBS Summer School)	133

BSc International Management Double Degree

Business Informatics (Wirtschaftsinformatik)	135
Customer Experience Management (Customer Experience Management)	138
Banking and Insurance Management (Bank- und Versicherungsmanagement)	141
Lean Management (Lean Management)	144
Corporate Social Responsibility (Corporate Social Responsibility)	147
Empirical Economics (Empirische Ökonomik)	150
Business Law I (Wirtschaftsrecht I)	153
Labour Law I (Arbeitsrecht I)	155

1. The IMX Study Programme

The International Management Double Degree (IMX) undergraduate study programme leading to the academic qualification of Bachelor of Science in International Management and a corresponding degree from the chosen partner university is designed to qualify graduates for international management, project management and expert positions in companies in all branches of industry and non-profit-making organisations. The IMX programme also prepares students for a programme of study leading to a master's degree.

Because of the targeted professional occupations, or future study options, the qualification of the IMX students focuses on three main objectives, described in detail below:

- Professional qualification of very good high-school graduates by means of an international generalist and practice-oriented education in business administration, with equal emphasis placed on the development of personality (*“employability”*),
- Encouragement to take part in extra-curricular student activities and social commitment (*“democratic citizenship”*),
- Acquisition of skills required to carry out academic work independently (*“skills for academic work”*).

Employability is the central conceptual focus of the IMX study programme. The aim is to train managers and experts with a global perspective, who are able to perform successfully in companies and organisations with international operations. Graduates of the IMX programme should therefore have developed skills in two fields:

- *Professional competence*: generalist, international, and practice-oriented.
- *Soft skills (methodical, social, personal competence)* in the fields of communication, structured problem solving, focus on achievement, organisation and management, teamwork, emotional and intercultural competence/ethical conduct.

The contents of the IMX study programme, especially in the first three years, are of a *generalist* nature, in order to enable extensive treatment of the most important aspects of business studies (see Curriculum & Syllabus Handbook and Agreed Module Structure). In the fourth year, in-depth study of special areas, functions, or industries is possible in order to prepare for a specific professional preference which may already have been formed at this stage. These professional skills are acquired in the “2 + 2 Model”, a two-year period abroad, the work experience placement abroad, classes in the language of the country of the host university, work in multinational groups, and intensive learning of the language and culture of the host country in an international context (*international*).

The obligatory work experience in both the home and the host country (under certain conditions also in a third country) provide students with early insight into the world of work in two cultural zones and the opportunity to put their theoretical knowledge and soft skills to

BSc International Management Double Degree

the test, thus deepening their understanding. In addition, the professors in the IMX programme have many years of professional experience, and maintain close contacts to industry. Guest lecturers from the world of business, projects, case studies, and the opportunity to carry out work for the graduation thesis in collaboration with companies are a further component of the training for the real world provided by the IMX programme (*practice-oriented*).

IMX also works closely with globally active companies. This is supported both by the ESB corporate support association, VIMA, and by the ESB Advisory Board. These two organisations are used intensively by IMX in order to keep in touch with corporate requirements with regard to internationality and practical focus.

In addition to academically well-founded professional competences, graduates of the IMX programme should also have acquired a wide range of *soft skills* required for successful operation in international management or expert positions in all branches of industry and non-profit-making organisations. These important soft skills are addressed in particular in the Managerial Skills modules anchored in the curriculum in both halves of the degree programme.

The soft skills include written and spoken *communication* skills in German, English and the language of the host country. This is supported by the 2 +2 Model and intensive language teaching in the first half of the study programme, and after changing the study location before the fifth semester. Graduates should also be able to present themselves and behave in a manner appropriate to the situation. These presentation skills are promoted by practice on many occasions during studies and the obligatory work experience period of at least two semesters.

The field of *structured problem solving* comprises the identification and definition of complex problems and breaking them down and working through them systematically. Specific classroom units are dedicated to imparting this competence. Good analytical skills and sound numeracy are also required to be successful in many business professions. An understanding of supporting information technologies (e.g. big data, data mining) as well as the statistical methods is necessary. The IMX programme offers core and elective modules to provide a range of support for the acquisition of these skills.

The desired student *focus on achievement* requires, in addition to a high level of willingness to learn, a clear dedication to achievement and the ability to work under pressure. Graduates should also be able to meet deadlines and achieve set targets. This requires the development of active skills in self-management and management of others as well as situative adaptability. The demanding curriculum and the usually very challenging work experience semesters support the development of these skills. Two years spent studying in the context of another country and culture necessarily help to develop skills in self-management and the management of others (*organisation and management*).

BSc International Management Double Degree

To perform successfully in a team requires appropriate behaviour with regard to criticism and conflict but also the willingness to assume responsibility and leadership skills: *team-work*, often in a multicultural context, is an integral component of most of the teaching modules. In their extra-curricular activities in various student organisations, students also work on the development of their leadership skills. *Emotional and intercultural competence* are also promoted by the 2+2 Model. Students acquire first-hand experience of studying in another country. *Ethical conduct* is required of all those involved in the IMX programme – students, staff, and teachers.

These objectives described above are also reflected in the “Learning Outcomes” in the Curriculum & Syllabus Handbook for the four areas of competence: professional, methodical, social, and personal.

A unique feature of the IMX study programme compared to other programmes within and outside ESB Business School are the wide-ranging student activities and the social commitment of students. By taking particular social, cultural, or political commitment of applicants into account in the admissions process, the programme specially targets people who are likely to become actively involved during their studies. This “*democratic citizenship*” is actively promoted by the IMX programme and by ESB Business School as a whole. Many of these activities are supported by professors and other members of staff. VIMA, which was established and developed by this study programme many years ago, values the commitment of the students and also supports it financially.

In view of the fact that an increasing number of students in the programme are considering the possibility of going on to study in a consecutive master’s programme, the acquisition of *skills for academic work* is of growing importance. The study programme, which is weighted with 240 ECTS credits, makes graduates eligible to go on to any consecutive master’s degree programme. The aim of achieving competence in academic work is served mostly by working on the graduation thesis for the bachelor’s degree. Students are given systematic guidance in the form of an introduction to academic working methods, close personal support, and tutorials. Obligatory seminars in the 4th and 7th semesters serve as additional preparation of students for work on the bachelor thesis. IMX students who would like to go on to study for a PhD can fulfil this wish through the cooperation programmes between IMX and the partner universities in Dublin, Krakow, and Piacenza. The IMX degree also makes students eligible for participation in the PhD programmes of most international institutions.

The IMX programme meets all the formal and structural requirements of the qualification parameters for German academic degrees. It actually sets higher than average standards for bachelor degree programmes with regard to admission requirements, duration of studies, and qualification objectives.

Degree awarded

BSc International Management Double Degree

Bachelor of Science in International Business (BSc.) from Reutlingen University and Bachelor Degree (BSc. or BA) from partner institution

Duration of studies

8 semesters (4 years), thereof 2 years at ESB Business School and 2 years at partner institution; including two mandatory internships.

2. Competency Goals and Learning Objectives according to AACSB

The International Management Double-Degree programmes (IMX) follow the goal, or „mission“ set by the ESB Business School:

“Within an educational environment that is truly international, we develop leaders who shape global business practice and society responsibly“

Derived from this target, the ESB Business School is committed to achieve defined learning outcomes in the individual programmes; upon this achievement the quality of teaching is measured. The programme goals are rendered in English and will follow the international quality standards of AACSB (Association to Advance Collegiate Schools of Business) in addition they will be evaluated and assessed.

The defined competency goals and objectives for the ESB programmes include

- language proficiency
- intercultural competence / global perspective
- ethical behaviour
- domain-specific problem-solving competence
- digital skills

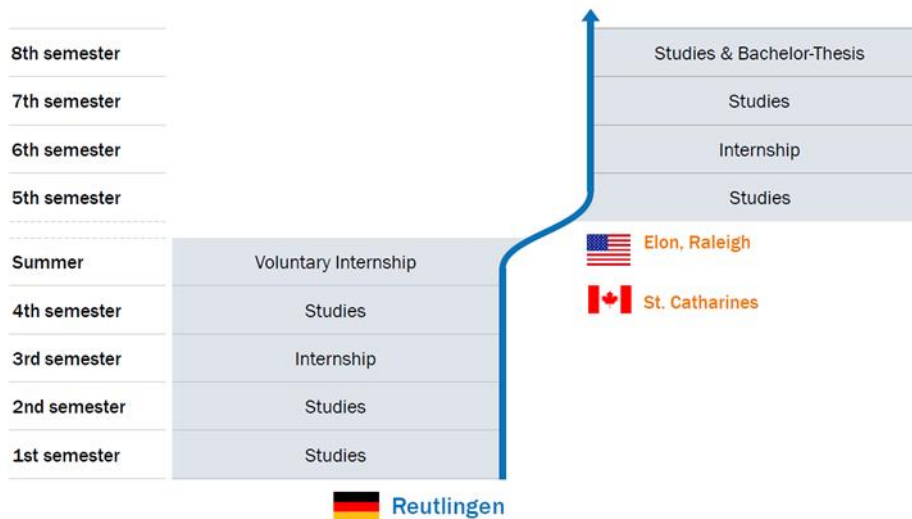
The "competency goals" indicate which competencies the graduates have attained (what graduates are), while the "learning objectives" identify the specific skills of graduates (what graduates can do).

BSc International Management Double Degree

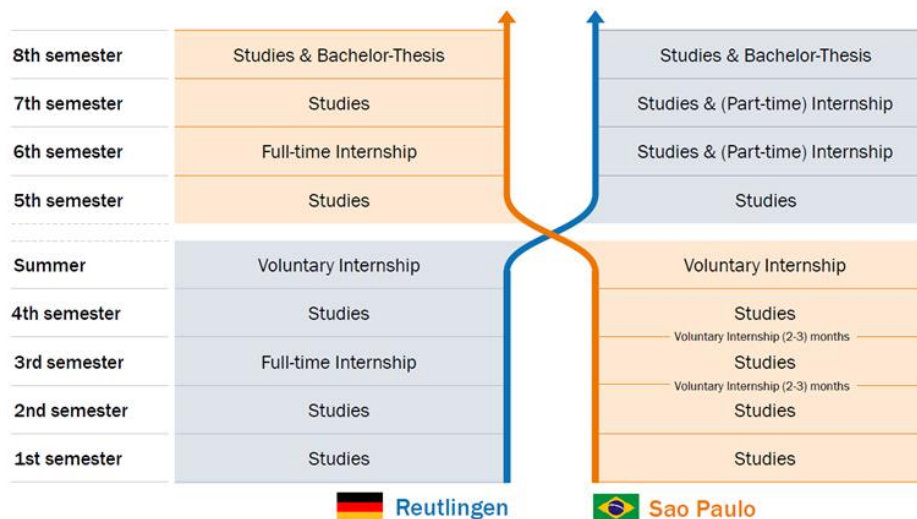
LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	PROBLEM SOLVING COMPETENCE	DIGITAL SKILLS	DIGITAL SKILLS
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IMX graduates are proficient in at least one foreign language	... are intercultur-ally competent	... are able to manage com-plex ethical and legal issues in given situations	... are skilled problem solvers in general man-agement situa-tions	IMX graduates understand the importance of data and have the skills to apply data manage-ment and analy-sis	IMX graduates are able to create and work with digital content and un-derstand copyright and privacy regula-tions in the field of international man-agement
LEARNING OBJECTIVE 1	LEARNING OBJECTIVE 2	LEARNING OBJECTIVE 3	LEARNING OBJECTIVE 4	LEARNING OBJECTIVE 5	LEARNING OBJECTIVE 6
IMX graduates communicate in spoken and writ-ten word at C1 proficiency level	... demonstrate an awareness and understand-ing of cultural is-sues in a busi-ness context	<p>...are aware of the main ethi-cal and legal issues in their professional field.</p> <p>...are able to analyze these issues on the basis of nor-mative theory or models.</p> <p>...are able to develop viable solutions that conform to ethical behav-ior in given sit-uations</p>	... understand and apply com-mon manage-rial concepts to typical business situations	IMX graduates have basic un-derstanding of data manage-ment and of data analysis tech-niques	IMX graduates are able to work with digital content and understand copy-right and Privacy regulation
Measure embed-ded (assessed) in <i>Module A-C-CL3 Communication Skills & Intercul-tural Compe-tences</i> , Sem4, academic term paper and pre-sent	Measure embed-ded (assessed) through central IES test	Measure embed-ded (as-sessed) in <i>Module B-C-ETH1 Business Ethics & Sustainability</i> , Sem7, part of exam	Measure embed-ded (as-sessed) in <i>Module B-C-PRO Bachelor The-sis</i> , Sem8	Measure embed-ded (assessed) in <i>Module B-C-BAL1 Data Ana-lytics & MIS</i> IMIS II Sem5, project work and part of exam	Measure embed-ded (assessed) in <i>Module B-C-BAL2 Data Analytics & MIS</i> IMIS II Sem7, project work and part of exam

3. Programme Structure (for students admitted by ESB Business School)

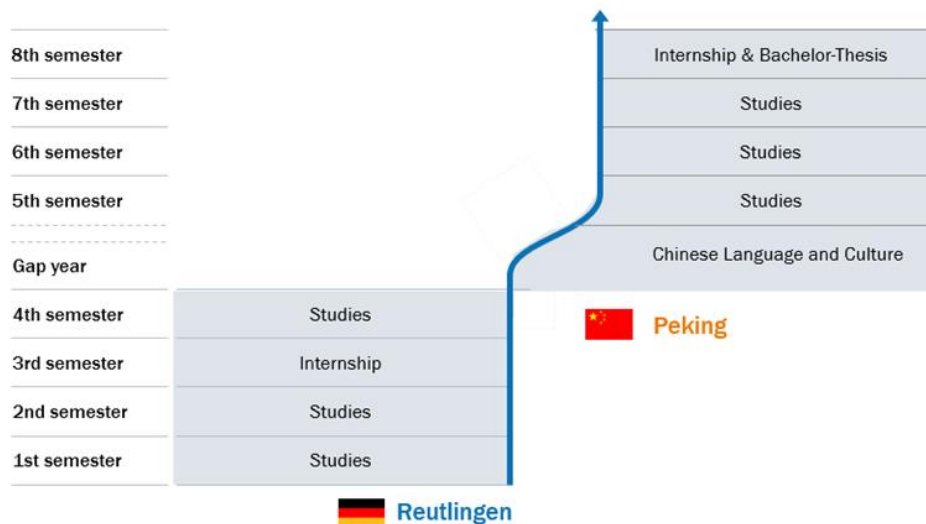
German – North American Study Programme (Start in Reutlingen only)



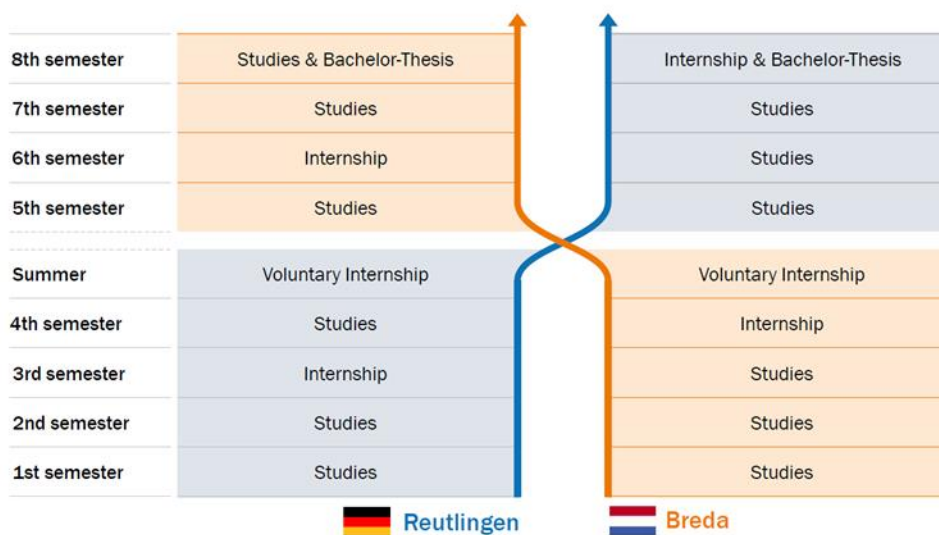
German – Brazilian Study Programme



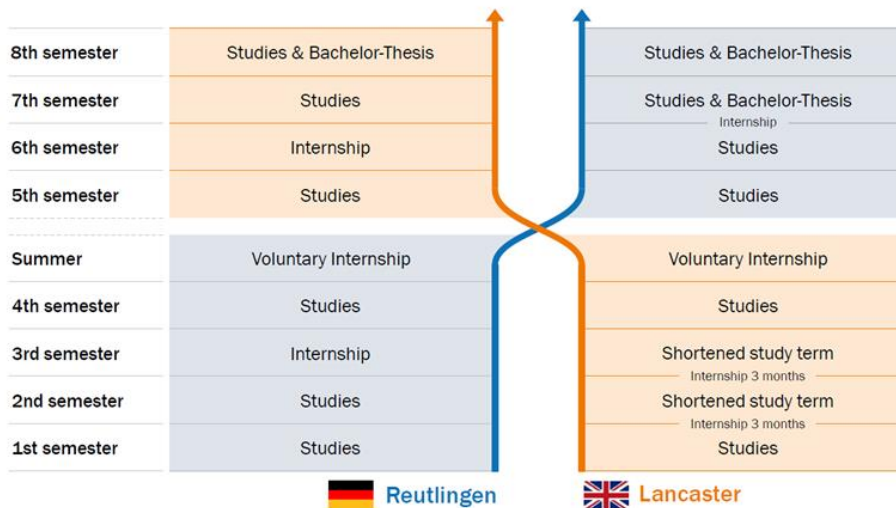
German – Chinese Study Programme (Start in Reutlingen only)



