



Curriculum & Syllabi Handbook

BSc International Management Double Degree

Start Partner University



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As of: 01.09.2023

www.esb-business-school.de



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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

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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*).

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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.

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Degree awarded

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 competencies
- 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).

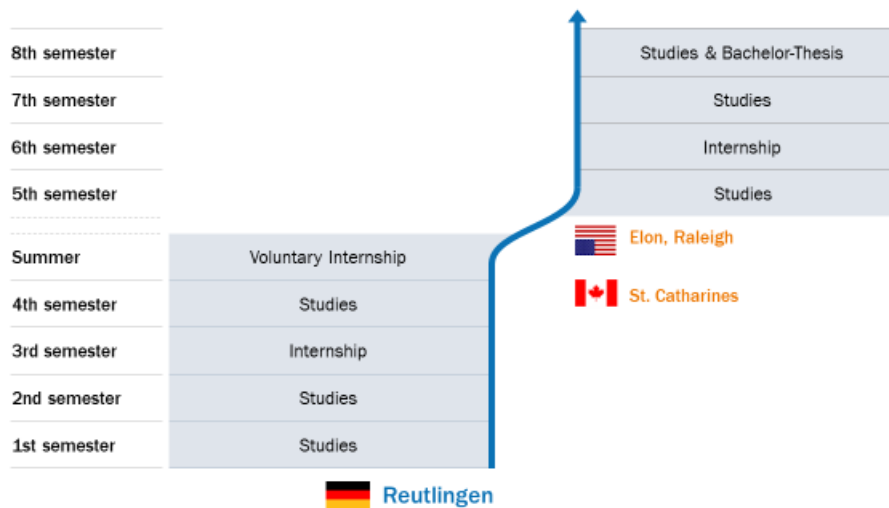
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| LANGUAGE PROFICIENCY | INTERCULTURAL COMPETENCE | ETHICAL BEHAVIOR | PROBLEM SOLVING COMPETENCIES | FUNCTIONAL COMPETENCE | METHODOLOGICAL COMPETENCE |
|--|--|---|--|--|--|
| COMPETENCY GOAL 1 | COMPETENCY GOAL 2 | COMPETENCY GOAL 3 | COMPETENCY GOAL 4 | COMPETENCY GOAL 5 DIGITAL SKILLS | COMPETENCY GOAL 6 DIGITAL SKILLS |
| IMX graduates are proficient in at least one foreign language | ... are interc ulturally compe- tent | ... are able to manage com- plex ethical and legal is- sues 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 | ...are aware of the main ethi- cal and legal issues in their professional field. ...are able to analyze these issues on the basis of nor- mative theory or models. ...are able to develop viable solutions that conform to ethical behav- ior in given sit- uations | ... 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 part of exam | Measure embed- ded (assessed) in <i>Module B-C-INT2.1 Prepara- tion for Manda- tory Internship II</i> , Sem5 as well as in overall study structure (4+4), IES test | Measure embed- ded (as- sessed) in <i>Module B-C-ETH1 Busi- ness Ethics</i> , Sem7, presen- tations | Measure embed- ded (as- sessed) in <i>Mod- ule B-C-STR2 Corporate Man- agement</i> , Sem8 and <i>Module B-C-PRO Bachelor Thesis</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 Sem8, project work and part of exam |

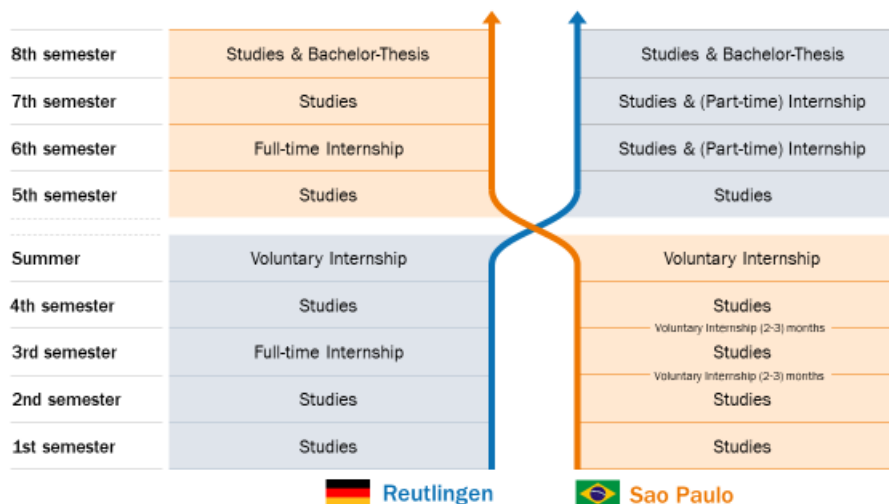


3. Programme Structure (for students admitted by ESB Business School)

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

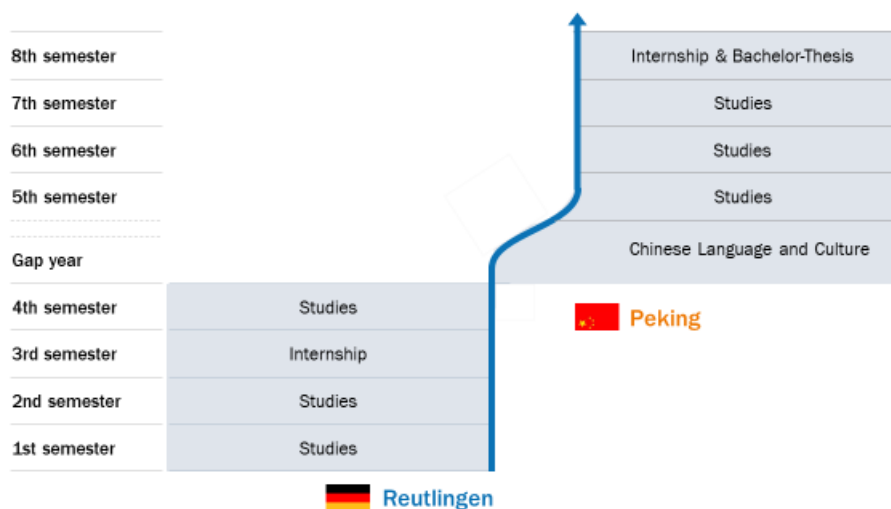


German – Brazilian Study Programme

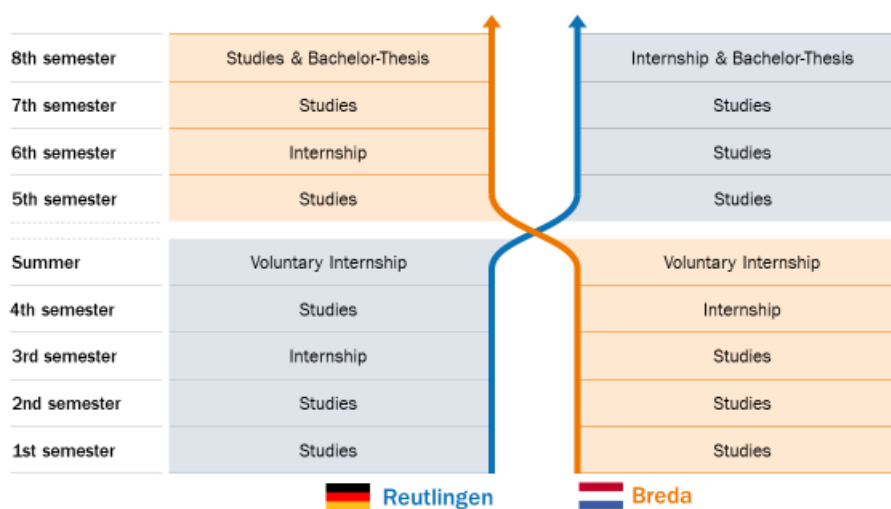


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German – Chinese Study Programme
(Start in Reutlingen only)