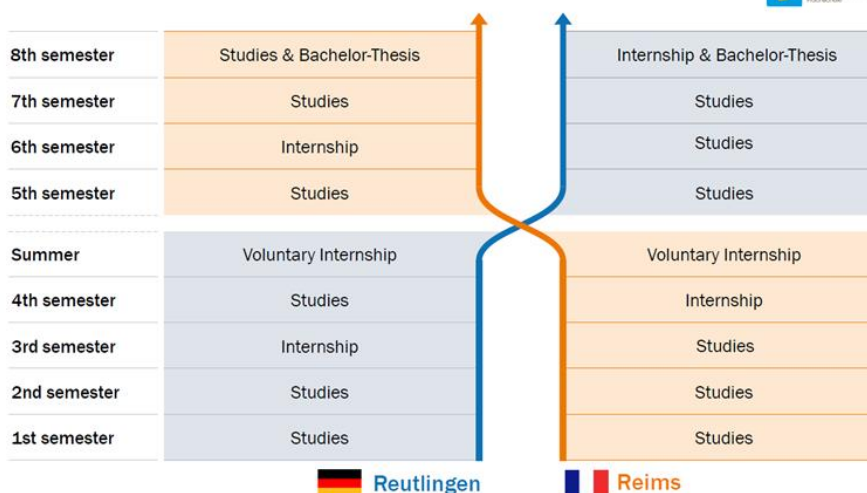
German – Dutch Study Programme



German – English Study Programme

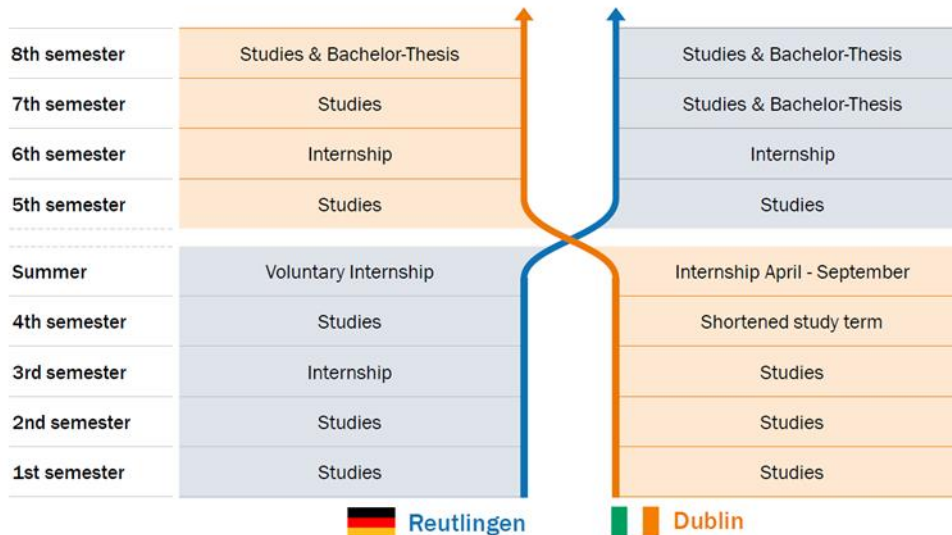


German – French Study Programme

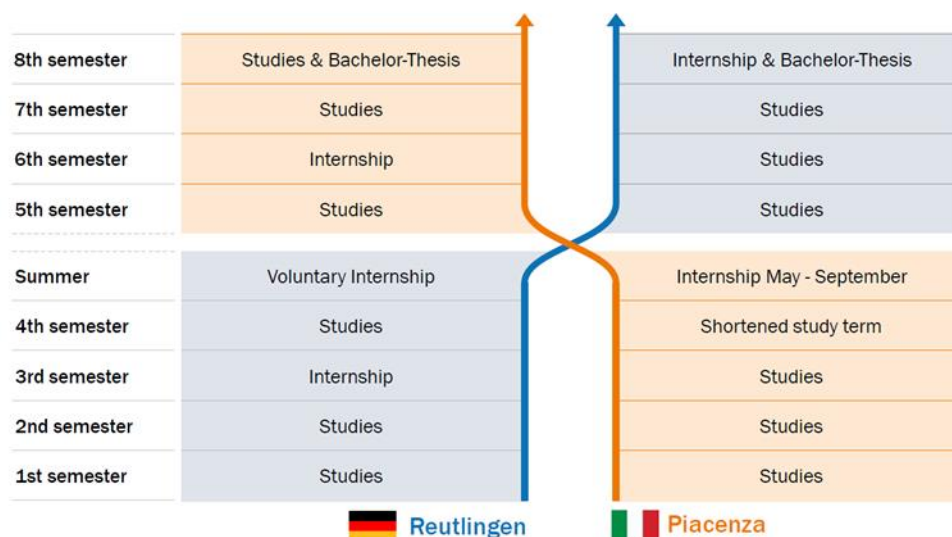




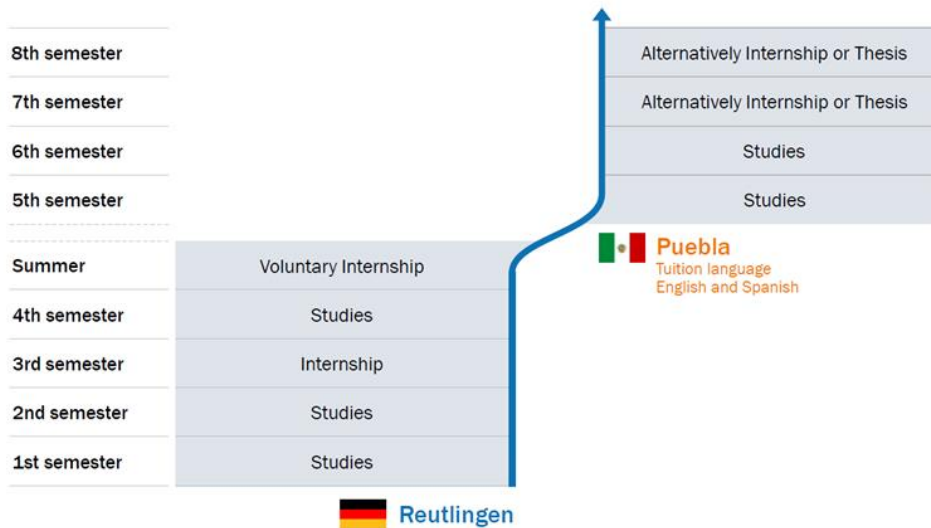
German – Irish Study Programme



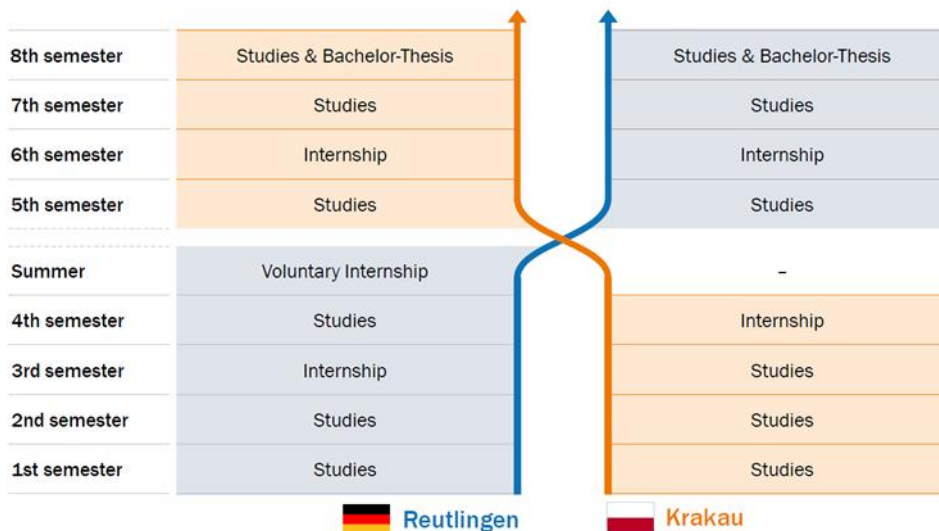
German – Italian Study Programme



German – Mexican Study Programme (Start in Reutlingen only)



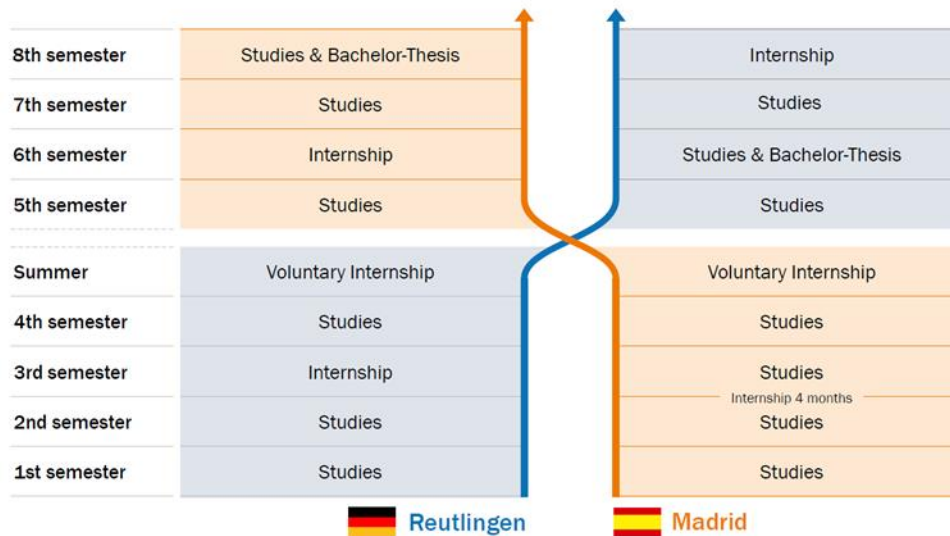
German – Polish Study Programme





BSc International Management Double Degree

German – Spanish Study Programme



BSc International Management Double Degree

4. Agreed Double Degree Structure

First half (Years 1 and 2)	ECTS credits	Second half (Years 3 and 4)	ECTS credits
Core content 1 (CC1)		Core content 2 (CC2)	
Internship (INT1)	5	Internship (INT2)	20
Quantitative Methods (QM)	10	Strategy (STR)	10
Economics (ECO)	10	International Economics / International Business (IE)	10
Introduction to Business (BUS)	5	Final Project (PRO)	10
Organisational Behavior (OB)	5	Ethics (ETH)	5
Marketing (MAR)	10	HR (HR)	5
Finance (FIN)	10	Production & Operations Management (POM)	5
Accounting (ACC)	10		
Communications/languages (CL)	10		
International Studies/business (IST)	5		
Total core courses	80	Total core courses	65
		Core electives (CE)	
		Entrepreneurship (ENT)	5
		Business Analytics (BAL)	5
		MIS/ Information Management (MIS)	5
			15
Regional basket 1 (RB1)	40	Regional basket 2 (RB2)	55
		Regional basket besides core electives	40
Total first half	120	Total second half	120



BSc International Management Double Degree

5. Overview: Modules and Courses - Start in Reutlingen

Core Modules (Pflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester					SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
A-C-QM1	Quantitative Methoden I / Quantitative Methods I	5					4	90	150	L/S	Deutsch	KL2	g
A-C-QM2	Quantitative Methoden II / Quantitative Methods II		5				4	90	150	L/S	Deutsch	KL2	g
A-C-ECO1	Volkswirtschaftslehre I - Mikroökonomik / Economics I - Microeconomics	5					4	90	150	L/S	Deutsch	KL2	g
A-C-ECO2	Volkswirtschaftslehre II - Makroökonomik / Economics II - Macroeconomics	5					4	90	150	L/S	Deutsch	KL2	g
A-C-BUS1	Grundlagen der Betriebswirtschaftslehre / Fundamentals of Business	5					4	90	150	L/S	Deutsch	KL2	g
	Einführung in die Betriebswirtschaftslehre / Introduction to Business						2						
	Grundlagen des externen Rechnungswesens / Fundamentals of Financial Accounting						2						
A-C-ACC3	Jahresabschluss / Financial Accounting				5		4	90	150	L/S	Deutsch	KL2/PA	g
A-C-FIN1_ACC2	Grundlagen der Finanzierung, der Investitionsrechnung & des internen Rechnungswesens / Fundamentals of Financing, Capital Budgeting & Management Accounting		7				6	120	210	L/S	Deutsch	KL2	g
	Finanzierung / Financing						2						
	Investitionsrechnung / Capital Budgeting						2						
	Internes Rechnungswesen / Management Accounting						2						
A-C-OB1	Grundlagen der Organisation / Fundamentals of Organisation				5		4	90	150	L/S	Deutsch	KL2	g
	Organisational Behavior / Organisational Behavior						2						
	Organisation / Organisation						2						
A-C-MAR1	Grundlagen des Marketings / Fundamentals of Marketing		5				4	90	150	L/S	Deutsch	KL2	g
	Marketing / Marketing						2						
	Marktforschung / Market Research						2						
A-C-MAR2	Marketing Projekt / Marketing Project				5		4	90	150	P	Deutsch	PA	g
A-C-FIN3_IST2	Internationale Ökonomie & Finanzwirtschaft / International Economics & Finance				5		4	90	150	L	Deutsch	KL2	g
	Internationale Konjunkturzyklen und Wirtschaftspolitik / International Business Cycle and Economic Policy				3		2						
	Internationale Finanzwirtschaft / International Finance				2		2						
A-C-FIN3	Angewandtes wissenschaftliches Arbeiten in Finanzierung / Applied Research in Finance				3		2	60	90	S	Deutsch	HA	g
A-C-SKILL1	Management Kompetenzen I / Managerial Skills I	5					4	90	150	L/S	Deutsch	PA	g
A-C-SKILL2_3	Management Kompetenzen II / Managerial Skills II		5				4	90	150	L/S	Deutsch / Englisch	PA/KL1	g
A-C-SKILL3	Fachkolloquium Internationales I / Colloquium International Matters I				1		1	15	30	C	Deutsch		u
A-C-CL1	Kommunikationsfähigkeiten und interkulturelle Kompetenz I / Communications Skills and Intercultural Competence I	4					4	60	120	L/S	Language of Instruction Partner	KL2/CA	g
A-C-CL2	Kommunikationsfähigkeiten und interkulturelle Kompetenz II / Communications Skills and Intercultural Competence II		3				2	60	90	L/S	Language of Instruction Partner	KL1/CA	g
A-C-CL3	Kommunikationsfähigkeiten und interkulturelle Kompetenz III / Communication Skills and Intercultural Competences III				3		2	60	90	L/S	Language of Instruction Partner	KL1/CA	g
A-C-INT1	Pflichtpraktikum I / Mandatory Internship I			24			2	690	720	S/I/C	Deutsch	PR/HA/RE	u
A-C-INT1.1	Praktikumsvorbereitung I / Preparation for Mandatory Internship I			2			1						
A-C-INT1.2	Pflichtpraktikum I / Mandatory Internship I			19			0						
A-C-INT1.3	Kolloquium Pflichtpraktikum I / Colloquium on Mandatory Internship I			3			1						

Partnerhochschule / Partner university



BSc International Management Double Degree

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester					SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
	Leistungen beim Partner, 2. Hälfte / Credits earned at partner university, 2nd half					84							g
	Pflichtpraktikum II (Partnerhochschule) / Mandatory Internship II (Partner university)					24							u
	Bachelorarbeit (Partnerhochschule) / Bachelor thesis (Partner university)					12							g
	Summe Pflichtmodule / Sum mandatory courses	29	25	24	27	120	67	2145	3150				

BSc International Management Double Degree

Core Modules CSIC (Pflichtmodule CSIC)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester						SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.	6.-8.							
A-C-CL1a	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsenglisch / Communications Skills and Intercultural Competence I - Business English	4						4	60	120	L/S	Englisch	KL2/CA	g
A-C-CL2a	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsenglisch / Communications Skills and Intercultural Competence II - Business English		3					2	60	90	L/S	Englisch	KL1/CA	g
A-C-CL3a	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsenglisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business English (Exit Level C1)				3			2	60	90	L/S	Englisch	KL1/CA	g
A-C-CL1b	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsfranzösisch / Communications Skills and Intercultural Competence I - Business French	4						4	60	120	L/S	Französisch	KL2/CA	g
A-C-CL2b	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsfranzösisch / Communications Skills and Intercultural Competence II - Business French		3					2	60	90	L/S	Französisch	KL1/CA	g
A-C-CL3b	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsfranzösisch (Zielniveau B2) / Communications Skills and Intercultural Competence III - Business French (Exit Level B2)				3			2	60	90	L/S	Französisch	KL1/CA	g
A-C-CL1c	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsspanisch / Communications Skills and Intercultural Competence I - Business Spanish	4						4	60	120	L/S	Spanisch	KL2/CA	g
A-C-CL2c	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsspanisch / Communications Skills and Intercultural Competence II - Business Spanish		3					2	60	90	L/S	Spanisch	KL1/CA	g
A-C-CL3c	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsspanisch (Zielniveau B2) / Communications Skills and Intercultural Competence III - Business Spanish (Exit Level B2)				3			2	60	90	L/S	Spanisch	KL1/CA	g
A-C-CL1d	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsitalienisch / Communications Skills and Intercultural Competence I - Business Italian	4						4	60	120	L/S	Italienisch	KL2/CA	g
A-C-CL2d	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsitalienisch / Communications Skills and Intercultural Competence II - Business Italian		3					2	60	90	L/S	Italienisch	KL1/CA	g
A-C-CL3d	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsitalienisch (Zielniveau B2) / Communications Skills and Intercultural Competence III - Business Italian (Exit Level B2)				3			2	60	90	L/S	Italienisch	KL1/CA	g

BSc International Management Double Degree

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester						SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.	6.-8.							
A-C-CL1e	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftspolnisch / Communications Skills and Intercultural Competence I - Business Polish	4						4	60	120	L/S	Polnisch	KL2/CA	g
A-C-CL2e	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftspolnisch / Communications Skills and Intercultural Competence II - Business Polish		3					2	60	90	L/S	Polnisch	KL1/CA	g
A-C-CL3e	Kommunikationsfähigkeiten und interkulturelle Kompetenz III - Wirtschaftspolnisch (Zielniveau B2) / Communications Skills and Intercultural Competence III - Business Polish (Exit Level B2)				3			2	60	90	L/S	Polnisch	KL1/CA	g
A-C-CL1f	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftschinesisch / Communications Skills and Intercultural Competence I - Business Chinese	4						4	60	120	L/S	Mandarin	KL2/CA	g
A-C-CL2f	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftschinesisch / Communications Skills and Intercultural Competence II - Business Chinese		3					2	60	90	L/S	Mandarin	KL1/CA	g
A-C-CL3f	Kommunikationsfähigkeiten und interkulturelle Kompetenz III - Wirtschaftschinesisch (Zielniveau HSK 3) / Communications Skills and Intercultural Competence III - Business Chinese (Exit Level HSK 3)				3			2	60	90	L/S	Mandarin	KL1/CA	g
A-C-CL1g	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsdeutsch / Communications Skills and Intercultural Competence I - Business German	4						4	60	120	L/S	Deutsch	KL2/CA	g
A-C-CL2g	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsdeutsch / Communications Skills and Intercultural Competence II - Business German		3					2	60	90	L/S	Deutsch	KL1/CA	g
A-C-CL3g	Kommunikationsfähigkeiten und interkulturelle Kompetenz III - Wirtschaftsdeutsch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business German (Exit Level C1)				3			2	60	90	L/S	Deutsch	KL1/CA	g
A-C-CL1h	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsportugiesisch / Communications Skills and Intercultural Competence I - Business Portugiese	4						4	90	150	L/S	Portugiesisc h	KL2/CA	g
A-C-CL2h	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsportugiesisch / Communications Skills and Intercultural Competence II - Business Portugiese		3					2	120	150	L/S	Portugiesisc h	KL1/CA	g
A-C-CL3h	Kommunikationsfähigkeiten und interkulturelle Kompetenz III - Wirtschaftsportugiesisch (Zielniveau B2) / Communications Skills and Intercultural Competence III - Business Portugiese (Exit Level B2)				3			2	120	150	L/S	Portugiesisc h	KL1/CA	g

BSc International Management Double Degree

Electives Second Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache)

Modul / Module	Stundenplan- nummer	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester					SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
			1.	2.	3.	4.	5-8.							
A-E-L1	2IMX1A-E-L1	Zweite Wirtschaftssprache - Wirtschaftsenglisch / Second Business Language - Business English	5					4	90	150	L/S	Englisch	KL1/CA	g
A-E-L3	2IMX1A-E-L3	Zweite Wirtschaftssprache - Wirtschaftsfranzösisch / Second Business Language - Business French	6					8	60	180	L/S	Französisch	KL1/CA	g
A-E-L5	2IMX1A-E-L5	Zweite Wirtschaftssprache - Wirtschaftsspanisch / Second Business Language - Business Spanish	6					8	60	180	L/S	Spanisch	KL1/CA	g
A-E-L7	2IMX1A-E-L7	Zweite Wirtschaftssprache - Wirtschaftschinesisch / Second Business Language - Business Chinese	6					8	60	180	L/S	Mandarin	KL1/CA	g
A-E-L9.1	2IMX1A-E-L9-1a	Chinesisch intensiv I - Chinese intensive Ia	3					2	60	90	L/S	Mandarin	CA	g
A-E-L9.2	2IMX1A-E-L9-1b	Chinesisch intensiv I - Chinese intensive Ib		4				4	60	120	L/S	Mandarin	CA	g
A-E-L10	2IMX4A-E-L10	Chinesisch intensiv II (Zielniveau HSK3) - Chinese intensive II (Exit Level HSK3)				3		2	60	90	L/S	Mandarin	CA	g

BSc International Management Double Degree

Electives Business Courses (Wahlpflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS- Credits per semester					SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
A-E-BUS2	Projektmanagement / Project management				5	Partnerhochschule / Partner university	4	90	150	L/P	Deutsch	KL1/PA	g
A-E-STR2	Auswirkungen von politischen Risiken auf Unternehmensentscheidungen / Business implications of political risks				5		4	90	150	L/S	Deutsch	PA	g
A-E-ENT3	Digital Entrepreneurship / Digital Entrepreneurship				5		4	90	150	L/S	Deutsch	PA	g
A-E-ENT4	IPBS-Summer School		5		5		4	90	150	L/P	Englisch	PA	g
A-E-MIS1	Wirtschaftsinformatik / Business Informatics		5				4	90	150	L/P	Deutsch	PA	g
A-E-MAR0	Aktuelle Marketingthemen / Current Topics in Marketing		5		5		4	90	150	L/S	Deutsch / Englisch	KL1/PA	g
A-E-MAR1	Customer Experience Management / Customer Experience Management		5				4	90	150	L/S	Englisch	PA	g
A-E-FIN2	Bank- und Versicherungsmanagement / Banking and Insurance Management				5		4	90	150	L/S	Englisch	KL1/PA	g
A-E-POM1	Lean Management / Lean Management				5		4	90	150	L/S	Deutsch	KL2	g
A-E-ETH1	Corporate Social Responsibility / Corporate Social Responsibility				5		4	90	150	L/S	Deutsch	KL1/PA	g
A-E-ECO2	Empirische Ökonomik / Empirical Economics				5		4	90	150	L/S	Englisch	KL2	g
A-E-LAW1	Wirtschaftsrecht I / Business Law I				5		4	90	150	L	Deutsch	KL2	g
A-E-LAW4	Arbeitsrecht I / Labour Law I		5				4	90	150	L/S	Deutsch	KL2	g
A-E-L1	Zweite Wirtschaftssprache - Wirtschaftsenglisch / Second Business Language - Business English	5					4	90	150	L/S	Englisch	KL1/CA	g
A-E-L3	Zweite Wirtschaftssprache - Wirtschaftsfranzösisch / Second Business Language - Business French	6					8	60	180	L/S	Französisch	KL1/CA	g
A-E-L5	Zweite Wirtschaftssprache - Wirtschaftsspanisch / Second Business Language - Business Spanish	6					8	60	180	L/S	Spanisch	KL1/CA	g
A-E-L7	Zweite Wirtschaftssprache - Wirtschaftschinesisch / Second Business Language - Business Chinese	6					8	60	180	L/S	Mandarin	KL1/CA	g
A-E-L9_10	Chinesisch intensiv I & II - Chinese intensive I & II	10					8	180	300	L/S	Mandarin	CA	g
Summe Wahlpflichtmodule / Sum electives		15					12-16	210-270	450				

Notes: Some elective modules might not be offered due to sabbaticals/other restrictions.

Legend: L: Lecture / S: Seminar / P: Project / I: Internship / C: Colloquium / T: Tutorial / KL : Exam x hours /
PA: Project work (e.g., case work, seminar papers, presentations, debates, oral participation, project work) /
CA: Continuous Assessment / TES: Online-Test / HA: seminar paper

6. Core Modules and Courses

Quantitative Methods I (Quantitative Methoden I)

Module	A-C-QM1
Semester	1
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to the other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Name of lecturer	Prof. Dr. Anna-Lena Kotzur Prof. Dr. Jörg Naeve Prof. Dr. Sascha Schweitzer
Language of instruction	German
Credits (ECTS)	5
Total workload and breakdown	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/Type of assessment	Two-hour written exam (100%), preparatory online test (optional)
Weighting of grade within programme	5/192
Learning outcomes	After successful completion of the module the students should have developed the following competences.

BSc International Management Double Degree

	<ul style="list-style-type: none"> Professional competences: Students learn to understand fundamental mathematical procedures and to apply them to business and economic issues. Students learn to understand and to apply basic concepts of descriptive statistics. They are able to assess both the benefits and the shortcomings of a quantitative approach. Methodological competences: Students master basic calculus, i.e. differentiation with basic optimization (Lagrange method) and integration. Students can solve systems of linear equations using matrix calculus and are able to solve linear programs with the simplex method. In statistics they understand different methods of collecting data and presenting them. They apply and assess different measures for the location and the dispersion of empirical distributions. They understand and can measure different concepts of correlation and appreciate the difference between correlation and causality, also they can work with linear regressions. Social competences: Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. Personal competences: Students either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mastered with the necessary amount of dedication.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Class lecture demonstrating how different ways to present data in particular graphically may change the perception and a discussion on how this can be used to "lie with statistics".</p> <p>CG 4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods.</p>
Content/Indicative syllabus	<p>Quantitative methods are an important component of many aspects of business studies and economics – e.g. finance, micro- and macroeconomic theory. For this reason, this course is designed to impart knowledge and competence in the following areas:</p> <p>Mathematics for Business:</p> <ol style="list-style-type: none"> 1. Basic concepts <ol style="list-style-type: none"> a. Sets b. Functions c. Natural, rational and real numbers and their algebraic structures

BSc International Management Double Degree

2. Single variable differential calculus
 - a. Continuous functions
 - b. Derivatives of functions with one variable
 - c. Optimization (maxima, minima and saddle points)
 - d. Inflection points
3. Multi variable differential calculus
 - a. Continuous functions
 - b. Derivatives of functions with one variable
 - c. Optimization (maxima, minima and saddle points)
 - d. The Lagrangean method
4. Integral calculus
 - a. Indefinite integrals
 - b. Definite Integrals
 - c. Fundamental theorem of analysis
 - d. Definite Integrals with more than one variable
5. Matrices and basic concepts of linear algebra
 - a. Matrices (definition and applications)
 - b. Special matrices, scalar multiplication, and addition
 - c. Matrix multiplication and linear functions
 - d. Determinants and inverse matrices
6. Systems of linear equations
 - a. Matrix form
 - b. Gaussian elimination method
 - c. Gauss-Jordan-method
7. Linear programming
 - a. Linear programs: example
 - b. Graphic solution of two dimensional linear programs
 - c. The simplex algorithm

Descriptive Statistics for Business:

1. Basic concepts
 - a. Types of statistics (descriptive vs. inferential)
 - b. Populations, samples, and variables
 - c. Sampling techniques
 - d. Types of data (nominal, ordinal, interval, and ratio)
 - e. Data presentation in tables and graphics
2. Measures of central tendency
 - a. Median and mode
 - b. Arithmetic, geometric, and harmonic mean
 - c. Applicability for different types of data
3. Measures of dispersion, skewness, and kurtosis
 - a. Understanding the shape of a distribution
 - b. Range, variance, and standard deviation
 - c. Coefficient of variation

BSc International Management Double Degree

	<ul style="list-style-type: none"> d. Skewness and kurtosis 4. Regression analysis <ul style="list-style-type: none"> a. Model assumptions b. Simple linear regression c. Multiple regression d. Non-linear regression 5. Measures of association <ul style="list-style-type: none"> a. Covariance and correlation b. Measures for ordinal and nominal variables c. Coefficient of determination
Teaching and learning methods	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel; tutorials
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Bamberg, G., F. Baur and M. Krapp (2017): Statistik, 18th edition, De Gruyter Oldenbourg, München. • Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler – Elementare Grundlagen für Studienanfänger, 8th edition, NWB, Herne. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Bosch, K. (2003): Mathematik für Wirtschaftswissenschaftler, 14th edition, Oldenbourg, München. • Moore, D. S. & McCabe, G. P. & Craig, B. A. (2017): Introduction to the practice of statistics, 9th edition, New York, NY: macmillan education; W. H. Freeman and Company. • Keller, G. (2014): Statistics for management and economics, 10th edition [student edition], Cengage Learning. • Schwarze, J. (2015): Mathematik für Wirtschaftswissenschaftler, Band 1 - Grundlagen, 14th edition, NWB, Herne. • Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler, Band 2 – Differential und Integralrechnung, 13th edition, NWB, Herne. • Sydsaeter, K., Hammond, P., Strom, A. und Carvajal, A. (2018): Mathematik für Wirtschaftswissenschaftler: Basiswissen und Praxisbezug, 5. Auflage, Pearson Studium, München • Sydsaeter, K., Hammond, P., Strom, A. und Carvajal, A. (2021): Essential Mathematics for Economic Analysis, 6. Auflage, Pearson, Harlow • Schwarze, J. (2014): Grundlagen der Statistik, Band 1 – Beschreibende Verfahren, 12th edition, NWB, Herne.



BSc International Management Double Degree

Handouts (slides used in the lectures) as well as additional material (problem sets and solutions, collection of relevant formulas) are distributed and available online.

Quantitative Methods II (Quantitative Methoden II)

Module	A-C-QM2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Stephan Höfer Building 5, Room 212, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de
Lecturers	Prof. Dr. Stephan Höfer Prof. Dr. Sascha Schweitzer
Language of instruction	German
Credits (ECTS)	5
Total work	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100 %)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> Professional competences: Students have a basic knowledge of time series analysis. They learn to understand and to apply basic concepts of inductive statistics with an emphasis on estimation and an introduction to testing. Students learn

BSc International Management Double Degree

	<p>to understand fundamental financial mathematical procedures and to apply them to business and economic issues. They are able to assess both the benefits and the shortcomings of a quantitative approach.</p> <ul style="list-style-type: none"> • Methodological competences: Students know the basics of probabilistic models and arguments. They can construct relevant samples, apply the appropriate estimation and testing techniques based on sample size and the underlying distribution, and are able to correctly interpret their results. Students know the basic mathematical logic and set theory. They master sequences and series with applications to financial mathematics. • Social competences: Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. • Personal competences: Students either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mastered with the necessary amount of dedication.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG3: Class lecture on choosing samples and the possibility to cheat here or even fake data.</p> <p>CG4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods.</p>
Contents/Indicative syllabus	<p>Quantitative methods are an important component of many aspects of business studies and economics – e.g. finance, micro- and macroeconomic theory. For this reason, this course is designed to impart knowledge and competence in the following areas:</p> <p>Introduction in Financial Mathematics:</p> <ul style="list-style-type: none"> • Sequences and series • Compound interest calculation • Annuity calculation • Loan amortization • Mathematics of depreciation <p>Inductive Statistics for Business:</p> <ul style="list-style-type: none"> • Probability theory <ul style="list-style-type: none"> ○ Set theory, sample space, and events ○ Definitions of probability ○ Probability laws

BSc International Management Double Degree

	<ul style="list-style-type: none"> ○ Conditional probability and independent events ○ Bayes' Theorem ● Distributions <ul style="list-style-type: none"> ○ Discrete vs. continuous distributions ○ Bernoulli and Binomial distributions ○ Geometric, hypergeometric, and Poisson distributions ○ Uniform distribution ○ Normal distribution and z-scores ● Estimation and confidence intervals <ul style="list-style-type: none"> ○ Point and interval estimates ○ Estimates for mean, proportion, and variance ○ Criteria for good estimators ○ Constructing estimators (maximum likelihood vs. least square) ○ Confidence intervals ● Hypothesis testing <ul style="list-style-type: none"> ○ Null and alternative hypotheses ○ Type I and II errors ○ Test statistics and p-values ○ Interpretation of test results ● Time series analysis and forecasting <ul style="list-style-type: none"> ○ Nature and graphical representation of time series data ○ Components of a time series ○ Moving average models ○ Regression models ○ Exponential smoothing models
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials
Indicative reading list	<p><u>Preparatory reading (in German language):</u></p> <ul style="list-style-type: none"> ● Bamberg, G., F. Baur and M. Krapp (2017): Statistik, 18th edition, De Gruyter Oldenbourg, München. ● Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler – Elementare Grundlagen für Studienanfänger, 8th edition, NWB, Herne. ● Schwarze, J. (2013): Grundlagen der Statistik, Band 2 – Wahrscheinlichkeitsrechnung und induktive Statistik, 10th edition, NWB, Herne.

BSc International Management Double Degree

- Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler, Band 3 – Lineare Algebra, Lineare Optimierung und Graphentheorie, 13th edition, NWB, Herne.

Preparatory reading (in English language):

- Barnett, R. A. et al. (2019): College mathematics for business, economics, life sciences, and social sciences (14th ed.). Boston: Pearson.

In-depth reading:

- Moore, D. S. & McCabe, G. P. & Craig, B. A. (2017): Introduction to the practice of statistics, 9th edition, New York, NY: macmillan education; W. H. Freeman and Company.
- Keller, G. (2014): Statistics for management and economics, 10th edition [student edition], Cengage Learning.
- Sydsaeter, K. and P. Hammond (2013): Mathematik für Wirtschaftswissenschaftler, 4th edition, Pearson Studium, München.
- Wewel, M. C. (2014): Statistik im Bachelor-Studium der BWL und VWL, 2nd edition, Pearson Studium, München.

Economics I - Microeconomics (Volkswirtschaftslehre I – Mikroökonomik)

Module	A-C-EC01
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	Prof. Dr. Jörg Naeve
Language of instruction	German
Credits (ECTS)	5
Semester	1
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> • Professional competences: Students know the basic principles of microeconomics and understand how this field relates to macroeconomics and economics in general.

BSc International Management Double Degree

	<p>They are aware of the economic framework in which business decisions are taken. Students can appreciate the role and interaction of different economic agents (households and firms) on markets, as well as the importance of the role of the state setting the frame for individual economic decisions and the functioning of markets. They are able to evaluate economic situations using the Pareto criterion.</p> <ul style="list-style-type: none"> • Methodological competences: Students know the microeconomic approach of individual optimization and can apply it to households and firms using mathematical calculus, graphical methods and economic reasoning. They are able to determine market outcomes under different assumptions of the market structure (perfect competition, monopoly and oligopoly) and judge their welfare consequences using Pareto efficiency as their benchmark and consumer and producer rent as tools. • Social competences: Students can work on problems in international groups (continuous assessment is accepted only by groups of mixed nationalities) and present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. • Personal competences: Students can deal with highly abstract models and the fact that they have to work with them even though they still have not fully understood all details (thereby they learned to deal with frustration, as well). They developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigour needed to work with (economic) theory.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG3: Class lecture and discussions on the tension between efficiency and distribution. Also discussing the limitations and consequences of the model of "homo oeconomicus" as well as the role and normative foundations of the profit maximization assumption.</p> <p>CG 4: Students understand the main microeconomic determinants and know the implication for business decisions.</p>
Contents/Indicative syllabus	<ol style="list-style-type: none"> 1. Introduction: Scope and methods of economics, micro versus macro 2. Individual preferences and Pareto efficiency 3. Markets <ol style="list-style-type: none"> a. Adam Smith's invisible hand b. Market demand and market supply c. Equilibrium d. Comparative statics e. Welfare theory, consumer and producer rent f. Existence, uniqueness and stability of equilibria 4. Theory of Households

BSc International Management Double Degree

	<ul style="list-style-type: none"> a. Basics <ul style="list-style-type: none"> i. Commodity space and consumption set ii. Preferences and indifference curves iii. The budget set iv. Demand b. Household demand <ul style="list-style-type: none"> i. Preferences and utility functions ii. Utility maximization and demand iii. Substitutes: Linear preferences iv. Complements: Leontieff preferences v. General case: e.g. Cobb-Douglas preferences vi. The marginal rate of substitution vii. The Lagrangean method c. Demand functions I <ul style="list-style-type: none"> i. Some characteristics of the demand function ii. Elasticities d. Compensated demand <ul style="list-style-type: none"> i. Expenditure minimization ii. Characteristics of the compensated demand function: unambiguous substitution effect iii. Shepard's lemma and Roy's identity iv. Duality of utility maximization and expenditure minimization e. Demand Functions II <ul style="list-style-type: none"> i. Comparative statics: inferior versus superior goods ii. Comparative statics: normal versus Giffen goods iii. Slutsky decomposition <p>5. Theory of firms</p> <ul style="list-style-type: none"> a. Normative arguments in favour of profit maximization b. Production plans and technology c. Simplification: Single output and production functions d. Marginal product and returns to scale e. Profit, revenue, and costs f. Factor demand, supply and profit g. Cost function and conditional factor demand function h. Graphical solution to the cost minimization problem: isoquants and iso cost lines
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BSc International Management Double Degree

	<ul style="list-style-type: none"> i. Duality of cost and production functions j. Marginal and average cost functions k. Short and long run cost functions l. Profit maximization based on cost functions m. Markets n. Typology of markets: Polypoly, Monopoly and Oligopoly o. Perfect competition: price taking behavior, supply function and equilibrium p. First (and Second) Fundamental Welfare Theorem q. Monopoly and welfare loss r. Oligopoly: Cournot Duopoly s. Oligopoly: Bertrand Duopoly <p>6. Outlook: Further topics in microeconomics</p>
Teaching and learning methodology	Lecture and colloquium based on problem sets
Miscellaneous	Student run tutorials are available
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Huber, P. (2005): Volkswirtschaftslehre, Mikroökonomik, Shaker, Aachen. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Huber, P. (2002): Volkswirtschaftslehre, Übungen Mikroökonomik, Shaker, Aachen. • Herdzina, K. and S. Seiter (2015): Einführung in die Mikroökonomik, 12th edition, Vahlen, München. • Pindyck, R. S. and D. L. Rubinfeld (2018): Mikroökonomie, 9th edition, Pearson Studium, München. • Varian, H. R. (2016): Grundzüge der Mikroökonomik, 9th edition, de Gruyter Oldenbourg, München.

Economics II - Macroeconomics (Volkswirtschaftslehre II – Makroökonomik)

Module	A-C-EC02
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-3004 larissa.zierow@reutlingen-university.de
Lecturer	Prof. Dr. Larissa Zierow
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: (1) Students will develop a comprehensive understanding of key macroeconomic concepts, including GDP, economic growth, inequality, capitalism, inflation, and the System of National Accounts (VGR). (2)

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	<p>Students will grasp the macroeconomic framework relevant for economic policy and business decisions. They will appreciate the role and interaction of different economic agents (households and firms) in aggregated markets, as well as the relevance of spill-over and feedback effects between goods, money, and labor markets. (3) Students will develop the skills to evaluate economic situations using macroeconomic models such as the IS-LM model, considering the impact of fiscal and monetary policy on macroeconomic variables.</p> <ul style="list-style-type: none"> Methodological competences: (1) Students will learn to apply mathematical calculus, graphical methods, and economic reasoning to analyze and understand macroeconomic models such as the IS-LM model, the extended IS-LM model, and the Phillips curve. (2) Students will gain a thorough understanding of the functions of money, the concepts of money supply and money demand, and the equilibrium in the financial market. (3) Students will develop the ability to analyze the implications of fiscal policy and monetary policy using macroeconomic models. They will assess the effects of changes in government spending, taxation, and money supply on aggregate demand, interest rates, and output. (5) Students will gain knowledge of how wages are determined and the concept of the natural unemployment rate. They will explore the relationship between inflation and the natural unemployment rate through the Phillips curve and understand the implications for macroeconomic policy. (6) Students will be able to apply economic analysis to analyze real-world economic issues, such as the causes and consequences of financial crises. Social competences: Students can reflect and discuss macroeconomic problems in international groups as well as alone, and know to present their statements in discussions and in the group and with the professor. Personal competences: Students can deal with highly abstract models without leaving this framework. Thus, focussing on the key relations decisive for the analysed problem. They developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigour needed to work with (economic) theory. They also understand the relevance of assumptions for the outcome of economic models.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 4: Students understand the main macroeconomic determinants and know the implication for business decisions.</p> <p>CG 5: Students know the basic concepts of National Accounting and are able to evaluate this data set.</p>

BSc International Management Double Degree

Contents/Indicative syllabus	<ol style="list-style-type: none"> 1. Introduction to Macroeconomics <ol style="list-style-type: none"> a. Gross Domestic Product (GDP) b. Economic Growth c. Income Inequality d. Capitalism and its Role in the Economy e. System of National Accounts (VGR) 2. Goods Market Analysis <ol style="list-style-type: none"> a. Multiplier Analysis b. IS Curve c. Fiscal Policy d. Haavelmo's Theorem 3. Financial Market Analysis <ol style="list-style-type: none"> a. Inflation b. Money Demand and Money Supply c. Financial Market Equilibrium d. Monetary Policy 4. IS-LM Model <ol style="list-style-type: none"> a. Fiscal Policy in the IS-LM Model b. Monetary Policy in the IS-LM Model c. Policy Mix in the IS-LM Model d. Extended IS-LM Model and Financial Crises 5. The Labor Market <ol style="list-style-type: none"> a. Determination of Wages b. Natural Unemployment Rate c. Phillips Curve d. Inflation and the Natural Unemployment Rate
Teaching and learning methodology	Lecture and tutorial
Miscellaneous	n/a
Indicative reading list	<p><u>Main reading:</u></p> <ul style="list-style-type: none"> • Blanchard, O. and Illing, G. (2021): Makroökonomie, 8th edition, Pearson Studium, München et al.