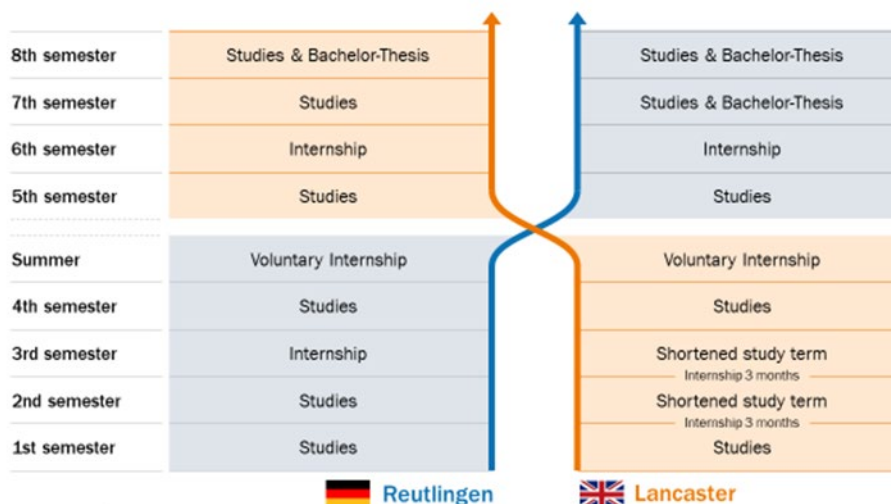


German – Dutch Study Programme

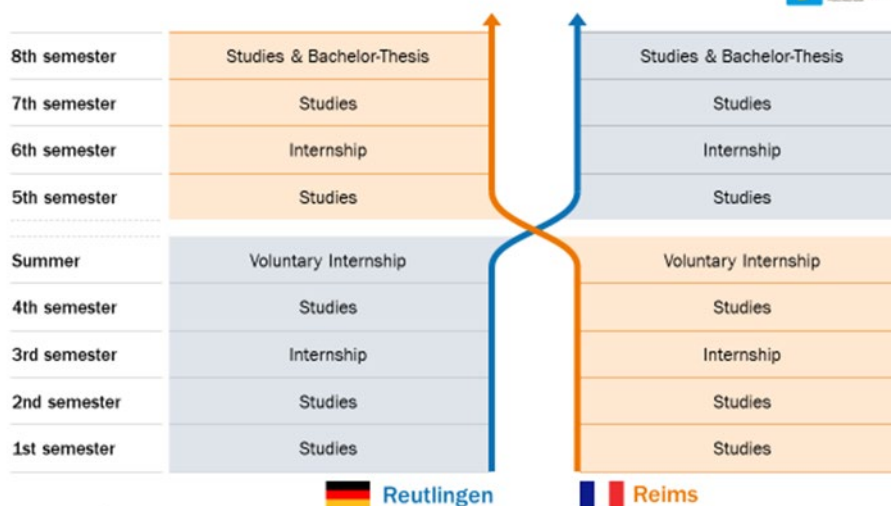


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German – English Study Programme

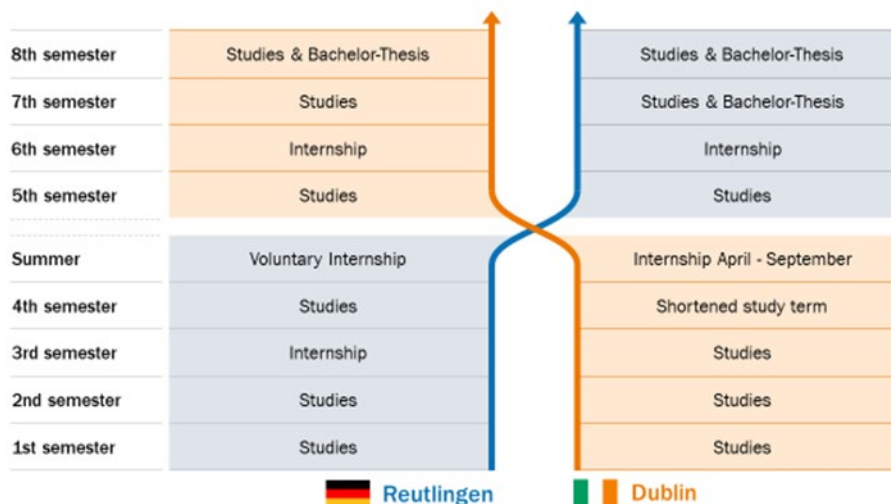


German – French Study Programme

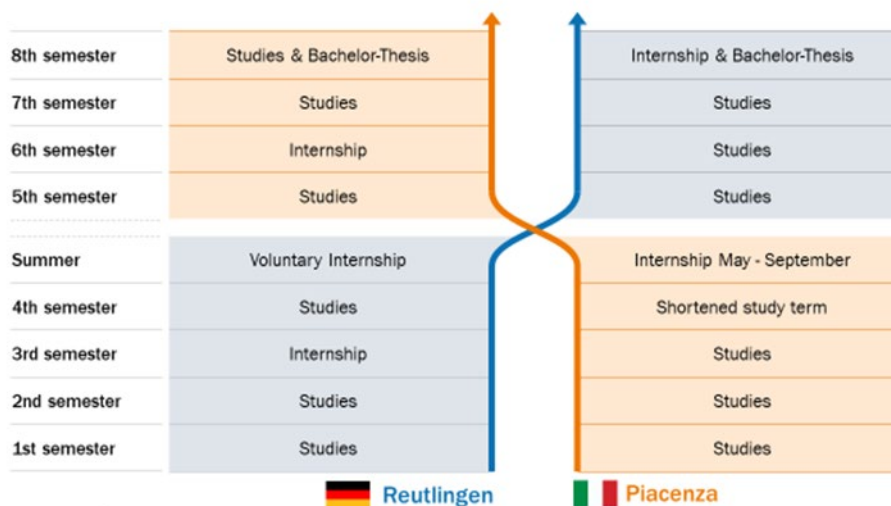


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German – Irish Study Programme

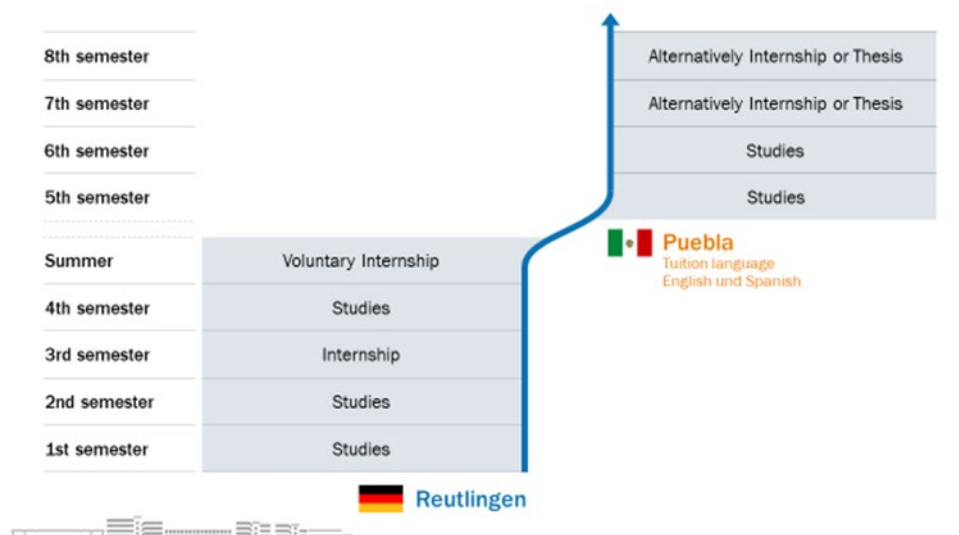


German – Italian Study Programme

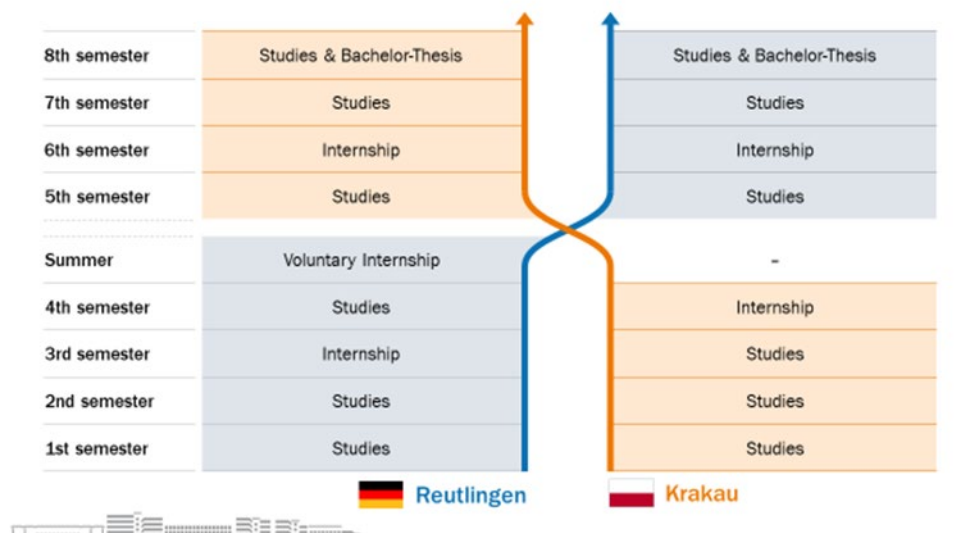


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German – Mexican Study Programme
(Start in Reutlingen only)

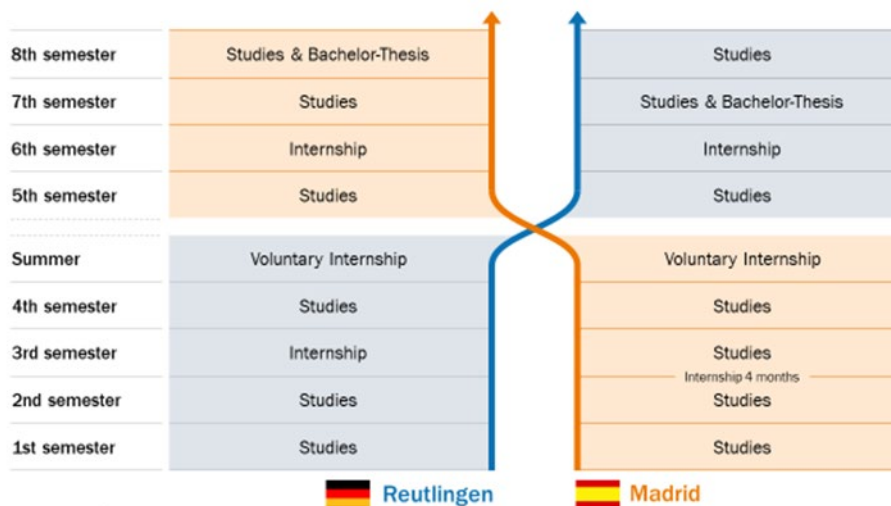


German – Polish Study Programme



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German – Spanish Study Programme



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 |

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5. Overview: Modules and Courses - Start at Partner University