BSc International Management Double Degree

- The CORE team (2023), Die Wirtschaft, open source e-book:
<https://www.core-econ.org/the-economy/book/de/text/0-3-contents.html>

Additional resources:

- Mankiw, N.G. and Taylor, M.P. (2021), Grundzüge der Volkswirtschaftslehre, 8th edition, Schäffer-Poeschel, Stuttgart.
- More reading material will be distributed throughout the semester (e.g. annual reports of the German council of Economic Experts:
<https://www.sachverstaendigenrat-wirtschaft.de/en/index.html>)

Fundamentals of Business (Grundlagen der Betriebswirtschaftslehre)

Module	A-C-BUS1_ACC1
Semester	1
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Introduction to Business (A-C-BUS1) Fundamentals of Financial Accounting (A-C-ACC1)
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 071217271-3003 juergen.schulze@reutlingen-university.de
Lecturers	Prof. Dr. Arjan Kozica Prof. Dr. Anna-Lena Kotzur Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam

BSc International Management Double Degree

Introduction to Business (Einführung in die Betriebswirtschaftslehre)

Module	A-C-BUS1
Lecturers	Prof. Dr. Jürgen Schulze Prof. Dr. Arjan Kozica
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: understand the basic tools, techniques and general theories of business administration and management as well as their relevance and limitations. • Methodological competences: synthesize the information, transfer and apply theoretical knowledge to a real-life setting; apply Barbara Minto's pyramid principle for real-life problems; develop structured presentations • Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: take the initiative to apply knowledge in a company
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2: Organized in 3 international student teams, students are introduced into doing business in a globalized world. Based on readings, they discuss political, economic and social aspects of globalization and discuss challenges of international business operations.</p> <p>CG3: Working in 3 groups of students, the students discuss societal, economic and ecological impacts of international business operations. Using a case study about ethical problems related to producing chocolate they reflect upon ethical issues in global value chain. Ethical aspects (i.e. profitability vs. fairness) of economics are addressed in general and with regard to a franchise contract in particular.</p> <p>CG 4: Students explore core drivers of a production process, interdependencies and consequences on the profitability of a company in the half-day business simulation. Some KPIs are introduced to manage company performance</p>

BSc International Management Double Degree

	on cash and profitability; students apply the Minto's pyramid principle in international teams by developing a group presentation; Working in 3 groups of students, the students are introduced into business strategy. Based on three small case studies, they apply different models (Porters 5 forces; Porters market strategy) and start developing their skills in "doing" strategy.
Contents/Indicative syllabus	Basic principles of business administration, approaches to management theory, introduction into the legal system, choice of the legal form, management of values and ethics, strategy and strategy formation, decision theory, problem structuring, problem analysis and structured communication methods.
Teaching and learning methodology	Interactive lecture, case studies, student assignments, short student presentations and participation in the Business Game.
Miscellaneous	Business
Indicative reading list	<ul style="list-style-type: none"> • Schmalen, H., Pechtl, H. (2019): Grundlagen und Probleme der Betriebswirtschaft, 16th edition, Schäffer Poeschel, Stuttgart. • Wöhe, G., Döring, U. (2023): Einführung in die Allgemeine Betriebswirtschaftslehre, 28th edition, Vahlen, München.

BSc International Management Double Degree

Fundamentals of Financial Accounting (Grundlagen des externen Rechnungswesens)

Module	A-C-ACC1
Lecturers	Prof. Dr. Anna-Lena Kotzur
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 contact, 45 h self-study)
Contact hours per week	2 SWS
Learning outcomes	<p>Participants should become able to formulate simple and complex business transactions as accounting records, to present these in accounts according to various account systems, and then to generate a balance sheet and a profit and loss account. Fundamental questions with regards to balancing and valuation will also be examined.</p> <p>After the successful completion of the module, the students should be able to:</p> <ul style="list-style-type: none"> • Professional competences: understand the importance and the necessity of bookkeeping for a company; become familiar with correct book entries for different simple as well as complex business transactions; becoming able to generate a balance sheet as well as an income statement from the double entry bookkeeping system • Methodological competences: understand the basic philosophy of different bookkeeping systems especially the double entry system; have a deeper understanding of the legal framework and the different aspects of a bookkeeping; transfer and apply theoretical knowledge to real business transactions • Social competences: refine their oral and written communication skills; improve their ability to work in a group • Personal competences: gaining self-confidence when being confronted with bookkeeping issues and sharing the own knowledge with others; feeling competent to work in a team with business graduates

BSc International Management Double Degree

Course-specific contributions to AoL competency goals	CG 4: Students understand interdependencies on business challenges and financial statements through exercises simulating specific book entries
Teaching and learning methods	Lecture with tutorials
Miscellaneous	Guest lectures by international accountants and auditors
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Döring, U. and Buchholz, R. (2021): Buchhaltung und Jahresabschluss. 16th edition, Erich Schmidt, Berlin. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Coenenberg, A., Haller, A., Mattner, G., & Schultze, W. (2021): Einführung in das Rechnungswesen, 8th edition, Schäffer-Poeschel, Stuttgart. Eisele, W. and A. Knobloch (2019): Technik des betrieblichen Rechnungswesens, 9th edition, Vahlen, München. Wöhe, G. and K. Kußmaul (2022): Grundzüge der Buchführung und Bilanztechnik, 11th edition, Vahlen, München.

BSc International Management Double Degree

Financial Accounting (Jahresabschluss)

Module	A-C-ACC3
Semester	4
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to the other programmes	None
Level	Bachelor
Module coordinator/Responsible professor	Prof. Dr. Anna-Lena Kotzur Building 5, Room 214, Tel.: 07121/271-3040 anna-lena.kotzur@reutlingen-university.de
Name of lecturer	Prof. Dr. Anna-Lena Kotzur
Language of instruction	German
Credits (ECTS)	5
Total workload and breakdown	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/Type of assessment	Presentation (1/3) and two-hour written exam (2/3)
Weighting of grade within programme	5/192
Learning outcomes	Participants will become familiar with all important aspects of preparing and presenting corporate financial statements. Beginning with the purposes of financial accounting, the important questions of balancing and valuation will be examined and explained in the context of real cases. Special attention will be paid to the differences between German GAAP and the international systems according to IAS/IFRS.

BSc International Management Double Degree

	<p>After the successful completion of the module, the students should be able to:</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the importance, the legal framework and the different aspects of preparing annual financial statements; become familiar with all relevant aspects of the valuation of assets and liabilities under German law (HGB) and IAS/IFRS; critically analyse annual financial statements of different companies • Methodological competences: understand the basic philosophy and the differences of the German law and IFRS; critical review and apply different evaluation approaches; become able to prepare true and fair view financial statements on the basis of bookkeeping data recognizing different targets; transfer and apply theoretical knowledge to real published financial statements • Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: gaining self-confidence when being confronted with financial statement issues and sharing the own knowledge with others; feeling competent to work in a team together with a CFO of a company or with certified public accountants
Course-specific contributions to AoL competency goals	<p>CG 2: Group work and presentations in international teams; individual reflections on these presentations.</p> <p>CG 4: Discussion, e.g. on evaluation of assets and companies, on several specific cases over the whole semester</p>
Content/Indicative syllabus	<p>Tasks and addressees of the annual account, corporate sustainability and balance sheet interpretations, balancing according to German GAAP IAS/IFRS, and balance sheet analysis and policy.</p>
Teaching and learning methods	<p>Lecture with in-depth tutorial</p>
Miscellaneous	<p>Guest lectures by international accountants and auditors</p>
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Coenenberg, A.G. et al (2021): Jahresabschluss und Jahresabschlussanalyse, 26th edition, Schäffer-Poeschel, Stuttgart. <p><u>In-depth reading:</u></p>



BSc International Management Double Degree

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| | <ul style="list-style-type: none">• Baetge, J., Kirsch, H.-J., Thiele S. (2021): Bilanzen, 16th edition, IDW, Düsseldorf• Buchholz, R. (2019): Grundzüge des Jahresabschlusses nach HGB und IFRS: mit Aufgaben und Lösungen, 10th edition, Vahlen, München• Buchholz, R. (2023): Internationale Rechnungslegung, 16th edition, Erich Schmidt, Berlin.• Federmann, R. (2018): Bilanzierung nach Handelsrecht und Steuerrecht, 13th edition, Erich Schmidt, Berlin.• Pellens, B., R. U. Fülbier, J. Gassen and T. Sellhorn (2021): Internationale Rechnungslegung, 11th edition, Schäffer-Poeschel, Stuttgart. |
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BSc International Management Double Degree

Fundamentals of Financing, Capital Budgeting & Management Accounting (Grundlagen der Finanzierung, der Investitionsrechnung & des internen Rechnungswesens)

Module	A-C-FIN1_ACC2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Julia Brüggemann Prof. Dr. Sebastian Bunnenberg Dr. Manuela Mair
Language of instruction	German
Credits (ECTS)	7
Total work load	210 h (90 h contact, 120 h self-study)
Contact hours per week	6 SWS
Examination/Type of assessment	Two-hour final exam
Weighting of Grade within overall programme	7/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Professional competences: The module provides an in-depth understanding of the essential concepts and practices in financing, capital budgeting and management accounting. Students have the knowledge and skills necessary to make informed financing, capital budgeting and cost accounting decisions. calculate a company's cost of capital and critically reflect on its limitations; calculate the impact of the leverage effect on a company's ROE; use the DCF and multiple methodologies to value a company; financially evaluate investment projects with the NPV as central metric, understand why the NPV is the correct metric for this purpose, understand the theoretical foundations of the NPV, calculate incremental earning and free cash flow for risky investment projects, understand and apply the PST and the CAPM in the context of investment decisions, understand and use the German terminology for key cost accounting instruments and systems including important aspects of financial accounting; discuss the tasks of cost accounting in a company; conduct a cost variance analysis as well as a contribution margin analysis; critically reflect on cost and revenue data; classify costs into different categories; reflect on the differences of cost-centre and cost-object accounting • Methodological competences: transfer basic principles of mathematics to the field of financing, cost accounting and capital budgeting • Social competences: active participation in class discussions • Personal competences: independently define own knowledge gaps and proactively use student tutorials and other additional resources provided
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students solve small case studies and exercises, applying fundamental accounting, investment and financing concepts</p> <p>CG 5: Students analyze empirical data in the context of the Portfolio Selection Theory to determine optimal stock investments.</p>
Teaching and learning methodology	Lectures (seminar-style), student-led tutorials, case studies
Miscellaneous	Guest speakers

Fundamentals of Financing (Grundlagen der Finanzierung)

Module	A-C-FIN1
Lecturers	Prof. Dr. Julia Brüggemann
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<p>The course "Fundamentals of Financing" provides an in-depth understanding of the essential concepts and practices in corporate finance. It aims to equip students with the knowledge and skills necessary to make informed financial decisions and analyze the financing options available to different types of businesses.</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the role of finance as a business function and its importance in organizational decision-making. • Understand the importance of financial planning as well as the key instruments to manage short-, mid-term and long-term liquidity. • Identify and evaluate the goals of financing for businesses in different contexts. • Differentiate between various types of financing, including debt and equity, and internal and external sources. • Understand traditional and innovative financing instruments, such as private equity, venture capital, business angels, IPOs/SPOs, bonds, bank loans, trade financing, factoring, and crowdfunding and its applicability to different types of companies as well as business situations. • Analyze the costs associated with different financing options. • Comprehend the concept of leverage effect, its limitations and its implications on capital structure decisions. • Apply valuation techniques, including discounted cash flow (DCF) and multiples, to assess the financial worth of a business. <p>Course Outline:</p> <ol style="list-style-type: none"> 1. Introduction to Corporate Finance <ul style="list-style-type: none"> • Structure and functions of finance departments • Roles and responsibilities of financial professionals • Goals of Financing

BSc International Management Double Degree

	<ul style="list-style-type: none">• Insolvency as the last financing process
	2. Types of Financing
	<ul style="list-style-type: none">• Debt financing vs. equity financing• Internal financing vs. external financing
	3. Debt Financing Instruments
	<ul style="list-style-type: none">• Bonds• Bank loans (including different types of repayment structures)• Trade financing (incl. sconto) and factoring• Crowdfunding/Crowdlending• Financing with reserves
	4. Equity Financing Instruments
	<ul style="list-style-type: none">• Private equity, venture capital, and business angels• Initial Public Offering (IPO) and Secondary Public Offering (SPO)• Retained earnings
	5. Costs of Financing (WACC – weighted cost of capital)
	<ul style="list-style-type: none">• Interest rates and borrowing costs• Equity issuance costs• Tax implications of financing choices
	6. Leverage Effect and Capital Structure
	<ul style="list-style-type: none">• Concept of leverage and its impact on risk and return; limitations of the leverage effect• Optimal capital structure theories• Factors influencing capital structure decisions
	7. Valuation Methods
	<ul style="list-style-type: none">• Discounted Cash Flow (DCF) analysis• Multiples valuation approach
	8. Financial Planning
	<ul style="list-style-type: none">• Importance and process of financial planning• Budgeting and forecasting techniques

BSc International Management Double Degree

Teaching and learning methodology	Pre-readings, lectures (seminar-style), student tutorials, quizzes
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Pre-reading for each finance lecture to be provided by MS Teams <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Brealey, R., Myers, S., Allen, F., Edmans, A. (2022): Principles of Corporate Finance, 14th edition, McGraw-Hill. • Perridon, L., Steiner, M., Rathgeber, A. (2022): Finanzwirtschaft der Unternehmung, 18th edition, Vahlen.

BSc International Management Double Degree

Fundamentals Capital Budgeting (Grundlagen der Investitionsrechnung)

Module	A-C-FIN1
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<p>This course focuses on a framework on corporate investment decisions from a financial perspective. Based on the assumptions competitive and arbitrage-free markets, the time value of money is introduced. Discounting and accruing cash flows allows to determine net present values of streams of cash flows, including for special cases, such as perpetuities and annuities. In this context, effective and nominal interest rates for varying time horizons as well as yield curves and spot rates are treated as well. The course continues with a treatment of investment decision rules using the key figures net present value (NPV) and internal rate of return (IRR) to decide about single investment projects as well as to select from a set of mutually exclusive projects.</p> <p>Next, capital budgeting of risky investments is taught in a case study form. To include risk and return in the decision, the focus shifts to empirical stock markets: Based on total returns of stocks, the relevant statistical concepts are introduced, namely probability distributions, average returns, and volatility. These concepts are the foundation of Portfolio Selection Theory (PST) and the Capital Asset Pricing Model (CAPM), which are extensively treated: For the PST, portfolio of two as well as multiple stocks considered, including short sales and a risk-free asset. For the CAPM, beta as a risk measure is derived and thoroughly discussed through empirical examples and practical issues of its measurement. Finally, the Weighted Average Cost of Capital (WACC) to determine discount rates for general risky investment projects, which allows to calculate their NPV.</p>
Teaching and learning methodology	Lectures (seminar-style), student tutorials
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Berk, J. B., & DeMarzo, P. M. (2021). Grundlagen der Finanzwirtschaft (5th edition). Pearson. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Brealey, R. A., Myers, S. C., Allen, F., & Edmans, A. (2022). Principles of Corporate Finance (14th edition). McGraw Hill.



BSc International Management Double Degree

	<ul style="list-style-type: none">• Kruschwitz, L., Lorenz, D. (2019): Investitionsrechnung. (15th edition). DeGruyter Oldenbourg: Berlin.
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BSc International Management Double Degree

Fundamentals of Management Accounting (Grundlagen des internen Rechnungswesens)

Module	A-C-ACC1
Lecturers	Dr. Manuela Mair
Language of instruction	German
Credits (ECTS)	2
Total work load	60 h (30 h contact, 30 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	Tasks of cost accounting; interplay between financial accounting and cost accounting, principal concepts of cost and revenue accounts, cost classification, cost-centre accounting, cost-object accounting and break-even analy
Teaching and learning methodology	Lectures (seminar-style), student tutorials
Miscellaneous	n/a
Indicative reading list	<p>A detailed skript will be provided</p> <ul style="list-style-type: none"> • Coenenberg, A.G., Fischer, T. M., Günther, T. (2016): Kostenrechnung und Kostenanalyse, 9th edition, Schäffer-Poeschel, Stuttgart • Friedl, G., Hofmann, C., Pedell, B. (2017): Kostenrechnung. Eine entscheidungsorientierte Einführung, 3rd edition, Vahlen, München. • Weber, J., Schäffer, U. (2020): Einführung in das Controlling, 16th edition, Schäffer-Poeschel, Stuttgart. • Weber, J., Schäffer, U., Binder, C. (2020): Einführung in das Controlling. Übungen und Fallstudien mit Lösungen, 4th edition, Schäffer-Poeschel, Stuttgart. • Weber, J., Weißenberger, B.E. (2021): Einführung in das Rechnungswesen, 10th edition, Schäffer-Poeschel, Stuttgart.

Fundamentals of Organisation (Grundlagen der Organisation)

Module	A-C-OB1
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. habil. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Günther Bitsch Prof. Dr. Petra Kneip Prof. Dr. habil. Arjan Kozica
Language of instruction	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences. Organizational behavior <ul style="list-style-type: none"> • Professional competences:

BSc International Management Double Degree

	<p>Understanding of key concepts, models, and practices within the field of organizational behaviour such as personality, motivation, team dynamics and effectiveness, leadership, and culture.</p> <p>Understanding how individual, group, and organizational characteristics and processes affect individual and organizational outcomes.</p> <ul style="list-style-type: none"> Methodological competences: Ability to apply those concepts and theories to critically analyzing various individual, group, and organizational management processes. list the major challenges and opportunities for managers to use OB concepts and discuss contemporary challenges and opportunities in organizational organizations. Social competences: Students will have to work in teams and thereby benefitting from the different skills of the different team member. Students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened. Personal competences: Students work and learn independently, exercise initiative and take personal responsibility for their own work <p>Organizational design</p> <p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: conceptually define organizations and understand their relevance in society. explain fundamental organizational theories (bureaucratic theory, scientific management, human relations, contingency approach, behavioural approach). understand key concepts of organizational design (e.g. integration and differentiation, coordination and control). are familiar with different forms of organizational structure (e.g. functional, divisional, matrix, project structure). become aware of trends in organizational design (e.g. relevance of new forms such as organizational networks, clusters, movements and voluntary organizations). Methodological competences: map organization structures according to strategic needs.
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BSc International Management Double Degree

	<p>become aware of trends in organizational design (e.g. relevance of new forms such as organizational networks, clusters, movements and voluntary organizations).</p> <ul style="list-style-type: none"> • Social competences: are better able to handle conflicts and rivalry between different organization subunits and conflicts arising from organizational roles and functions • Personal competences: are more confident when acting in professional roles in organisations
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Ethical behavior (related to the course subject: social perception and stereotyping); Organized in 3 diverse student groups, students learn about the development of stereotypes and other biases, reflect on their own biases and discuss the impact on others.</p> <p>CG4: Working in 3 groups of students, the students discuss integration and differentiation of organizational structures and reflect on consequences for organizational behavior.</p>
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	Guest speaker

Organisational Behavior (Organisational Behavior)

Module	A-C-OB1.1
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Günter Bitsch
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<p>Organizational Behaviour (OB) studies the influence that individuals, groups, and structure have on behaviour in organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. This course is an introduction to the basic concepts and topics in organizational behavior (OB) and focuses on OB at three levels: individual, group, and organization.</p> <ul style="list-style-type: none"> • Introduction to Organizational Behaviour • Perspectives on individual behaviour including personality, perception, motivation at work • Perspectives on group and team behaviour including group processes, structure, roles and norms, team development, social perception and leadership • Organizational aspects including organizational culture
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	Business
Indicative reading list	<ul style="list-style-type: none"> • Sinding, K., Kreitner, R., Kinicki, A. (2018): Organisational Behaviour, 6th edition, McGraw Hill, London. • Brooks, I. (2018): Organizational Behaviour: Individuals, Groups and Organization, 5th edition, FT Prentice Hall, London. • Franken, S. (2019): Verhaltensorientierte Führung: Handeln, Lernen und Diversity im Unternehmen, 4th edition, Gabler, Wiesbaden. • Robbins, S. P., Judge, T. A. (2019): Organizational Behavior, 18th edition, Pearson, Harlow. • Rosenstiel v. L., Nerdinger, F.W. (2011): Grundlagen der Organisationspsychologie, 7th edition, Schäffer-Poeschel, Stuttgart. • Zimbardo, P.G., Gerrig, R. J. (2018): Psychologie, 21th edition, Pearson, München.

BSc International Management Double Degree

Organisation (Organisation)

Module	A-C-OB1.2
Lecturers	Prof. Dr. habil. Arjan Kozica
Language of instruction	German
Credits (ECTS)	2,5
Semester	1
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<ul style="list-style-type: none"> • Organization theory • Fundamental principles of organization • Organizational structures and forms • Trends in organizational design
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Buron, R.M., Obel, B., SeSanctis, G. (2020). Organizational Design: A Step-by- Step Approach, 4th edition, Cambridge University Press. • Schreyögg, G. (2016): Grundlagen der Organisation, 2nd edition, Springer/Gab- ler, Wiesbaden. • Stanford, N. (2018). Organization Design. The Practitioners Guide, 3rd edition, Routledge, London/New York.

Fundamentals of Marketing (Grundlagen des Marketing)

Module	A-C-MAR1
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.de
Lecturers	Prof. Dr. Philipp Wunderlich Prof. Dr. Sascha Schweitzer
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the relevance and success factors of different marketing approaches; understand the role of behavioral biases in deci-

BSc International Management Double Degree

	<p>sion making; understand and apply the fundamentals of strategic marketing and the 4 Ps; understand and apply the fundamentals of empirical research (define research question, determine research design, choose data gathering method, gather data, analyze data, communicate results); structure and conduct a marketing research project.</p> <ul style="list-style-type: none"> • Methodological competences: develop a pricing/distribution/advertising strategy; transfer and apply theoretical marketing knowledge to real-life business cases; display a basic level of competence in the empirical research process, especially in data gathering (qualitative and quantitative) and data analysis methods (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, etc.). • Social competences: refine their oral communication skills; improve their ability to work in teams in order to solve a given complex marketing situation; give and receive feedback by fellow students in a structured manner; understand the legal and ethical borders and limitations of empirical research (ESOMAR guidelines, restrictions in using personally identifiable information, etc.) and apply them in future research projects. • Personal competences: develop the ability to think and act proactively as well as customer/marketing oriented; use statistical analysis software to analyze data sets, interpret the results and translate them into business actions.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students learn and practice to judge marketing and market research situations and choose and apply the optimal research method, tool or framework.
Micellaneous	n/a
Teaching and learning methodology	Lecture, homework, case study, exercises in computer lab

Marketing (Marketing)

Module	A-C-MAR1.1
Lecturers	Prof. Dr. Philipp Wunderlich
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<ul style="list-style-type: none"> • Developing customer-orientation • Conducting relevant market research • Understanding purchase decisions • Segmentation and targeting • Positioning and brand perceptions • The marketing mix
Teaching and learning methodology	Lecture, homework, case study
Miscellaneous	Business
Indicative reading list	No preparatory reading necessary

BSc International Management Double Degree

Market Research (Marktforschung)

Module	A-C-MAR1.2
Lecturers	Prof. Dr. Sascha Schweitzer
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	<ul style="list-style-type: none"> • Marketing research fundamentals • Data types and sources • Questionnaire development • Qualitative data gathering • Experimental studies • Descriptive statistics, tests, ANOVA, and regression • Communication of results
Teaching and learning methodology	Lecture, exercises in computer lab/on mobile device
Miscellaneous	Business
Indicative reading list	<ul style="list-style-type: none"> • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, ESV, Berlin. • Backhaus, E. et al (2021): Multivariate Analysemethoden – eine anwendungsorientierte Einführung, 16th edition, Springer, Berlin. • Sarstedt, M. and E.A. Mooi (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin.

Marketing Project (Marketing Projekt)

Module	A-C-MAR2
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Prof. Dr. Jörg Büechl
Language of instruction	German
Credits (ECTS)	5
Total work	150 h (60 h contact, 90 h project work and self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Solution and presentation of a practical marketing / market research problem (group project)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of this module, the students are able to... <ul style="list-style-type: none"> • Professional competences: thoroughly understand the process elements of a market research pro-

BSc International Management Double Degree

	<p>ject (specifically order, relevance, time requirements, cost drivers, pitfalls, best practices); conduct a practical empirical research project from start to finish while considering the rules of scientific research.</p> <ul style="list-style-type: none"> • Methodological competences: wield a comprehensive toolkit of marketing management methods (e.g. Porter's 5 Forces, SWOT Analysis, Portfolio Analysis, STP etc.) and display a solid level of competence and in methods of data gathering (surveying, expert interviewing, observational studies) and data analysis (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, Factor Analysis, etc.). • Social competences: understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity. • Personal competences: handle and manage client relationships with real corporate customers; present, sell and defend own research outcomes and the business implications derived in front of a professional audience.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students develop solutions to marketing problems for real life clients in international student project teams. Each team's success is fundamentally determined by the understanding of the team members' cultural background and the successful handling of intercultural differences.</p> <p>CG 4: The effective analysis of the empirical / practical marketing problem along with the selection and successful application of marketing and / or marketing research methods, tools and frameworks.</p>
Contents/Indicative syllabus	<p>Kick-off lecture with a focus on project organization, project management, slide writing and structuring.</p> <p>3 – 4 milestone coaching sessions per team (content project specific)</p>
Teaching and learning methodology	<p>Lectures, individual and project-team coaching, detailed feedback on intermediate and final presentations.</p>
Miscellaneous	<p>n/a</p>
Indicative reading list	<ul style="list-style-type: none"> • Fahy, J./Jobber, D. (2019): Foundations of Marketing, 6th Edition, McGraw Hill, London • Sarstedt, M./Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin. • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, ESV, Berlin. • Backhaus, E. et al (2018): Multivariate Analysemethoden – eine anwendungsorientierte Einführung, 15th edition, Springer, Berlin.



BSc International Management Double Degree

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| | <ul style="list-style-type: none">• Sarstedt, M./Schütz, T./Raithel, S. (2018): IBM SPSS Syntax – eine anwendungsorientierte Einführung, 3rd edition, Vahlen, München.• Sarstedt, M./Schütz, T. (2017): Customer Research – Time for Second Thoughts, in: The Marketing Review 18(1). |
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Further literature available on request

International Economics & Finance (Internationale Ökonomie & Finanzwirtschaft)

Module	A-C-FIN3_IST2
Semester	4
Duration of module	1 Semester
Type of module	Core
Courses included in the module	International Business Cycle and Economic Policy International Finance
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-3004 larissa.zierow@reutlingen-university.de
Lecturers	Prof. Dr. Larissa Zierow Prof. Dr. Sebastian Bunnenberg Prof. Dr. Rolf Daxhammer
Language of instruction	German
Credits (ECTS)	5
Total workload and breakdown	120 h (60 h contact, 60 h self-study)
Examination/Type of assessment	Two-hour written exam (100%)

BSc International Management Double Degree

International Business Cycle and Economic Policy (Internationale Konjunkturzyklen und Wirtschaftspolitik)

Module	A-C-IST2
Semester	4
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to the other programmes	None
Level	Bachelor
Name of lecturer	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-6035 Larissa.zierow@reutlingen-university.de
Lecturers	Prof. Dr. Larissa Zierow
Language of instruction	German
Credits (ECTS)	3
Contact hours	2 SWS
Weighting of grade within programme	3/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: Understand and analyze the basic approaches of international trade theories. Apply the key approaches of stabilization and growth policy in an international setting. Analyze and evaluate current international economic challenges. Interpret and analyze empirical studies on topics in international economics. Interpret and analyze statistics related to key figures in international trade and growth.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: Apply the concepts taught in class to analyze and address economic crises in an international context. Critically discuss and evaluate typical arguments used in policy debates on international trade. • Social competences: Enhance oral and written communication skills in the context of international economics. Assess and critique the strengths and weaknesses of (international) economic policies. During classroom discussions, provide and receive constructive feedback from fellow students in a structured manner. • Personal competences: Present and defend a well-reasoned statement on (international) economic policy. Focus on key economic problems on the international level and propose relevant solutions.
Course-specific contributions to AoL competency goals	<p>CG 4: Learning the key concepts of international trade, economic policy and economic integration, students are enabled to reflect the implications of economic policies for companies in an international macroeconomic environment.</p> <p>CG 5: students will learn how to read statistics on key figures in international trade, and will learn how to interpret empirical analyses using international trade data/studies evaluating (international) policies on economic outcomes.</p>
Content/Indicative syllabus	<ol style="list-style-type: none"> 1. Introduction to the Open Economy <ol style="list-style-type: none"> a. Exports and Imports b. Nominal and Real Exchange Rates c. Purchasing Power Parity as a Determinant of Exchange Rates d. Open Financial Markets 2. The Goods Market in an Open Economy <ol style="list-style-type: none"> a. IS Function b. Trade Balance and Production in Equilibrium c. Increase in Domestic and Foreign Demand d. Depreciation, Trade Balance, and Production e. The J-Curve f. International Trade, Income, and (Foreign) Assets 3. IS-LM in the Open Economy/Mundell-Fleming Model <ol style="list-style-type: none"> a. Equilibrium in the Goods Market b. Equilibrium in Financial Markets c. Interplay between Goods and Financial Markets

BSc International Management Double Degree

	<p>4. Economic Policy</p> <ul style="list-style-type: none"> a. Different Exchange Rate Regimes b. Political Economy c. Case Studies: Fiscal Policy d. Case Studies: Monetary Policy
Teaching and learning methods	Lectures, empirical and analytical tutorials, case studies, discussions
Miscellaneous	n/a
Indicative reading list	<p><u>Main reading:</u></p> <ul style="list-style-type: none"> • Blanchard, O. and Illing, G. (2021): Makroökonomie, 8th edition, Pearson Studium, München et al., Chapters 17-22 <p><u>Additional resources:</u></p> <ul style="list-style-type: none"> • The CORE team (2023), Die Wirtschaft, open source e-book: https://www.core-econ.org/the-economy/book/de/text/0-3-contents.html • More reading material will be distributed throughout the semester (e.g. policy briefs of EconPol (https://www.econpol.eu/) and the Economic bulletin of the European Central Bank (https://www.ecb.europa.eu/pub/economic-bulletin/html/index.de.html))

International Finance (Internationale Finanzwirtschaft)

Modul	A-C-FIN2
Lecturers	Prof. Dr. Sebastian Bunnenberg Prof. Dr. Rolf Daxhammer
Language of instruction	German
Credits (ECTS)	2
Total work load	60 (30 h contact, 30 h self-study)
Contact hours per week	2 SWS
Weighting of Grade within overall programme	2/192
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> • Professional competences: Students are familiar with the fundamentals of international finance and securities markets. A focus is put on trading in securities and on currency risks in business. They also gain a basic understanding of using derivatives for hedging and speculative purposes, especially in the context of market risk. • Methodological competences: Students learn how to analyse securities' and companies' fair value through theoretical models. They apply these valuation techniques to stylized examples and real-word data. They also learn to assess the magnitude and the sources of currency risks in business and how to apply basic procedures to mitigate these risks. • Social competences: During the lecture, students learn how to collaborate to solve complex analytical tasks in a seminar style interactive environment. • Personal competences: Students gain a clear understanding of how neoclassical models use assumptions that may not mirror real life investors' attitudes to ethics, risk, or personal gain.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students base business, investment, and financing decisions on economic reasoning and analytical insight.</p> <p>CG 5: Students use empirical data of capital markets to gain insights on fundamental issues of financial risks and company valuation.</p>

BSc International Management Double Degree

Contents/Indicative syllabus	<p>The course covers the following topics: theory of international economic relationships, international trade, comparative advantage, international mobility of labor, international inequality, foreign trade policy, international macroeconomic policy, and currency market.</p> <p>This course deals with financial aspects of international business, mainly currency risk in international transaction. After defining and classifying currency risk as a form of market risk, currency forwards and currency future as symmetrical hedging instruments are introduced. This includes their valuation and their usage to secure the future value of single cashflows in foreign currency. This part of the course finishes with a broader perspective on potential pitfalls of symmetric hedging of market risks in business.</p> <p>Next, the course focuses on asymmetric hedging using options. Fundamentals of these derivatives, such as their different variations, their cashflow profiles, and the required terminology are defined. Then, the put-call-parity is defined using arbitrage arguments. This leads to the actual valuation of stock and currency options. Both the binomial tree model and the Black-Scholes-Merton-approach are discussed. This includes the actual valuation formulas, the stock price model, the arbitrage arguments underlying the valuation, and the principle of risk neutral valuation.</p>
Teaching and learning methodology	Interactive lectures
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Berk, J. B., & DeMarzo, P. M. (2020). Corporate Finance (5th edition, global edition). Pearson. • Berk, J. B., & DeMarzo, P. M. (2019). Grundlagen der Finanzwirtschaft (4. Auflage). Pearson. • Brealey, R. A., Myers, S. C., Allen, F., & Edmans, A. (2022). Principles of Corporate Finance (14th edition, international student edition). McGraw Hill. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Eun, C. S., & Resnick, B. G. (2018). International Financial Management (8th edition). McGraw-Hill. • Hull, J. (2022). Options, Futures, and Other Derivatives (11th edition, global edition). Pearson. • Spreman, K. & Gantenbein, P. (2022): Finanzmärkte – Wertpapiere, Investitionen, Finanzierungen (6. Auflage). utb. • Spreman, K./Gantenbein, P. (2022): Finanzmärkte; UVK, Konstanz

Applied Research in Finance (Angewandtes wissenschaftliches Arbeiten in Finanzierung)

Modul	A-C-FIN3
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 222A, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Sebastian Bunnenberg Prof. Dr. Markus Conrads Prof. Dr. Rolf Daxhammer Prof. Dr. Jörg Naeve Prof. Dr. Philipp von Carlowitz
Language of instruction	German
Credits (ECTS)	3
Total work load	90 (30 h contact, 60 h self-study)
Contact hours per week	2
Examination/Type of assessment	Individual seminar paper (100%)
Weighting of Grade within overall programme	3/192

BSc International Management Double Degree

Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> • Professional competences: students are able to independently develop a topic for an academic paper and to critically discuss the practical relevance and limitations of recent research findings in Finance or a related field, such as Accounting, Controlling, Taxes, Financial Economics, Behavioural Economics etc. • Methodological competences: students are able to research, handle, and process academic literature on a chosen topic. This includes the critical assessment of the credibility and relevance research works as well as gathering a comprehensive understanding of complex material by systematic reading and enquiries. In the light of their future scholarly works, students are able to correctly cite from sources according to a given citation style in order to avoid the slightest allegation of plagiarism. • Social competences: students refine their written capability of expression, especially in the context of topics requiring explanation. • Personal competences: students have developed essentials skills of the academic discourse, such as correct handling and citation of scholarly works, unprejudiced discussion of a given problem, and deriving a concluding assessment based on facts and logic.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students define a specific research question in Finance or a related field and elaborate on relevant aspects of this questions in a structured manner as part of their individual research paper.</p> <p>CG 5: Students comprehend and critically assess empirical studies on their research question as part of their individual research paper.</p>
Contents/Indicative syllabus	Current developments and trends in Finance or a related field on a self-chosen topic and area (e.g. financial performance of businesses, international capital markets, behavioural economics in finance or customer research, international financial contracts, financial risk management, digitalization of consumer and business finance etc.)
Teaching and learning methodology	Five introductory lectures on scientific work, especially literature research and citation, individual coaching and feedback sessions by individual professors.
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Balzert, H. / Schröder, M. (2017): Wissenschaftliches Arbeiten – Ethik, Inhalt & Form wissen. Arbeiten, Handwerkszeug, Quellen, Projektmanagement, Präsentation, 2nd edition. Springer: Heidelberg.

BSc International Management Double Degree

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| | <ul style="list-style-type: none">• Ebster, C. / Stalzer, L. (2017): Wissenschaftliches Arbeiten für Wirtschafts- und Sozialwissenschaftler, 5th edition. UTB: Wien.• Oehlrich, M. (2022): Wissenschaftliches Arbeiten und Schreiben – Schritt für Schritt zur Bachelor- und Master-Thesis in den Wirtschaftswissenschaften, 3rd edition. Springer Gabler: Berlin.• Pospeich, U. (2017): Wie schreibt man wissenschaftliche Arbeiten? Von der Themenfindung bis zur Abgabe. Dudenverlag: Berlin.• Theisen, R. (2021): Wissenschaftliches Arbeiten – Erfolgreich bei Bachelor- und Masterarbeit, 18th edition. Vahlen: München. |
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In-depth reading:

- Additional literature will be advised in each seminar group.
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Managerial Skills I (Management Kompetenzen I)

Module	A-C-SKILL1
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.DE
Lecturers	Prof. Dr. Günter Bitsch Prof. Dr. Julia Brüggemann Prof. Dr. Petra Kneip Prof. Dr. Philipp Wunderlich
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	40 % student project A (Group and Team Work); 40 % student project B (Resilience and Reflection); 20% student project C (Excel modelling)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences:

BSc International Management Double Degree

	<p>Students know the foundations of effective group and team work.</p> <p>Students are acquainted with the development, nature and behavioural implications of work groups and teams.</p> <ul style="list-style-type: none"> Methodological competences: <p>Students are able to structure and set-up basic business model using Excel; they are able to conduct plausibility checks of the results</p> <p>Students have experienced the benefits and challenges of group work by applying their theoretical knowledge to accomplish a task during the semester.</p> <p>Students are able to apply design thinking in different areas and situations</p> <p>Students are able to apply the basics of coaching in conversations</p> Social competences: <p>Students learn to work successfully as a team on a complex task under time pressure.</p> <p>Students learn to listen and express themselves in conversations</p> Personal competences: <p>Students have increased their ability to function effectively in a team.</p> <p>Students have increased their ability to reflect on situations and taken action based on aforementioned insights</p> <p>Students have increased their ability to withstand stressful situations</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students learn and train to structure, visualize and communicate a complex problem to an audience with limited or no prior subject matter knowledge.</p> <p>CG5: Students build business models using Excel</p>
Contents/Indicative syllabus	<p>The course consists of three parts:</p> <p>Part A (Group and team work) This course is intended to be an introduction into the field of group and team work and will familiarize participants with the foundations of group dynamics. In particular, the focus will be on successful cooperation as a team. It will be conducted as a practical, hands-on workshop that emphasizes discussion and exercises.</p> <p>Part B (Resilience and Reflection) This part of the course is intended to transfer professional tools and methodologies (e.g., design thinking, coaching, inspiring leadership) to students' current situations and challenge their status quo, helping to increase personal resilience by acknowledging one's values and life purpose</p> <p>Part C (Excel modelling) This part of the course is intended to provide the students with a first introduction into business modeling with Excel. Students develop a high level business plan (e.g., for a restaurant) in Microsoft Excel. They</p>

BSc International Management Double Degree

	learn how to set up such a model, how to write basic Excel formulas and how to conduct plausibility checks of the results.
Teaching and learning methodology	The methods employed to achieve course objectives include: class lectures, work in teams, highlighting critical course material, and transfer: applying theoretical knowledge to an existing project task.
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Robbins, S. P., & Judge, T. A. (2019). Organizational behavior. 18th ed. (global ed.). Pearson (Chapter 9). <p>Lectures notes will be provided by MS Teams</p> <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Katzenbach, J. R., & Smith, D. K. (2003). Teams: Der Schlüssel zur Hochleistungsorganisation. Ueberreuter König, O., & Schattenhofer, K. (2020). Einführung in die Gruppendynamik. Carl Auer Kuhn, H. (2015). Die Gruppe als Mittel zur Leistungssteigerung. In: Edding, C., Schattenhofer, K. (Eds.), Alles über Gruppen. Theorie, Anwendung, Praxis. Beltz, pp. 124–161. Schreyögg, G., & Koch, J. (2020). Die Gruppe in der Organisation: Das Gruppenverhalten. In: Management: Grundlagen der Unternehmensführung. Springer, pp. 473–521.

Managerial Skills II (Management Kompetenzen II)

Module	A-C-SKILL2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Prof. Dr. Niamh O'Mahony Dirk Rauh
Language of instruction	German / English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam Group Project incl. Presentation
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences <ul style="list-style-type: none"> Professional competences: Students understand the impact of culture and the importance of intercultural competence for work in the international business context.

BSc International Management Double Degree

	<p>They become familiar with the key models used to profile, analyse and compare national cultures and communicate within different cultural contexts in different communication scenarios. Students can structure and write management presentations, convey key messages. Students are able to analyze communication situations and distinguish communication scenarios (e.g. problem solving scenario, victory scenario, persuasion scenario, etc.) and develop scenario-specific communication strategies.</p> <ul style="list-style-type: none"> Methodological competences: Students know how to use cultural models and theory to analyse, discuss and resolve cultural misunderstandings in business. Students can search for specific information to support their reasoning and present it to audiences in an understandable way. Students analyze the motivation, focus, and time availability of the counterpart / audience and adapt their communication style accordingly. Social competences: Students are able to develop strategies for successfully working with other cultures/in multicultural teams. Students gain an understanding of other worldviews and how these are shaped by cultural influence. The students can identify non-verbal communication signals (facial expressions and body language signals) in the conversational partner and to consciously use their own body language. Students are able to actively listen to others (levels 1-3) and understand their perspectives and motives. Personal competences: Students have an understanding of other worldviews and how these are shaped by cultural influence. Develop strategies for successfully working with other cultures/in multicultural teams. Students can apply scenario-specific methods of communication. Students are able to critically analyze information and arguments and evaluate them against the background of the intentions and perspectives of the counterpart. They refine their oral and written communication skills as well as expand their active vocabulary in English.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG1: The intercultural competence part of the module is taught and examined entirely in English. This helps students to further develop their written and oral English skills.</p> <p>CG2: The intercultural competence part helps students to develop an overall understanding of the role culture plays in international business situations and provides them with a toolkit to understand, analyse and talk about cultural differences.</p> <p>CG4: The students learn and train to structure, visualize and communicate complex problems to an audience with limited or no prior subject matter knowledge</p>

BSc International Management Double Degree

Contents/Indicative syllabus	<p>Intercultural Management:</p> <ul style="list-style-type: none"> • Definitions of culture • Understanding the role and significance of culture in cross-cultural business situations • Key models of national culture • Working in multinational teams <p>Presentation:</p> <ul style="list-style-type: none"> • Problem definition and problem structuring • Presentation writing (story lining & slidewriting) • Presentation scenario analysis and adaptation (of documentation, style, etc.) • Presenting to and audience and dealing with objections <p>Communication:</p> <ul style="list-style-type: none"> • Personal means of impact in communication • The iceberg model • The body language • Pacing – Leading • The Agreement Frame
Teaching and learning methodology	Seminar-style lecture, exercises, and simulations, lectures, critical incidents, mini case studies, group work, homework, class discussions
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Borbonus, R. (2016): Die Kunst der Präsentation: Sich glaubwürdig vor anderen darstellen - ohne Show-Business, 4 Aufl. Junfermann • Cialdini, R. (2001): Harnessing the Science of Persuasion, in: Harvard Business Review, Reprint R0109D, Oct. 2001, p.72-79 • Lay, R. (1999): Dialektik für Manager – Methoden des erfolgreichen Angriffs und der Abwehr, 19. Aufl. Wirtschaftsverlag Langen-Müller/Herbig • Minto, B. (2010): The Pyramid Principle: Logic in Writing, Thinking, & Problem Solving, 3. Aufl., Minto Intl

BSc International Management Double Degree

- Zelany, G. (2015): Wie aus Zahlen Bilder werden, 7. überarbeitete und erweiterte Aufl., Gabler
- Hong, Y. & Cheon, B.K. (2017). How does culture matter in the face of globalization? *Perspectives on Psychological Science*, 12 (5), 810-823.
- Lewis, R.D. (2018). *When cultures collide. Leading across cultures*. 4th edn. Nicholas Brealy Publishing.