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.-4. | 5. | 6. | 7. | 8. | | | | | | | |
| B-C-ECO1 | Internationale Volkswirtschaftslehre / International Economics | Partnerhochschule / Partner university | 5 | | | | 4 | 90 | 150 | L/S | Deutsch / Englisch | KL2 | g |
| | Außenhandel / International Trade | | | | | | 2 | | | | Englisch | | |
| | Wirtschaftspolitik / Economic Policy | | | | | | 2 | | | | Deutsch | | |
| B-C-BAL1 | Data Analytics & MIS I / Data Analytics & MIS I | | 5 | | | | 4 | 90 | 150 | L/S/P | Englisch | KL2 | g |
| | Management Informationssysteme I / Management Information Systems I | | | | | | 2 | | | | | | |
| | Datenanalyse I / Data Analytics I | | | | | | 2 | | | | | | |
| B-C-BAL2 | Data Analytics & MIS II / Data Analytics & MIS II | | | | | 5 | 4 | 90 | 150 | L/S/P | Deutsch | KL2 | g |
| | Management Informationssysteme II / Management Information Systems II | | | | | | 2 | | | | | | |
| | Datenanalyse II / Data Analytics II | | | | | | 2 | | | | | | |
| B-C-HR1 | Personalmanagement / Human Resource Management | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL2 | g |
| B-C- ACC1_FIN1 | Rechnungswesen und Unternehmensfinanzierung / Accounting and Corporate Finance | | 5 | | | | 4 | 90 | 150 | L/T | Deutsch | KL2 | g |
| | Rechnungswesen / Accounting | | | | | | 2 | | | | | | |
| | Unternehmensfinanzierung / Corporate Finance | | | | | | 2 | | | | | | |
| B-C-SKILL3 | Management Kompetenzen / Managerial Skills | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-C-SKILL4 | Fachkolloquium Internationales II / Colloquium International Matters II | | 1 | | | | 1 | 15 | 30 | C | Deutsch | | u |
| B-C-RES2 | Methoden des wissenschaftlichen Arbeitens / Methods of Scientific Work | | | | 5 | | 2 | 120 | 150 | L/S | Deutsch | KL1 | g |
| B-C-LAW1 | Internationales Wirtschaftsrecht / International Business Law | | 5 | | | | 4 | 90 | 150 | L | Deutsch | PA | g |
| B-C-STR1 | Strategisches Management / Strategic Management | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-C-STR2 | Unternehmensführung / Corporate Management | | | | | 5 | 2 | 120 | 150 | L/S/T | Deutsch | PA | g |
| B-C-ETH1 | Wirtschaftsethik / Business Ethics | | | | 5 | | 2 | 120 | 150 | L/S | Deutsch | KL1 | g |
| B-C-POM | Supply Chain Management / Supply Chain Management | | 3 | | | | 2 | 60 | 90 | L/S | Deutsch | KL1 | g |
| B-C-INT2 | Pflichtpraktikum II / Mandatory Internship II | | | 24 | | | 2 | 690 | 720 | S//C | Deutsch | PR/HA/RE | u |
| B-C-INT2.1 | Praktikumsvorbereitung II / Preparation for Mandatory Internship II | | | 2 | | | 1 | | | | | | |
| B-C-INT2.2 | Pflichtpraktikum II / Mandatory Internship II | | | 19 | | | 0 | | | | | | |
| B-C-INT2.3 | Kolloquium Pflichtpraktikum II / Colloquium on Internship II | | | 3 | | | 1 | | | | | | |
| B-C-PRO | Bachelorarbeit / Bachelor Thesis | | | | | 12 | 0 | 360 | 360 | Thesis | Deutsch / Englisch | BT | g |
| | Leistungen beim Partner, 1. Hälfte / Credits earned at partner university, 1st half | 96 | | | | | | | | | | | g |
| | Pflichtpraktikum I (Partnerhochschule) / Mandatory Internship I (Partner university) | 24 | | | | | | | | | | | u |
| | Summe Pflichtmodule / Sum mandatory courses | 120 | 24 | 24 | 25 | 22 | 43 | 2205 | 2850 | | | | |

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Elective CSIC Business German (mandatory for non-native speakers)
(Wahlpflichtmodule CSIC Wirtschaftsdeutsch)

| 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. | | | | | | | |
| B-E-CL1 | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills and Intercultural Competence - Business German | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL2/CA | g |
| B-E-CL1.1a | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1 / Communication Skills and Intercultural Competence - Business German - B1 | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | | |
| B-E-CL1.1b | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-1 / Communication Skills and Intercultural Competence - Business German - B1-1 | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | | |
| B-E-CL1.1c | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-2 / Communication Skills and Intercultural Competence - Business German - B1-2 | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | | |
| B-E-CL1.1d | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2 / Communication Skills and Intercultural Competence - Business German - B2 | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | | |
| B-E-CL1.1e | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - C1 / Communication Skills and Intercultural Competence - Business German - C1 | | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | | |

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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.-4. | 5. | 6. | 7. | 8. | | | | | | | |
| B-E-BUS2 | Internationalisierung von Geschäftsaktivitäten / Internationalization of Business Activities | | | 5 | | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-E-STR1 | Digitale Transformation der globalen Wirtschaft / Digital Transformation of the Global Business World | | | 5 | | | 5 | 90 | 150 | L | Deutsch | CA | g |
| B-E-MAR8 | Performance Marketing / Performance Marketing | | | 5 | | | 4 | 90 | 150 | L/S/P | Deutsch | PA | g |
| B-E-FIN2 | Wertpapiermanagement / Investment Management | | | 5 | | | 4 | 90 | 150 | L/S | Deutsch | KL1/PA | g |
| B-E-FIN3 | Angewandte Ökonometrie / Applied Econometrics | | | 5 | | | 4 | 90 | 150 | L/S | Englisch | KL1/PA | g |
| B-E-FIN5 | Behavioral Finance / Behavioral Finance | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL1/PA | g |
| B-E-ACC2 | Konzernrechnungslegung / Group Accounting | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL2 | g |
| B-E-MIS1 | Plattformökonomie / Platform Economy | 5 | | | | | 4 | 90 | 150 | L/S | Englisch | KL1/PA | g |
| B-E-MIS2 | Systeme und Lösungen I / Systems und Solutions I | 5 | | | | | 4 | 90 | 150 | L/S/P | Deutsch | PA | g |
| B-E-MIS3 | Systeme und Lösungen II / Systems und Solutions II | | | | 5 | | 4 | 90 | 150 | L/S/P | Deutsch | PA | g |
| B-E-POM2 | Lean Enterprise Management / Lean Enterprise Management | | | 5 | | | 4 | 90 | 150 | L/S | Deutsch | KL2 | g |
| B-E-ECO3 | Wettbewerbstheorie und -politik / Competition Theorie and Policy | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-E-ECO5 | Wachstum und Außenwirtschaft / Growth and Development | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-E-ORG-2 | Organisationsentwicklung und Change- Management / Organisational Development and Change Management | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-E-HR2 | Organisationale Transformation und Strategie / Organisational Transformation and Strategy | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL1/PA | g |
| B-E-ENT3 | Innovationsmanagement / Management of Innovations | | | 5 | | | 4 | 90 | 150 | L/S | Deutsch | CA/PA | g |
| B-E-ENT5 | Gründung von Internet Start-ups / Creating Internet Start-ups | | | | 5 | | 4 | 90 | 150 | L/S/P | Deutsch | PA | g |
| B-E-ENT9 | IPBS-Summer School | | | 5 | | | 4 | 70-90 | 150 | | Englisch | PA | g |
| B-E-LAW1 | Recht für Gründer / Law for Founders | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | KL2 | g |
| B-E-LAW3 | Arbeitsrecht II / Labour Law II | 5 | | | | | 4 | 90 | 150 | L/S | Deutsch | KL2 | g |
| B-E-LAW5 | Internationales Wirtschaftsrecht / Legal Frameworks for International Management | | | | 5 | | 4 | 90 | 150 | L/S | Deutsch | PA | g |
| B-E-CL1 | Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills and Intercultural Competence - Business German* | 5 | | | | | 4 | 90 | 150 | L/S/C | Deutsch | KL2/CA | g |
| Summe Wahlpflichtmodule / Sum electives | | 25 | | | | | 20 | 450 | 750 | | | | |

Notes: Some elective modules might not be offered due to sabbaticals/other restrictions. B-E-CL1 mandatory for non-native speakers with insufficient language level (test to be conducted in introductory week)

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 (Pflichtmodule)

International Economics (Internationale Volkswirtschaftslehre)

| | |
|---|--|
| Module | B-C-ECO1 |
| Semester | 5 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None; available for exchange students |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de |
| Lecturers | Prof. Dr. Rolf Daxhammer Prof. Dr. Philipp von Carlowitz |
| Language of instruction | English/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 |
| 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 will gain an overview of the whole spectrum of topics related |

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| | <p>to international economics and economic policy. At the conclusion of the course, they will be able to understand the theoretical basis of international economics and policy. Students will also learn how to compare and analyse international economic statistics as well as different economic policy approaches in different countries.</p> <ul style="list-style-type: none"> • Methodological competences: Students will learn how to analyze thorough theoretical research. They will gain an understanding of analytical tools used in international trade research and they will learn how to apply statistical software tools to international trade problems. They will learn how to apply theoretical concepts in real life policy decisions. Special emphasis will be placed on understanding tools to forecast policy measures with direct impact on business activities. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. They will especially learn how to communicate in a rigorous research environment and how to react to issues of ethics and morality when discussing economic policy measures in written or oral form. • Personal competences: Students should be able to understand how to find an individual perspective on complex issues for which there is no clear “black or white”-answer. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: Students discuss the concept of “homo oeconomicus” and its implications for economic policy strategies.</p> <p>CG 4: International economic theories are used to discuss implications for international business activities.</p> <p>CG 5: Students are aware of the relevance of times series for understanding and analyzing the economic development. They know and understand the implications of phenomenon such as structural breaks or cyclical developments. Students know to interpret times series of economic indicators and are able to draw conclusions for economic policy tools.</p> <p>CG 6: Students are able to detect and apply relevant data sources.</p> |
| Teaching and learning methodology | Lecture and case studies |
| Miscellaneous | n/a |

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International Trade (Außenhandel)

| | |
|-----------------------------------|--|
| Module | B-C-ECO1.1 |
| Lecturers | Prof. Dr. Philipp von Carlowitz |
| Language of instruction | English |
| 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 | <ol style="list-style-type: none"> 1. Introduction to “International Economics and World Trade” 2. International Transactions and the Balance of Payments 3. Gains from Trade 4. Determinants of Trade Flows: Explanations for Trade <ol style="list-style-type: none"> a. Classical Trade Theory b. New Trade Theory 5. Protectionism <ol style="list-style-type: none"> a. Instruments of Protectionism b. The Free Trade vs. Protectionism Debate <p>The World Trading System and Economic Integration</p> |
| Teaching and learning methodology | Lecture |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Krugman, P., Obstfeld, M.; Melitz, M. (2018), International Economics - Theory and Policy, 12th ed., Boston: Pearson Addison-Wesley. (in library) • WTO (2022). World Trade Report 2022 – Climate change and international trade. Geneva. Online: www.wto.org under Key Publications • Other international Economics textbooks can also be used |