In-depth reading:

- Grosskopf, S., & Barmeyer, C. (2021). Learning from multi-paradigmatic sensitivity in cross-cultural management? Empirical and theoretical considerations. *International Journal of Cross- Cultural Management*, 21(2), 181-202.
- Hall, E.T. & Hall, M.R. (1990). *Understanding Cultural Differences*. Intercultural Press.
- Hofstede, G. & Hofstede, G.J. & Minkov, M. (2010). *Cultures & Organizations*. 3rd Edn. Mc-Graw-Hill.
- House, R., Javidan, M., Hanges, P., & Dorfman, P. (2002). Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. *Journal of world business*, 37(1), 3-10.
- Jones, G., Chace, B. C., & Wright, J. (2020). Cultural diversity drives innovation: empowering teams for success. *International Journal of Innovation Science*, 12(3), 323-343.
- Nardon, L., Steers, R.M. (2009). The Culture Theory Jungle: Divergence and Convergence in Models of National Culture. In: Bhagat, R.S. & Steers, R.M. (Eds.). *Cambridge Handbook of Culture, Organizations and Work*. Cambridge University Press.

Colloquium International Matters I (Fachkolloquium Internationales I)

Module	A-C-SKILL3
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	All program directors of all IMX-links
Language of instruction	German
Credits (ECTS)	1
Total work load	30 h (15 h contact, 15 h self-study)
Contact hours per week	1 SWS
Examination/Type of assessment	Participation Mentoring Sessions (pass/fail)
Weighting of Grade within overall programme	1/192
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Understand and reflect on potential different approaches to integrate oneself in new environment, particularly with regards to new working styles, teaching methods as well as setting of daily priorities for successful studies at partner university

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: Reflection on how to best transfer theoretical principles of intercultural management and communication in a new, foreign environment at the partner university • Social competences: Reflection on how to best integrate in a new environment, set own priorities, reduce barriers e.g. in talking in a foreign language as well as driving own priorities to be successful in studies as well as internship • Personal competences: Independently define own mode of integration, identification of potential gaps e.g. in language competencies and overcome barriers to address those gaps in an effective and efficient manner
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Group mentoring sessions where students express their expected challenges living and learning in a new cultural environment as well as feedback from mentor as well as higher-up students regarding measures to further facilitate adaption and integration process
Contents/Indicative syllabus	The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students going abroad will facilitate this process e.g. with regards to understanding of lectures, planning of courses, working methodologies, infrastructure as well as integration in a new environment.
Teaching and learning methodology	Group as well as individual mentoring sessions
Miscellaneous	n/a
Indicative reading list	n/a

Mandatory Internship I (Pflichtpraktikum I)

Module	A-C-INT1
Semester	3 (2 and 4)
Duration of module	3 semesters
Type of module	Core
Courses included in the module	Preparation for Mandatory Internship I (Semester 2) Mandatory Internship I (Semester 3) Colloquium on Mandatory Internship I (Semester 4)
How frequently is the module offered	Annually
Admission requirements	Successful completion of all core modules in the first year of study
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Credits (ECTS)	24
Examination/Type of assessment	Students must submit to the internship office (upload in Relax) <ul style="list-style-type: none"> • The internship contract • The internship report and presentation – in the semester following the internship • Employment certificate (as soon as possible) <p>Students will have to attend the colloquium seminar in the semester following the internship, prepare a presentation and share their internship experience with the audience.</p>

Preparation for Mandatory Internship I (Praktikumsvorbereitung I)

Module	A-C-INT1.1
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	2
Semester	2
Total work load	60 h (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded
Learning outcomes	<p>After the successful completion of the course, the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To recognize the importance of rhetorical concerns, such as audience and purpose, to develop basic skills related to grammar, mechanics, and style • Methodological competences: To understand principles of communication, body language, to present to an audience, dealing with critical situations in communication • Social competences: To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company • Personal competences: Independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: To recognize the importance of rhetorical concerns, such as international audience.</p> <p>CG 3: to learn the complexity of international network structure in a living organization/company, to perform and to excel in an organization/company.</p> <p>CG 4: to develop basic skills related to grammar, mechanics, and style, to be able to organize and run any kind of meeting; ; to set up an independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment.</p> <p>CG 5: Practical use of enterprise software</p>

BSc International Management Double Degree

Contents/Indicative syllabus	Get an overview of the preparation, content and procedure of the internship semester; review, research and analyze career related information including discipline specific career options; critically analyse individual competencies and how this translates from academic to employment; set up an independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment.
Teaching and learning methodology	Information sessions, continuous support & feedback from ESB Career Center and internship office.
Miscellaneous	n/a
Indicative reading list	Course Material / E-Learning courses provided by the ESB Career Center

Mandatory Internship I (Pflichtpraktikum I)

Module	A-C-INT1.2
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	19
Total work load	690 h self-study
Contact hours per week	None
Weighting of Grade within overall programme	Ungraded
Learning outcomes	<p>After the successful completion of the first mandatory internship, the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. • Methodological competences: WIL (Work Integrated Learning) experience by internship for at least 20 weeks; Learning by Doing • Social competences: Insights should be gained into real business issues, and the socio-economic dimensions of decision-making processes should be understood • Personal competences: To work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision, to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2: Learn to apply the basic knowledge acquired during their studies to simplify practical problems in international business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge.</p> <p>CG3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision.</p>

BSc International Management Double Degree

	CG4: to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Contents/Indicative syllabus	Work in individual departments of a business enterprise, organisation, or government body. Independent processing of simple projects, or parts of projects, under supervision. Report and/or presentation of project results to management responsible for the project or the department. Involvement in operational or organisational work processes. Presentations about the internship with regard to tasks and responsibilities for projects assumed, solutions developed and knowledge gained in the process.
Teaching and learning methodology	Learning by doing
Miscellaneous	n/a
Indicative reading list	n.a.

BSc International Management Double Degree

Colloquium on Mandatory Internship I (Kolloquium Pflichtpraktikum I)

Module	A-C-INT1.3
Lecturers	Prof. Dr. Petra Kneip
Language of instruction	German
Credits (ECTS)	3
Total workload	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB degree; some partner institutions required grade for their degree
Learning outcomes	<p>Concise and structured presentation of tasks assumed or projects carried out during the first placement using professional methods. Assessment of learning results or knowledge gained during the first placement. Critical analysis of work processes and problem-solving methods in the organizational unit in which the placement was served and formulation of approaches for improvement.</p> <ul style="list-style-type: none"> • Professional competences: To be able to give a structured presentation of the projects the students worked on during their internship. To show how academic knowledge can be transferred to real problems in a company or an organization. Become an idea on structures and processes in profit and non-profit organizations. • Methodological competence: Transfer academic problem solving methods and instruments to real problems in business. Structure real problems/situations in a way to make problem solving instruments and approaches applicable. Be able to apply project management instruments to manage simple projects outside the academic world. To summarize the impressions and experiences from a longer work experience in a written report, to give an oral presentation on it. • Social competences: Improve written and oral communication as well as presentation skills. Integrate yourself in a team and work together in a team with professionals. Give and receive feedback by experienced colleagues and by managers.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Personal competences: To derive personal consequences from the work experience in an organization. To become a rough idea on its own talents and job perspectives and to communicate it in a clear and structured manner.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications.</p> <p>CG 4: Being involved in dedicated projects students learn to apply common managerial concepts</p> <p>CG 5: Students may present their work experience in form of an interactive website</p>
Contents/Indicative syllabus	<p>Presentation of their Work Experience Report with the most important insights gained in the placement. The report must include information about the organization, tasks or projects which were carried out, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned and follow-up tutorial.</p>
Teaching and learning methodology	<p>Independent formulation, presentation, and tutorial.</p>
Miscellaneous	<p>n/a</p>
Indicative reading list	<p>n/a</p>

BSc International Management Double Degree

Communication Skills and Intercultural Competence I (Kommunikationsfähigkeit und interkulturelle Kompetenz I)

Module	A-C-CL1
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None – oral examination at application stage to IMX/partner universities
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	English: Prof. Dr. O'Mahony & sessional lecturers French: Ms. Lecref-Reich Spanish: Ms. Pamela Gomez Italian: Ms. Bassi German: Ms. Kronfeld-Hein Polish: Ms. Golabek Mandarin: Ms. Gu & sessional lecturers Portuguese: Ms. Galvao
Language of instruction	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin, Portuguese
Credits (ECTS)	4
Total work load	120 h (60 h contact, 60 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment + active participation (50%), two-hour written exam (50%)

BSc International Management Double Degree

Weighting of Grade within overall programme	4/192
Learning outcomes	<p>After successful completion of the module students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: ability to talk and write about business topics relevant to their business degree programme in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language. • Methodological competences: Presentation skills in the target language. Discussion skills. Interview techniques. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus here is developing presentation skills for business, acquiring basic to advanced business vocabulary and developing business writing skills.</p> <p>CG2: Students are introduced to cultural differences between the German mindset and that of the target country.</p>
Contents/Indicative syllabus	<p><u>English</u></p> <p><i>Business English:</i> Introduction to vocabulary for business subjects. Vocabulary for presentations.</p> <p><i>Intercultural Competence Training:</i> Preparation of students for living, working and studying in the UK, USA, Canada and Ireland; insights into the national and business cultures of these countries; identification of differences to Germany.</p> <p><u>French</u></p> <p><i>Business French:</i> Introduction to vocabulary for business subjects. Acquisition of vocabulary for business presentations. Introduction to companies. Strengths</p>

BSc International Management Double Degree

	<p>and weaknesses of the French economy and comparisons with Germany. Written summaries of business texts; vocabulary for formulating oral/writing arguments. Discussion</p> <p><i>Intercultural Competence Training:</i> Introduction to intercultural terminology and intercultural competence. Basic cultural differences between the Germans and the French. Intercultural parameters in advertising: aims and effects. Living and studying in Reims, NEOMA, the partner school. Introduction to the Champagne region.</p> <p><u>Spanish</u></p> <p><i>Business Spanish:</i> Introduction to vocabulary for business subjects. Readings and debates on current economic topics. Vocabulary for presentations.</p> <p><i>Intercultural Competence Training:</i> Introduction to various current political and economic topics relating to Spain, Mexico and Latin America. Insights into the world of work and companies in the Spanish-speaking world.</p> <p><u>Italian</u></p> <p><i>Business Italian:</i> Introduction to vocabulary for business subjects. Vocabulary for presentations. Development of language skills to enable students to understand and discuss the business section of newspapers.</p> <p><i>Intercultural Competence Training:</i> Intercultural differences between the Italians and the Germans. Insights into various aspects of political, economic, social and historical of both countries to understand these differences. Introduction to “Made in Italy” and the structure of Italian industry.</p> <p><u>German</u></p> <p><i>Business German:</i> Introduction to vocabulary for business subjects. Working with business texts. Discussions of current economic themes. Vocabulary for presentations.</p> <p><i>Intercultural Competence Training:</i> Introduction to German national and business culture. Insights into the political, social, economic and historical development of modern-day Germany in order to understand the origin of these cultural specificities and differences to other countries.</p> <p><u>Polish</u></p> <p><i>Business Polish:</i> Introduction to vocabulary for business subjects, history and politics. Vocabulary for presentations. Work with newspaper articles. Company presentations.</p> <p><i>Intercultural Competence Training:</i> Intercultural similarities and differences between the Germans and the Poles. The Jagellonian University and its role in Poland’s history.</p> <p><u>Portuguese</u></p> <p><i>Business Portuguese:</i> Introduction to vocabulary for business subjects. Vocabulary for presentations. Reading and discussion of business topics. Business correspondence.</p>
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BSc International Management Double Degree

	<p><i>Intercultural Competence:</i> Brazil's economic and political structures, Brazilian society, culture and mentality. German-Brazilian economic relations. Intercultural differences Germany and Brazil.</p> <p><u>Mandarin</u></p> <p><i>Chinese for beginners:</i> Reinforcement of Chinese phonetics, tones and Chinese character writing, use of Chinese online learning tools and dictionaries. Using Chinese in basic business and everyday settings such as introducing oneself, shopping, negotiation of the price and talking about work.</p> <p><i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The Students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business and economic environment.</p>
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Miscellaneous	n/a
Indicative reading list	<p><u>English</u></p> <ul style="list-style-type: none"> Marcoué, I., Hammond, A. and Watson, N. (2019). Business. Oxon: Hodder Education, Oxon. <p><u>French</u></p> <ul style="list-style-type: none"> Current newspaper/journal articles: lefigaro.fr, lesechos.fr, leparisien.fr, letudiant.fr. Video material: France2, TF1, Europe1. <p><u>Spanish</u></p> <ul style="list-style-type: none"> Tamames, R. (1999): Español de la economía Española, Economía Española, Madrid. Zaragoza, A. (2002): En Equipo.es , Hueber, München. <p><u>Italian</u></p> <ul style="list-style-type: none"> Haring-Bruzzichini A.L. (2010): Wirtschaftsitalienisch / L'italiano dell'economia, Oldenbourg, München. Macedonia, M. (2001): Made in Italy, Oldenbourg, München, Wien. <p><u>German</u></p> <ul style="list-style-type: none"> Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München.

BSc International Management Double Degree

Polish

- Polish newspapers: Forbes, Brief

Mandarin

- Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg.
- Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg.
- Hua, Y. (ed.) (2013): The Stories of the Chinese, 3rd Edition, Beijing Language and Culture University Press, Beijing.
- Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing.
- Yuan, F. (ed.) (2013): Business Chinese for Success. Real Cases from Real Companies, 6th Edition, Peking University Press, Beijing.
- Zhang, X. (ed) (2013): Chinese for Managers, 2nd Edition, Foreign Language Teaching and Research Press, Beijing.

Portuguese

- Botelho, J. M. (Ed.). (2010): Redação Empresarial sem mistérios. Gente: São Paulo.
- Dutra, T. H. (Ed.). (2014): Português Contemporâneo. Vozes: Petrópolis.
- Lima, E, Eberlein O.F./lunes, Samira A. (2014): Português Via Brasil – um curso avançado para estrangeiros, E.P.U: São Paulo.
- IPEA – Instituto de Pesquisa Econômica Avançada, <https://www.ipea.gov.br/portal/>
- Cadernos SEBRAE – Serviço Brasileiro de Apoio à Empresa, <https://www.sebrae.com.br/sites/PortalSebrae>
- Revista Exame, <https://exame.com/negocios>

Additional reading will be recommended in class.

BSc International Management Double Degree

Communication Skills and Intercultural Competence II (Kommunikationsfähigkeit und interkulturelle Kompetenz II)

Module	A-C-CL2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None – oral exam at application stage to IMX/partner universities
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	English: Mr. Alcock French: Ms. Lecref-Reich Spanish: Ms. Pamela Gomez Italian: Ms. Bassi German: Ms. Kronfeld-Hein Polish: Ms. Golabek Mandarin: Ms. Gu & sessional lecturers Portuguese: Ms. Galvao
Language of instruction	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin
Credits (ECTS)	3
Total work load	90h (30 h contact; 60 h self-study)
Contact hours per week	2 SWS
Examination/Type of assessment	Continuous assessment + active participation (50%), one-hour written exam (50%)

BSc International Management Double Degree

Weighting of Grade within overall programme	3/192
Learning outcomes	<p>After successful completion of the module students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: ability to talk and write about business topics relevant to their business degree program in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language. • Methodological competences: Presentation skills in the target both individual and group. Negotiation skills. Interview techniques. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language.</p> <p>CG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.</p>
Contents/Indicative syllabus	<p><u>English</u></p> <p><i>Business English:</i> development of Business English vocabulary for degree subjects as well as vocabulary necessary to read relevant business publications; advanced business writing skills. Presentation skills in the target language. Preparation of job applications and job interview practice.</p> <p><i>Intercultural Competence Training:</i> Analysis of current economic and business topics related to GB/IRL/USA, Canada. Understanding differences between job application documents in Germany and in English-speaking world</p> <p><u>French</u></p>

BSc International Management Double Degree

Business French: Vocabulary for business subjects including vocabulary for business start-ups, French company legal forms, the global economy, international operations of French companies, SME sectors, markets, products and competition. Language for complex argumentation. Group discussions. Writing and summarizing texts.

Intercultural Competence Training: The world of work in France: corporate culture, trade unions and the intercultural differences in France vs Germany. Important current economic/political topics. The close relationships between France and German.

Spanish

Business Spanish: Development of Business Spanish vocabulary for a wide range of business subjects, presentation skills in the target language, business communication, formulation of oral and written arguments on topics relating to the business world.

Intercultural Competence Training: Insights into trade and commerce with the Spanish-speaking world.

Italian

Business Italian: Vocabulary for business subjects. Legal forms and organizational structures of Italian companies. Development of oral and written skills also for complex topics. Language of argumentation.

Intercultural Competence Training: Analysis of current economic topics in Italy. Insights into differences in mentality between the Germans and the Italians in business life. Negotiation rules. Differences in organizational structure and leadership culture in Germany and Italy.

German

Business German: Vocabulary for business subjects and job applications. Company annual reports. Discussion of current business topics. Presentations.

Intercultural Competence Training: Insights into important German business institutions.

Polish

Business Communications Skills: Vocabulary for business subjects, written business communication, work with newspaper articles to improve language skills, presentations, critical consideration of current business topics.

Intercultural Competence Training: Poland's job market and the current economic state of the country.

Portuguese

Business Communication Skills: Vocabulary for business subjects, presentations or business and economic topics. Writing skills for business CV and applications.

Intercultural Competence: Focus on specific aspects of Brazil's economy. Regional differences: society, economy and politics.

Mandarin

BSc International Management Double Degree

	<p><i>Business Chinese for beginners:</i> Focus on how to use Chinese in business related activities, such as conversations with colleagues, superiors and business partners with topics such as making appointments, making suggestions, asking for leave, invitations and appraisal/feedback. Students will also learn basic vocabulary necessary for their studies in China.</p> <p><i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business and economic environment.</p>
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Miscellaneous	n/a
Indicative reading list	<p><u>English</u></p> <ul style="list-style-type: none"> • The Economist. <p><u>French</u></p> <ul style="list-style-type: none"> • Current newspaper/journal articles: lefigaro.fr, lesechos.fr, leparisien.fr, letudiant.fr. • Soulez, S. (2017). L'essentiet du Marketing. Lextensoéditions, Paris. <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Jockel, Sabine (2007): Wirtschaftsspanisch. Einführung. Oldenburg Verlag. München/Wien. • Schnitzer, Johannes/Schatzl, Brigitte (2008): Übungsbuch zu Wirtschaftsspanisch. Terminologisches Handbuch. Manual de lenguaje económico. Oldenburg Verlag. München, Wien. • Felices, Angel (2010)/ Iriarte, Emilio/ Núñez, Emilia/ Calderón, María Ángeles (2010): cultura y negocios: el español de la economía española y latinoamericana. Edinumen. Madrid • Klett (2011). Sicher in Grammatik: Methodenheft für die Oberstufe (Abi-Workshop Spanisch): Klasse 11-13 • Aktuelle Zeitungen: el país, el mundo/El economista, El financiero <p><u>Italian</u></p> <ul style="list-style-type: none"> • Haring-Bruzzichini A.L. (2010): Wirtschaftsitalienisch / L'italiano dell'economia, Oldenbourg, München. • Macedonia, M. (2001): Made in Italy, Oldenbourg, München, Wien. <p><u>German</u></p>

BSc International Management Double Degree

- Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München.
- Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a.

Polish

- Polish newspapers: Forbes, Brief.

Portuguese

- Botelho, J. M. (Ed.). (2010): Redação Empresarial sem mistérios. Gente: São Paulo.
- Dutra, T. H. (Ed.). (2014): Português Contemporâneo. Vozes: Petrópolis.
- Lima, E, Eberlein O.F./lunes, Samira A. (2014): Português Via Brasil – um curso avançado para estrangeiros, E.P.U: São Paulo.

Mandarin

- Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg.
- Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg.
- Hua, Y. (ed.) (2013): The Stories of the Chinese, 3rd Edition, Beijing Language and Culture University Press, Beijing.
- Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing.
- Yuan, F. (ed.) (2013): Business Chinese for Success. Real Cases from Real Companies, 6th Edition, Peking University Press, Beijing.
- Zhang, X. (ed) (2013): Chinese for Managers, 2nd Edition, Foreign Language Teaching and Research Press, Beijing.

Additional reading will be recommended in class

Communication Skills and Intercultural Competence III (Kommunikationsfähigkeit und interkulturelle Kompetenz III)

Module	A-C-CL3
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module CS&IC I & II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	English: Prof. Dr. O'Mahony French: Ms. Lecref-Reich Spanish: Ms. Pamela Gomez Italian: Ms. Bassi German: Ms. Kronfeld-Hein Polish: Ms. Golabek Mandarin: Ms. Gu & sessional lecturers Portuguese: Ms. Galvao
Language of instruction	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/Type of assessment	Continuous assessment + active participation (50%), one-hour written exam (50%)

BSc International Management Double Degree

Weighting of Grade within overall programme	3/192
Learning outcomes	<p>After successful completion of the module students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: ability to talk and write about business topics relevant to their business degree program in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language. • Methodological competences: Presentation skills in the target language. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students are exposed to written and oral situations of the level that is necessary for them to be able to function in the target language as the remainder of their studies will be in the target language.</p> <p>CG2: In-class examination and discussion of current/historical topics that influence current thinking in the target cultures and provide a greater understanding of the context within which business functions in the target country. Cultural differences in the approach to written argumentation for academic purposes practiced. This makes it possible to assess this competency goal with an academic term paper as well as tailored questions in the exam.</p>
Contents/Indicative syllabus	<p><u>English</u></p> <p><i>Business English:</i> Debates on current business topics in order to train spontaneous, fluent oral competence and argumentation. Advanced business vocabulary. Academic writing.</p> <p><i>Intercultural Competence Training:</i> Insights into the current state of the economy and politics in GB/IRL/USA/CAN and relevant area studies topics to understand the current economic and political context.</p> <p><u>French</u></p>

BSc International Management Double Degree

Business French: Consolidation and extension of business vocabulary. Vocabulary for the internship. Language for the writing of the rapport du stage (internship report). Job application documents. Case studies.

Intercultural Competence Training: Introduction to structure of the French internship report. Final preparation for the second part of the program in France. Current state of the French economy and politics as well as important issues facing France as a country.

Spanish

Business Spanish: Consolidation and extension of business vocabulary. Discussion of and debates on current economic and political themes. Job applications. Academic writing.

Intercultural Competence Training: Analysis of current relevant economic and political topics from the Spanish-speaking world. Cultural specificities of Spain and Mexico.

Italian

Business Italian: Consolidation and extension of business vocabulary. Writing of complex texts in Italian.

Intercultural Competence Training: Critical consideration of various current political and economic topics relating to Italy. Differences in the third level systems of education (Germany vs Italy), job applications for internships and the difference to applications for full-time positions. Discussion of practical aspects of spending the second half of the program in Italy.

German

Business German: Consolidation and extension of business vocabulary. Debates on current economic and business topics. The language of the business media. Academic writing. The language of argumentation.

Intercultural Competence Training: German Area Studies. Critical analysis of various current German economic and political topics.

Polish

Business Polish: Consolidation and extension of business vocabulary. Job applications, presentations, academic writing, case studies.

Intercultural Competence Training: Polish Area Studies. The historical and political aspects of Poland's globalization. Poland's entry to the EU and its impact. Leadership and organization in Poland.

Portuguese

Business Portuguese: Consolidation and extension of business vocabulary. Debates on business and economic topics. Presentations – oral and written on business topics. Business writing.

Intercultural Competence: Current topics regarding Brazil's economy and politics and society. Preparation for the second half of the programme in Brazil.

Mandarin

BSc International Management Double Degree

	<p><i>Chinese for Beginners:</i> Culturally and linguistically managing business situations, such settings include introducing the company, making business related phone calls, reading and writing business related texts and e-mails, meetings with business partners, discussing schedules, describing and comparing products, explaining processes; also vocabulary relevant to their studies in China.</p> <p><i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business and economic environment.</p>
Teaching and learning methodology	Case studies, short papers, presentations, discussions, role plays, film clips. Activities include both individual and small group tasks. Some oral elements are videoed.
Miscellaneous	n/a
Indicative reading list	<p><u>English</u></p> <ul style="list-style-type: none"> • APA (2020) Concise Rules of APA Style, 7th edition. • McCarthy, M and O'Dell, F (2008): Academic Vocabulary in Use, Cambridge University Press, Cambridge. • The Economist. <p><u>French</u></p> <ul style="list-style-type: none"> • Newspaper/journal articles from Alternatives économiques, Capital, Management, La revue Paris- Berlin. <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Jockel, Sabine (2007): Wirtschaftsspanisch. Einführung. Oldenburg Verlag. München/Wien. • Schnitzer, Johannes/Schatzl, Brigitte (2008): Übungsbuch zu Wirtschaftsspanisch. Terminologisches Handbuch. Manual de lenguaje económico. Oldenburg Verlag. München Wien. <p><u>Italian</u></p> <ul style="list-style-type: none"> • Haring A.L. (2003): Wirtschaftsitalienisch, Oldenbourg, München, Wien. • Macedonia, M. (2001): Made in Italy, Oldenbourg, München, Wien. <p><u>German</u></p> <ul style="list-style-type: none"> • Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München. • Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a.

BSc International Management Double Degree

Polish

- Polish newspapers: Forbes, Brief.

Portuguese

- Costa, Nelson Pereira da (2012). Documentos Empresariais – Informações Complementares da Comunicação Empresarial. Ciência Moderna Ltda:Rio de Janeiro.
- Gremaud, Amaury Patrick/Vasconcellos, Marco Antonio Sandoval de/Toneto jr., Rudinei (2016): Economia Brasileira Contemporânea, 8. Aufl., Atlas:São Paulo.

Mandarin

- Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg.
- Hua, Y. (ed.) (2013): The Stories of the Chinese, 3rd Edition, Beijing Language and Culture University Press, Beijing.
- Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing.
- Yuan, F. (ed.) (2013): Business Chinese for Success. Real Cases from Real Companies, 6th Edition, Peking University Press, Beijing.
- Zhang, X. (ed) (2013): Chinese for Managers, 2nd Edition, Foreign Language Teaching and Research Press, Beijing.

Additional reading will be recommended in class.

7. Electives 2nd Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache)

Second Business Language – Business English (Zweite Wirtschaftssprache - Wirtschaftsenglisch)

Module	A-E-L1
Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	None
How frequently is the module offered	Annually
Admission requirements	None
Level	Bachelor
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Prof. Dr. Niamh O'Mahony + seasonal lectures
Language of instruction	English
Credits (ECTS)	5 (of which 2 ECTS Sem 1 & 3 ECTS Sem 2)
Total work load	150 h (60 h contact and 90 h self-study for English)
Contact hours per week	2 SWS per semester
Examination/Type of assessment	One-hour written exam plus continuous assessment
Weighting of Grade within overall programme	5/192

BSc International Management Double Degree

Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.</p> <p>CG2: Students gain intercultural insights into the specific countries where the target language is spoken</p>
Contents/Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <p>English: B2 and C1</p> <p>At all levels the content is business related.</p>
Teaching and learning methodology	<p>Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.</p>
Miscellaneous	<p>n/a</p>
Indicative reading list	<p>Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module</p>

Second Business Language – Business French (Zweite Wirtschaftssprache - Wirtschaftsfranzösisch)

Module	A-E-L3
Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	French
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	6/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Professional competences: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage.</p> <p>CG2: Students gain intercultural insights of the specific countries of the target language</p>
Contents/Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <p>French: A2/B1 – C1</p> <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

Second Business Language – Business Spanish (Zweite Wirtschaftssprache - Wirtschaftsspanisch)

Module	A-E-L5
Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Spanish
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester (8 SWS in total)
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	6/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Professional competences: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage.</p> <p>CG2: Students gain intercultural insights of the specific countries of the target language.</p>
Contents/Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <p>Spanish: A1 – C1</p> <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

Second Business Language – Business Chinese (Zweite Wirtschaftssprache - Wirtschaftschinesisch)

Module	A-E-L7
Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide for the following languages: English, French, Spanish and Mandarin. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Chinese (Mandarin)
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	6/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Professional competences: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in semester 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage.</p> <p>CG2: Students gain intercultural insights of the specific countries of the target language.</p>
Contents/Indicative syllabus	<p>The following levels of the Common European Framework for Languages (CEF) are offered</p> <p>Chinese (Mandarin): A1 and A2</p> <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

Chinese Intensive I & II (Chinesisch Intensiv I & II)

Module	A-E-L9.1_9.2_10
Semester	1, 2, 4
Duration of module	2 academic years
Type of module	Elective
Courses included in the module	Chinese Intensive Ia (semester 1) Chinese Intensive Ib (semester 2) Chinese Intensive II (semester 4)
How frequently is the module offered	Annually
Admission requirements	None - Written test at the beginning of the student's studies to determine initial level.
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/ 汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Niamh O`Mahony Building 17, Room 008, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Credits (ECTS)	10

Chinese Intensive Ia (Chinesisch Intensiv Ia)

Module	A-E-L9.1
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	3
Semester	1
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/Type of assessment	Continuous assessment (100%): oral presentations and written assignments
Weighting of Grade within overall programme	3/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They can understand and write simple texts in Chinese and communicate simply and directly in Chinese on familiar daily, academic topics and in business situations. Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly. Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions. Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.

BSc International Management Double Degree

Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus here is acquiring basic business vocab in and developing business writing skills.</p> <p>CG2: Students gain intercultural insights of the specific countries of the target language.</p>
Contents/Indicative syllabus	<p>Introduction to the Chinese language, including phonetics, the transcription system „Pinyin“, the writing of characters and development of basic grammar structures and vocabulary (includes all HSK 1 level grammar and vocabulary). Introduction to Business Chinese.</p> <p><i>Intercultural Competence:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The Students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> Anqi Ding, Lily Jing, Xin Chen (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger. Chinabooks E. Wolf. Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu. Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich. Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing. Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg. <p>Additional reading will be recommended in class.</p>

BSc International Management Double Degree

Chinese Intensive Ib (Chinesisch Intensiv Ib)

Module	A-E-L9.2
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	4
Semester	2
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment (100%): oral presentations and written assignments
Weighting of Grade within overall programme	4/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They will improve their oral and written skills in everyday life, academic and business situations. They can understand and write more complex texts in Chinese, use the language correctly and confidently. They reach a superior level of elementary Chinese. Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly. Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language. // CG2: Students are introduced to cultural differences between the German mindset and that of the target country.
Contents/Indicative syllabus	<p>Acquisition of a solid vocabulary for daily life at the university and basic business situations, focus on colloquial expression and listening strategies. Introduction of more characters and more advanced grammar structures (includes all HSK 2 level grammar and vocabulary).</p> <p><i>Intercultural Competence:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Anqi Ding, Lily Jing, Xin Chen (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger. Chinabooks E. Wolf. • Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu. • Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich. • Ni, S. (2017): Lehrbuch der chinesischen Sprache 2, Buske Verlag, Hamburg. • Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing. • Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg. <p>Additional reading will be recommended in class.</p>

Chinese Intensive II (Chinesisch Intensiv II)

Module	A-E-L10
Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/ 汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 008, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/Type of assessment	Continuous assessment (100%): oral presentations and written assignments
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Professional competences: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They will develop their communicative competence in listening, speaking, reading and writing in modern Chinese as well as deepen their understanding of Chinese culture, social issues and the business environment. • Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly. • Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course, which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions. • Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language.</p> <p>CG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.</p>
Contents/Indicative syllabus	<p><i>Chinese for beginners:</i> Introduction to formal language. Stronger focus on written language, ability to understand, discuss and write texts in Chinese. Further expansion of vocabulary and introduction of more complex grammatical structures (includes all HSK 3 level grammar and vocabulary).</p> <p><i>Intercultural Competence:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. Basic cultural differences between Chinese and Germans will be identified. The students will receive a brief introduction to Chinese business culture, practices and customs of Chinese-speaking communities.</p>

BSc International Management Double Degree

Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Anqi Ding, Lily Jing, Xin Chen (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger. Chinabooks E. Wolf. • Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu. • Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich. • Ni, S. (2017): Lehrbuch der chinesischen Sprache 2, Buske Verlag, Hamburg. • Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing. • Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg. <p>Additional reading will be recommended in class.</p>

8. Elective Business Course (Wahlpflichtmodule)

Project Management (Projektmanagement)

Module	A-E-BUS2
Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (40%) and student project (60%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> are acquainted with a broad basic overview of project management principles and practices according to the "Project Management Body of Knowledge" (following the Project Management Institute) know how to plan, lead and implement small and medium size projects have experienced the complexity in projects by applying their theoretical knowledge to accomplish a project task during the semester.

BSc International Management Double Degree

	<ul style="list-style-type: none"> have increased their ability to function effectively in a project team either as project team member or project manager.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Students develop their problem-solving skills by applying project management methods and tools to a real business project.
Contents/Indicative syllabus	<p>This course is intended to be an introduction into the field of project management.</p> <p>The course will familiarize participants to project management standards. It will be conducted as a practical, hands-on workshop that emphasizes discussion and exercises. Participants will get the opportunity to practice by accomplishing a project task during the semester.</p> <p>Course delivery strategy includes: define concepts, explain tools/techniques, practice tools/techniques, discuss & review and transfer to assigned project.</p> <p>Content of theoretical part: introduction to project management, project phases, life cycles & knowledge areas, defining the project, the project manager and the project team, planning the project, monitoring and controlling the project and closing their project.</p>
Teaching and learning methodology	The methods employed to achieve course objectives include: class lectures, highlighting critical course material, reading assignments and transfer: applying theoretical knowledge to an existing project task.
Miscellaneous	Guest speaker
Indicative reading list	<p><u>Required reading:</u></p> <ul style="list-style-type: none"> Schmid, P., (2018): Erfolgreiches Projektmanagement: einfach - praktisch – agil. Nützliche Methoden für kleine und mittlere Projekte. 7th edition, Metropolitan, Berlin / Regensburg. Timinger, H. (2017). Modernes Projektmanagement: mit traditionellem, agilem und hybridem Vorgehen zum Erfolg. John Wiley & Sons. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> DeMarco, T. (1998): Der Termin: Ein Roman über Projektmanagement, Hanser, München. Kuster, J., Bachmann, Ch., Huber, E., Hubmann, M., Lippmann, R., Schneider, E. et al. (2019): Handbuch Projektmanagement, 4th edition, Springer, Berlin / Heidelberg. PMI ed., (2017): A Guide to the Project Management Body of Knowledge, 6th edition, PMI Inc., Newton Square. PMI ed. (2017): Agile practice guide, PMI Inc., Newton Square.

BSc International Management Double Degree

Business Implications of Political Risks (Auswirkungen von politischen Risiken auf Unternehmensentscheidungen)

Module	A-E-STR2
Semester	4 (not offered in summer semester 2025 due to research semester)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Short class discussion on current political risk topic (group), individual seminar paper, group presentation incl. role play, continuous class participation
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After successful completion of the module, the students should have developed the following competences.</p> <ul style="list-style-type: none"> Professional competences: Students understand the key frameworks for political risk and its application on strategic and operational business decisions of multinational companies. They gain an in-depth knowledge on a specific political risk and its implications for a specific multinational company.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: Students can apply the key risk management frameworks to a specific situation and company. They are able to transfer this knowledge to other situations and companies. They understand which aspects can be generalized and which are specific in this particular setting. • Social competences: Students can lead a class discussion and present their results. Student take on a specific role (eg. CEO, CFO, risk consultant) and are able to act and argue accordingly. • Personal competences: Students become more aware for current political decisions and its implication on corporate strategy and operations. Students improve their presentation skills.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2: Students reflect on the implications of political risks on multinational companies.</p> <p>CG3: Students reflect on the ethical and social implications of these actions.</p> <p>CG4: Students work on a broad question in a structured, end-product oriented fashion.</p>
Contents/Indicative syllabus	<p>Theoretical foundations</p> <ul style="list-style-type: none"> • Risk management <ul style="list-style-type: none"> ○ Decision making under risk and uncertainty ○ Enterprise risk management frameworks ○ Risk identification and measurement ○ Risk management strategies • Political risk management <ul style="list-style-type: none"> ○ Political decision making ○ Specifics of political risks ○ Political risk management frameworks <p>Practical application</p> <ul style="list-style-type: none"> • Analysis of a political risk event for a specific multinational company/organization. • Class discussion of current political topics • Continuous reflection on lessons learnt.
Teaching and learning methodology	Lectures, seminar with class discussions and short presentations, role play, continuous feedback
Miscellaneous	Various guest lectures from academia, business, politics and military
Indicative reading list	<u>Preparatory reading:</u>

BSc International Management Double Degree

- The Economist (Online access through library).

In-depth reading:

- Detailed lecture notes will be provided.
- Alon, I., & Herbert, T. T. (2009). A stranger in a strange land: Micro political risk and the multinational firm. *Business Horizons*, 52, 127–137.
- Brüggemann, J., Binder, C. (2023). Geopolitische Risiken strukturiert identifizieren. In: *Controlling & Management Review* 67, 48 -53.
- Eiteman, D. K., Stonehill, A. I., & Moffett, M. H. (2006). Political risk assessment and management. In: *Fundamentals of multinational finance* (pp. 435–462). London: Pearson/Addison-Wesley.
- Fitzpatrick, M. (1983). The definition and assessment of political risk in international business: A review of the literature. *The Academy of Management Review*, 8, 249–254.
- Giambona, E., Graham, J.R. & Harvey C.R. (2017). The Management of political risk. *Journal of International Studies*, 48, 523-533.
- Papic, M. (2021). *Geopolitical Alpha – An investment framework for predicting the future*, Wiley.
- Psychogios, I., & Koutsoukis, NS. (2018). Political Risk Frameworks: A Literature Review. In: Roukanas S., Polychronidou P., Karasavoglou A. (eds) *The Political Economy of Development in Southeastern Europe. Contributions to Economics*. Springer, Cham.
- Rice, C., Zegart, A. (2018). *Political Risk – How businesses and organizations can anticipate global insecurity*, Twelve, New York/Boston.
- Suder, K., Kallmorgen, J. (2022). *Das Geopolitische Riskio – Unternehmen in der neuen Weltordnung*, Campus Verlag, Frankfurt a.M.
- Tetlock, P., Gardner, D. (2015). *Superforecasting – The Art and Science of Prediction*, Broadway Books, New York.
- Vanini, U. & Rieg, R. (2021): *Risikomanagement - Grundlagen, Instrumente, Unternehmenspraxis*, 2. Auflage, Schaeffer Poeschel.
- World Economic Forum (2022). *The Global Risk Report*, Insight Report.

Digital Entrepreneurship (Digital Entrepreneurship)

Module	A-E-ENT3
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 2, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Project work (business plan) and presentation
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>The participants should develop competencies in the following fields</p> <ul style="list-style-type: none"> Professional competences: thoroughly understand the basics, specifics, and challenges of digital goods, how to identify and specify opportunities based on digital technologies, implications of digital products/ services on market entry and competition, digital financing opportunities (e.g., crowdsourcing) and how to pitch an innovative idea to a jury of entrepreneurs

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: gain an understanding of how a business plan works and be able to develop digital innovative ideas using the lean startup-concept • Social competences: understand the complexities of working on projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • Personal competences: gain an entrepreneurial mindset by understanding how a start-up is founded and how start-ups are different from corporates
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Student teams working on a start-up project with the need to pitch their idea to a jury of entrepreneurs</p> <p>CG 5: Students will understand the differences of digital markets, innovations and financing opportunities</p>
Contents/Indicative syllabus	<ul style="list-style-type: none"> • Introduction to Digital Goods and Services • IT and Competitive Advantage • Finding and Evaluating Business Ideas • Foundation and tools/ Selling and Marketing • Business Plans and Financing • Final Pitch Presentations
Teaching and learning methodology	Blended lecture and team exercises/ project work
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Blank, S. & Dorf, B. (2012) The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Pescadero (California), K&S Ranch. • Maurya, A. 2012. Running Lean: Iterate from Plan A to a Plan That Works, 2. ed., Sebastopol, CA: O'Reilly & Associates. • Osterwalder und Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, ISBN: 9780470876411, John Wiley & Sons.