Economic Policy (Wirtschaftspolitik)

| | |
|-----------------------------------|--|
| Module | B-C-EC01.2 |
| Lecturers | Prof. Dr. Rolf Daxhammer |
| Language of instruction | Deutsch |
| 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 | <ol style="list-style-type: none"> 1. Economic policy and market economies <ol style="list-style-type: none"> a. Stabilization policy b. Market failure and c. Social policies 2. Public choice <ol style="list-style-type: none"> a. Legislators b. Bureaucrats <p>Special interest groups</p> |
| Teaching and learning methodology | Lecture |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Altmann, J. (2017): Wirtschaftspolitik, uvk, Konstanz-München. • Brümmerhoff, D. and Büttner, Th. (2018): Finanzwissenschaft, 12th edition, Oldenbourg, München. • Fritsch, M., Wein, Th. and Ewers, H.-J. (2017): Marktversagen und Wirtschaftspolitik; 10th edition, Vahlen, München. • Klump, R. (2013): Wirtschaftspolitik: Instrumente, Ziele und Institutionen, 3rd edition, Pearson Studium, München et al. <p>Additional Reading material will be provided in class</p> |

Data Analytics & MIS I (Data Analytics & MIS I)

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|---|--|
| Module | B-C-BAL1 |
| Semester | 5 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None; available for exchange students |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Tim Straub Building 5, Room 210, Tel.: 07121/271-3118 tim.straub@reutlingen-university.de |
| Lecturers | Prof. Dr. Sascha Schweitzer Prof. Dr. Tim Straub |
| 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 | Two-hour written exam |
| 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 the core principles of economic and technical aspects of the Information/Internet Economy and Information Technology (value and price of information, information as economic good, principles of information processing and |

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| | <p>computation, decision processes and optimization). Understand the requirements, possibilities and limitations of gathering relevant business information from quantitative data sources. Understanding the principles of Management Information Systems and how to apply them within a company. Be able to differentiate and understand Information Systems used within a company. Understand the fundamentals behind Business Analytics, Business Intelligence, Data Analytics and be able to apply them on business data within a business context. Be able to understand the core principles of programming. Be able to apply the principles of programming in statistical analysis. Understand basic core principles of statistics and data literacy.</p> <ul style="list-style-type: none"> • Methodological competences: Application of information engineering and software engineering fundamentals (data and information principles, data processing, algorithms, decision making, process modeling, programming). Choose and apply both uni- and multi variate analysis methods to extract relevant information from quantitative data in order to make or support business decisions. Be able to work with current business and statistics tools and apply data analysis. • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints. • Personal competences: Ability to understand and assess the importance (Management) of Data Sources and Information Systems. Object-oriented problem solving. |
| Course specific contributions to AoL competency goals | <p>CG 3: Discussing and reflecting ethical issues regarding MIS and Information usage and data privacy.</p> <p>CG4: Application of economic theories in an IT-Business Context; Reflection of organizational challenges resulting from information economics; development of structured problem solving and algorithms;</p> <p>CG5: Understanding the importance of data and learning skills for data management.</p> |
| Teaching and learning methodology | <p>Lectures, case studies, student presentations</p> <p>programming/implementation of software code (Python)</p> <p>software-based (Tableau and Python) data analysis and syntax programming</p> |
| Miscellaneous | Integrated guest lecturers / case studies |

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Data Analytics I (Datenanalyse I)

| | |
|-----------------------------------|--|
| Module | B-C-BAL1.1 |
| Lecturers | Prof. Dr. Sascha Schweitzer |
| Language of instruction | English |
| Credits (ECTS) | 2.5 |
| Semester | 5 |
| Total work load | 75 h (30 h contact, 45 h self-study) |
| Contact hours per week | 2 SWS |
| Contents/Indicative syllabus | <p>The lecture includes fundamentals of data analysis. It focuses on uni- & multi variate methods of data analysis. The course contents include but are not limited to:</p> <ul style="list-style-type: none"> • Data types and sampling methods • Understanding, interpreting, and dealing with measures of central tendency and dispersion • Data handling and data manipulation • Fundamentals of statistical testing • Regression Analysis • Cluster Analysis |
| Teaching and learning methodology | Lectures, case studies, programming and hands-on exercises with Python |
| Miscellaneous | Integrated guest lecturers / hands ons with tools |
| Indicative reading list | <p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • McKinney, W. (2022): Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter, 3rd edition, O'Reilly. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Backhaus K. et al (2023): Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 17th edition, Springer, Heidelberg • Provost, F., Fawcett, T. (2013): Data science for business. What you need to know about data mining and data-analytic thinking (1st ed.). O'Reilly. <p>Further reading will be recommended in class.</p> |