IPBS Summer School (IPBS Summer School)

Module	A-E-ENT3
Semester	2 or 4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None in general, however there may be admission requirements by the local organizers.
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	Lecturer(s) from IPBS partner schools
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 – 80 h contact, 70 – 90 h self-study)
Contact hours per week	4 SWS, blocked in two weeks (after end of regular classes)
Examination/Type of assessment	Project
Weighting of Grade within overall programme	5/192
Learning outcomes	The following points will be determined by the organizers of the IPBS summer school and communicated to students as soon as the information becomes available, which should be during November / beginning of December before students select electives for the “Sommersemester”.
Course-specific contributions to AoL	Please refer to IPBS summer school information

BSc International Management Double Degree

competency goals (CG 1 - 6)	
Contents/Indicative syllabus	Please refer to IPBS summer school information
Teaching and learning methodology	Please refer to IPBS summer school information
Miscellaneous	n/a
Indicative reading list	If applicable communicated with announcement of IPBS summer school

BSc International Management Double Degree

Business Informatics (Wirtschaftsinformatik)

Module	A-E-MIS1
Semester	2
Duration of module	1 semester
Type of module	Elective (not available for students going to NCSU/USA; recommended for students going to Elon/USA)
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Sascha Schweitzer Building 5, Room 207, Tel.: 07121/271-3010 sascha.schweitzer@reutlingen-university.de
Lecturers	Prof. Dr. Sascha Schweitzer
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Group assignment incl. presentation
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module, the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: Understanding of data base management systems, developing of data-base systems, using spreadsheet applications, using data analysis tools, programming skills. Understanding of economic and technical

BSc International Management Double Degree

	<p>aspects of the Information/Internet Economy and Information Technology. Understanding of the fundamentals of Information Systems and Management Information Systems.</p> <ul style="list-style-type: none"> • Methodological competences: Transfer and apply theoretical knowledge to practical experience; Working with case studies (solving business challenges and applying it in data base management, spreadsheet applications and data analysis tools). Application of information engineering and software engineering fundamentals. • Social competences: improving oral and written communication skills as well as the ability to work in teams under time pressure; presentation skills, working in project teams, economic thinking. • Personal competences: presentation skills; working with time constraints; economic thinking; using technologies.
Course specific contributions to AoL competency goals	<p>CG 4: The students learn how to solve business problems by using logical, mathematical, and conceptual approaches of spreadsheet, database, and data analysis tools. They learn how to handle and to analyse data in different fields of applications.</p> <p>CG 5: The students learn about the importance of data, data processing, and data analysis in a business context.</p>
Contents/Indicative syllabus	<p>This lecture provides an overview of the central role of data and data analysis in a business sense. Thereby, Management Information Systems and Business Intelligence will be introduced. Data storage and data transfer will be learned and applied in database management systems, spreadsheets and data analysis tools such as Python and R.</p> <p>Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Introduction to Data and Business Informatics • Business Models and the Business Model Canvas • The Data Analysis Process • BI Tools and a Python Ecosystem • Loading, Organizing, and Cleaning Data in Python • Storing Data (Databases, SQL, Data Warehouse) • Exploring and Analyzing Data in Python • Visualizing Data in Python, R, and Tableau • Machine Learning and Artificial Intelligence • Introduction to Economics and Markets • 2-Sided-Markets and Network Effects

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Peer-to-Peer Platforms
Teaching and learning methodology	Lecture and group work
Miscellaneous	n/a
Indicative reading list	<u>Recommended reading:</u> <ul style="list-style-type: none"> • Laudon, K.C., Laudon, J.P. (2021): Management Information Systems: Managing the Digital Firm, 17th edition, Pearson, Essex. • Laudon, K.C., Laudon, J.P. and D. Schoder (2015): „Wirtschaftsinformatik – eine Einführung“, 3rd edition, Pearson, München. • Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy.

Customer Experience Managment (Customer Experience Management)

Module	A-E-MAR1
Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to the other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/Type of assessment	Group assignment incl. presentation
Weighting of grade within programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: Students have a firm grip of the tools of services marketing. Students evaluate the customer-related quality of different services Students can make founded methodological decisions within the framework of customer analysis.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: Students understand and apply the gaps model of service quality Students develop and evaluate new and existing customer experiences using the service blueprint framework • Social competences: Students increase teamwork and leadership skills through multiple group assignments and reciprocal results presentations and critiques. Students master the cooperative processing of complex tasks (e.g. by jointly writing a pitch presentation for a fictitious service company). • Personal competences: Students recognize customer orientation as a fundamental cross-sectional function. Students are sensitized to customer orientation and recognize its entrepreneurial added value. Students are able to systematically address the internal company barriers to customer orientation.
Course-specific contributions to AoL competency goals	<p>CG 2: Within the simulated start-up situation, students analyze the needs of various international target groups</p> <p>CG 3: Students must balance the customer needs and appropriate workplace conditions for their employees in their simulated start-up.</p>
Content/Indicative syllabus	<ul style="list-style-type: none"> • Psychological basics of customer / consumer behaviour • Methods of customer insight generation • Customer segmentation and value proposition design • Customer Experience Design (service blueprinting) and Customer Experience Management • Implementation of Customer Oriented Processes • management of customer-centric organizations
Teaching and learning methods	seminar style lectures, in classroom reading, group work
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Christensen, C. et al (2005): Marketing Malpractice – The Cause and the Cure, in: Harvard Business Review, Oct. 2005, p. 4-13

BSc International Management Double Degree

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| | <ul style="list-style-type: none">• Christensen, C. et al. (2016): Know Your Customer's "Jobs to Be Done", in: Harvard Business Review, Sept. 2016, p. 54-62• Cialdini, R. (2001): Harnessing the Science of Persuasion, in: Harvard Business Review, Reprint R0109D, Oct. 2001, p.72-79• Edelman, D. C./Singer, M. (2015): Competing on Customer Journeys, in: Harvard Business Review, Nov. 2015, p. 88-100• Rawson, A. et al (2013): The Truth About Customer Experience, in: Harvard Business Review, Vol. 91, Issue 9, 2-10• Reichheld, F. F. (2003): The One Number You Need to Grow, in: Harvard Business Review, Vol. 81, Issue 12, p. 46-54• Sarstedt, M./Schütz, T. (2018): Customer Research – Time for Second Thoughts, in: The Marketing Review, Vol. 18, No. 1 (2018), p. 97-111• Wilson, A./Zeithaml, A. V./Bitter, M. J./Dwayne, D. G. (2020): Services Marketing: Integrating Customer Focus Across the Firm, 4. Edition, McGraw-Hill Education Ltd.• Peppers, D./Rogers, M. (2022): Managing Customer Experience and Relationships: A Strategic Framework, 4th Edition, Wiley |
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BSc International Management Double Degree

Banking and Insurance Management (Bank- und Versicherungsmanagement)

Module	A-E-FIN2
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 221a, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	English
Credits (ECTS)	5
Total work load	150 (60 h contact hours, 90 h self study)
Contact hours per week	4
Examination/Type of assessment	Final one-hour exam (50%), group project with written project report (50%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students are able to economically describe the business models of

BSc International Management Double Degree

	<p>banks. Students are able to understand their specific income statements and balance sheets. They can describe the most important internal parameters and external developments, which determine the financial success of banks. They understand and are able to apply essential management and regulation insights for banks and are able to decide about essential business parameters, such as interest rates and capital structure.</p> <ul style="list-style-type: none"> • Methodological competences: Students are able to understand and apply essential models used to quantify interest rate risk, liquidity risk, and default risk in banks. This includes models used for internal control as well as those used for regulatory purposes. • Social competences: Students are able to discuss about and decide on complex quantitative managerial problems in bank management as a member of a non-hierarchical management team. • Personal competences: Students are able to quantify stochastic future events and deal with the complex business decisions that affect multiple outcomes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students learn about the complex and abstract business models of banks, students are able to better understand and negotiate according contracts as customers of banks. Furthermore, they acquire essential knowledge and skills for further studies of or a career in banking.</p> <p>CG 5: Students learn to use capital market data in decision processes, such as interest rate decisions of banks and investment decisions on financial markets.</p>
Contents/Indicative syllabus	<p>This course teaches elemental insights into the business models as well as the management of banks and insurers:</p> <ul style="list-style-type: none"> • Banks' business model from an economic perspective • Relevance of banks for the overall economy • Income statement and balance sheet structure of banks • Specific parameters of banks' profitability <ul style="list-style-type: none"> - Contribution margin and maturity margin - Modelling and hedging interest rate risk • Specific parameters of banks' profitability • International bank regulation

BSc International Management Double Degree

Teaching and learning methodology	50% of the course will be held as a weekly lecture in the first half of the semester. The other 50% of the course will take place as block course in which students apply the material from the lecture in a business simulation game.
Miscellaneous	n/a
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Baule, R. (2019): Finanzwirtschaftliches Bankmanagement – Bankkalkulation, Risikomanagement und Regulierung, Schäffer-Poeschel: Stuttgart. • Hull, J. C. (2016). Risikomanagement: Banken, Versicherungen und andere Finanzinstitutionen (4. Auflage). Pearson. <p><u>In-depth reading:</u></p> <p>Further literature is provided during the lecture.</p>

BSc International Management Double Degree

Lean Management (Lean Management)

Module	A-E-POM1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I (Not available for students going to NCSU/USA)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. -Ing. Stephan Höfer Building 5, Room 213a, phone 07121/271-5028 stephan.hoefer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h, (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: After successfully attending this lecture, the participants should be able to understand the strong interrelationship between the basics of Supply Chain Management including Procurement, Production Management and Distribution, understand the strong interrelationship inside the network within a supply chain and understand the Lean Philosophy and the Lean Enterprise Management strategy and to apply a

BSc International Management Double Degree

	<p>large variety of tools and techniques to create lean value streams within manufacturing and administration</p> <ul style="list-style-type: none"> • Methodological Competences: After successfully attending this lecture, the participants should be able to understand how to apply a large variety of tools and techniques to create lean value streams within manufacturing and administration. • Social Competences: After successfully attending this lecture, the participants should be able to reflect to which extend their personal behavior, the style of communication and the way addressing people is a key factor for the success of a lean project. • Personal Competences: "Lean starts with yourself. If you are not willing to question your own behavior, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization." This is one of the key learning outcomes, which the participants should have understand after successfully completing this course.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: In small international teams, students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to developed a concept to optimize a holistic supply chain based on lean principles.
Contents/Indicative syllabus	Supply Chain Management, Production Management, Logistics, Lean Enterprise Management, Lean Manufacturing, Lean Administration and Supply Chain Optimization.
Teaching and learning methodology	<p>Seminar style teaching with integrated case studies.</p> <p>After getting the theoretical background, the students will apply the learned subject in exercises and business cases.</p> <p>At the end of the course, it is the task of the students to act as consultants and to provide a concept for a holistic supply chain optimization. Therefore, all topics discussed before must be applied.</p>
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Bertagnolli, F. (2018): Lean Management, Springer Gabler Verlag. • Chiarini, A. (2013): Lean Organization: from the Tools of the Toyota Production System to Lean Office. Springer Verlag. • Goldratt, E. M., Cox, J. (2004): The Goal- A process of ongoing improvement. 20th Anniversary Edition. The North River Press, Great Barrington, MA, USA. • Lunau, S. (2012): Six Sigma & Lean Toolset, 3. Auflage, Springer Verlag.



BSc International Management Double Degree

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| | <ul style="list-style-type: none">• May, C.; Schimek, P. (2008): Total Productive Management: Grundlagen und Einführung von TPM - oder wie Sie Operational Excellence erreichen, CETPM Publishing, Ansbach.• Meier, D., Liker, J. (2007): Der Toyota Weg. Finanzbuchverlag, München.• Regber, H., Zimmermann, K. (2007): Change Management in der Produktion. MI Fachverlag Landsberg.• Womack, J. P., Jones, D. T. (2003): Lean Thinking – Banish Waste and Create Wealth in Your Corporation, B&T, 2 Rev Upd, Deutsche Übersetzung: Womack, J. P., Jones, D. T. (2004): Lean Thinking – Ballast abwerfen, Unternehmensgewinne steigern, Campus, Frankfurt/Main. |
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Corporate Social Responsibility (Corporate Social Responsibility)

Module	A-E-ETH1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Anna-Lena Kotzur Building 5, Room 214, phone 07121/271-3040 anna-lena.kotzur@reutlingen-university.de
Language of instruction	Deutsch
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (50%) and student project (50%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: Students shall develop an understanding of corporate social responsibility (CSR) and sustainability informed by ethical theory and stakeholder perspectives. Furthermore, they gain knowledge on the current regulations and the progress in developing more detailed reporting standards.

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Methodological competences: Students will have the opportunity to familiarise with essential readings and cases in CSR to enable them to recognise key issues that are raised by stakeholder groups. Students know international standards, such as ISO 26000 and the Global Reporting Initiative (GRI), and sustainability-related reforms currently discussed at European level (namely, the Corporate Sustainability Reporting Directive – CSRD, and the Corporate Sustainability Due Diligence Directive – CSDDD). • Social competences: Students can improve their presentation skills and communication skills. • Personal competences: This module contributes in building an understanding on contemporary social issues in business. Students shall be able to critically assess the suitability and applicability of contemporary business and societal responses to environmental, social and economic challenges of sustainable development.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students need to reflect on the implications of CSR activities and how companies are encouraged to develop a responsible approach to business.</p> <p>CG 3: Students will learn to identify ethical issues in business and to reflect implications. Students will know about the legal framework to promote</p>
Contents/Indicative syllabus	<ul style="list-style-type: none"> • Introduction to CSR: History, definitions, approaches and types of CSR • Global incentives and legal framework • Additional aspects: CSR rankings, ratings and certifications
Teaching and learning methodology	Class discussions on contemporary cases and problems will form a major part of this course.
Miscellaneous	Guest Speaker
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Matten, D./Spence, L. (2014): Corporate Social Responsibility: Readings and Cases in a Global Context, 2nd edition, Routledge, Taylor & Francis Group, London/New York. • McWilliams, A. & others (2019): The Oxford handbook of corporate social responsibility, Oxford University Press, Oxford. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Vertigans, S. Idowu, S. O. (2017): Corporate Social Responsibility – Academic Insights and Impacts. Springer.



BSc International Management Double Degree

	<ul style="list-style-type: none">• Lautermann C. & others. (2021): Empfehlungen für die Gestaltung von Standards zur Nachhaltigkeitsberichterstattung im Rahmen der Corporate Sustainability Reporting Directive (CSRD)• EU-Themenseite: Nachhaltigkeitsberichterstattung• EFRAG-Themenseite: Task Force zur Vorbereitung von EU-Nachhaltigkeitsstandards <p>More readings will be provided</p>
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Empirical Economics (Empirische Ökonomik)

Module	A-E-EC02
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271- 6035 larissa.zierow@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (30%) and group project (70%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: The course equips students with professional competences in empirical economics, specifically in the context of the Economics of Education. They gain an understanding of empirical methods and economic models to analyze complex questions related to education and human capital. By engaging with real-world re-

BSc International Management Double Degree

	<p>search articles and using statistical software, students acquire practical skills that are directly applicable to future careers in business and economics.</p> <ul style="list-style-type: none"> • Methodological competences: Throughout the seminar, students develop strong methodological competences. They learn how to interpret economic data, distinguish between correlation and causation, critically evaluate cause-and-effect statements, and get to know empirical methods such as linear regression models, experimental design, and natural experiments. The use of the statistical software R enhances their data analysis skills, enabling them to derive meaningful insights from empirical research. • Social competences: The seminar fosters social competences through group work and round table discussions. Students actively engage in discussing recent journal articles, sharing their perspectives, and collaborating to understand how empirical methods are applied in modern economic research. This cultivates their ability to work effectively in a team, communicate their ideas, and engage in constructive dialogue with their peers. • Personal competences: The course also nurtures personal competences in students. By grappling with complex economic questions and critically analyzing scientific articles, students enhance their problem-solving skills and develop a keen eye for detail. The hands-on experience with data work and empirical exercises using R builds their confidence in working with data. Additionally, the seminar promotes a curious and inquisitive mindset, encouraging students to explore and expand their knowledge of empirical economics.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Students develop a sense of scientific credibility in empirical analyses of causal relationships. This is supported by a brief philosophical treatment of the concept of causality in scientific theory and in-depth discussion of how to conduct unbiased and critical empirical analyses.</p> <p>CG 4: Students are able to autonomously select statistical procedures for empirical analyses of causal relationship. They are able to critically assess the internal and external validity of own empirical analyses or those executed by others.</p> <p>CG 5: Students gain analytical skills by conducting, interpreting, and discussing different analysis of empirical data, such as panel data analysis, error clustering, and analysing causal effects of treatments and interventions on markets and individuals.</p>
Contents/Indicative syllabus	<p>The course "Empirical Economics" offers a comprehensive learning experience. The course focuses on applying empirical methods and economic models to explore questions related to education and human capital. By studying these methods and their practical application in the research field of "Economics of Education," students will develop a strong understanding of empirical economics.</p>

BSc International Management Double Degree

	<p>Throughout the seminar, students will delve into various empirical methods and economic models commonly used in modern economic research. They will learn to interpret economic data, distinguish between correlation and causation, critically evaluate cause-and-effect statements, and analyze data using the statistical software R. Students will also develop the skills to read and comprehend scientific articles that employ quantitative empirical methods.</p> <p>In the seminar, students will engage in group work and round table discussions to explore recent journal articles. These discussions will provide insights into how empirical methods are applied in contemporary economic research, with a particular focus on labor economics, economics of education, and public economics. By examining real-world studies, students will gain a deeper understanding of how empirical economics contributes to solving complex economic questions.</p> <p>The seminar will also involve practical data work, where students will apply their knowledge of empirical methods and use R to solve small empirical exercises. This hands-on experience will give students valuable exposure to working with data and applying empirical techniques to analyze economic phenomena.</p> <p>By the end of the seminar, students will have acquired a comprehensive set of skills and knowledge in empirical economics. They will be able to interpret economic relationships, assess causality, critically analyze research findings, and conduct small data analysis examples using empirical methods and statistical software.</p>
Teaching and learning methodology	Lectures, round table discussions, group work and exercises
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Angrist, J.D., Pischke, J.-S. (2014): <i>Mastering Metrics: The Path from Cause to Effect</i>, Princeton University Press. <p><u>Main literature:</u></p> <ul style="list-style-type: none"> Stock, J.H., Watson, M.W. (2020): <i>Introduction to Econometrics</i>, 4th edition, Pearson. Borjas, George J. (2016): <i>The McGraw-Hill series in economics, Labor economics</i>. 7th ed. New York, NY: McGraw-Hill Education. Checchi, Daniele (2006): <i>The economics of education. Human capital, family background and inequality</i>. Cambridge: Cambridge University Press. Lovenheim, Michael and Sarah E. Turner (2018): <i>Economics of education</i>. New York: Worth Publishers. <p>Recent journal articles will be distributed in class.</p>

Business Law I (Wirtschaftsrecht I)

Module	A-E-LAW1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h Self-Study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: identify and formulate basic legal issues that apply to the facts of a given case • Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills • Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students learn to identify and formulate basic legal issues in the field of general German civil law. In some cases, students are asked to examine legal solutions with respect to fairness and justice.
Contents/Indicative syllabus	Introduction, legal transactions, contract law, impairment of the performance of an obligation and consumer protection.
Teaching and learning methodology	Interactive lectures and case studies.
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> • Textbook BGB. <p>Recommendations will be given at the beginning of the course, e.g.:</p> <ul style="list-style-type: none"> • Führich, E. (2022): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 14th edition, Vahlen, München.

Labour Law I (Arbeitsrecht I)

Module	A-E-LAW4
Semester	2
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: identify and formulate basic legal issues that apply to the facts of a given case • Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research

BSc International Management Double Degree

	<ul style="list-style-type: none"> • Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills • Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students learn to identify and formulate basic legal issues in the field of German labour law. Especially precarious employment relations are examined in accordance with ethical criteria.
Contents/Indicative syllabus	Introduction, application of employment, employment contract, compensations for damages, secondary workers, termination and works committee.
Teaching and learning methodology	Interactive lectures and case studies
Miscellaneous	Optional visit to a hearing at the local labour court.
Indicative reading list	<ul style="list-style-type: none"> • Textbook Labour Law. <p>Recommendations will be given at the beginning of the course, e.g.:</p> <ul style="list-style-type: none"> • Wörlen, R., Kokemoor, A., (2019): Arbeitsrecht, 13th edition, Vahlen, München.