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Management Information Systems I (Management Informationssysteme I)

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|-----------------------------------|--|
| Module | B-C-BAL1.2 |
| Lecturers | Prof. Dr. Tim Straub |
| Language of instruction | English |
| Credits (ECTS) | 2.5 |
| Semester | 5 |
| Total work load | 75 h (30 h contact, 45 h self-study) |
| Contact hours per week | 2 SWS |
| Contents/Indicative syllabus | <p>The lecture includes fundamentals and current technological trends of Management Information Systems, Business Informatics, Digitalization and Information Systems including information management, principles of data modeling and processing, decision processes. The goal is to enable business students to be able to understand the core principles of these information technologies, in order that they can apply these in a business context. This includes using current (MIS) tools in order to increase data, information and it literacy. The course includes specifically:</p> <ul style="list-style-type: none"> • Information in Companies and MIS • How Business is changed by digitalization – Network Economy • Principles of Information Processing • Data Structures and Algorithms • Programming in Python • Tools used within companies (Excel, BI, ERP, etc.) • How to use MIS to improve Decision Making – Decision Theory • Modeling Information Flows – Entity Relationship Modeling, Business Process Modeling, etc. • IT Project Management |
| Teaching and learning methodology | Lectures, case studies, programming/implementation of software code (Python) and syntax programming, and application of tools in hands ons |
| Miscellaneous | Integrated guest lecturers / hands ons with tools |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • McAfee, A., Brynjolfsson, E. (2008): Investing in the IT that makes a competitive difference, Harvard Business Review. • Laudon, K.C., Laudon, J.P., (2021): Management Information Systems: Managing the Digital Firm, 17th Global Edition, Pearson • Laudon, K.C., Laudon, J.P., Schoder, D. (2015): „Wirtschaftsinformatik – eine Einführung“, Pearson, München. |



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In-depth reading:

- Ernesti, J., Kaiser, P. (2015): Python 3: Das umfassende Handbuch: Sprachgrundlagen, Objektorientierung, Modularisierung, Rheinwerk Computing
- Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy

Further reading will be recommended in class.

Data Analytics & MIS II (Data Analytics & MIS II)

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|---|---|
| Module | B-C-BAL2 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Sascha Schweitzer Building 5, Room 208, Tel.: 07121/271-3010 sascha.schweitzer@reutlingen-university.de |
| Lecturers | Prof. Dr. Sascha Schweitzer Prof. Dr. Tim Straub |
| 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 |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | This course builds upon Data Analytics & MIS I. After learning the fundamentals of Data Analytics & MIS students now apply this knowledge in a more practical way. They learn how they get the information (information gathering), how they persist it within a company (storing information), how to analyze it (data pre-processing & data analysis including advanced methods from data science), |

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| | <p>how to use it for decision making. Hence, 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 information and data structures and processes used within companies. Be able to apply Information Technology to speed up problem solving; Data Mining and Information retrieval; Software solutions for these problems. Be able to retrieve external and internal information using current technologies – such as (Generative) AI, Web Scraping, Social Media, Search Engines. Be able to access data in internal data storages such as Databases using SQL, ERP Systems, Data Warehouses and Business Intelligence Systems. Be able to apply statistical programming using Python to transform data. • Methodological competences: Information retrieval, information storage (SQL, Data Warehousing, Cloud), information transformation (AI, ANOVA, Clustering) and information pricing. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. • Personal competences: Ability to understand and apply information based business models, technical challenges as well as data driven methods. |
| Course specific contributions to AoL competency goals | <p>CG 3: Reflection of ethical issues; ethical aspects included in cases and lectures;</p> <p>CG 4: Application of Theory to case studies; Transfer and application of interdisciplinary and module-specific concepts and methods using examples and graded CA teamwork tasks;</p> <p>CG 5: Application of Theory of Data Analysis and Data Mining in use cases using Tableau and Python.</p> <p>CG 6: Ability to work with digital content and understanding the concept of copyright law and data privacy law</p> |
| Teaching and learning methodology | <p>Lectures, case studies, student presentations</p> <p>programming/implementation of software code (Python),</p> <p>software-based (Tableau, Python) data analysis and syntax programming</p> |
| Miscellaneous | Integrated guest lecturers / case studies |

Data Analytics II (Datenanalyse II)

| | |
|-----------------------------------|--|
| Module | B-C-BAL2.1 |
| Lecturers | Prof. Dr. Sascha Schweitzer |
| Language of instruction | German |
| Credits | 2.5 |
| Semester | 8 |
| Total work load | 75 h (30 h contact, 45 h self-study) |
| Contact hours per week | 2 SWS |
| Contents/Indicative syllabus | <p>The lecture builds upon the laid out fundamentals of Data Analytics and MIS I and enables students to understand and apply advanced methods of multi-variate data analysis. The course contents include but are not limited to:</p> <ul style="list-style-type: none"> • 2-way ANOVA • Multiple regression and logistic regression analysis • Principal component analysis • Cluster analysis • Visual analytics • Data mining and use of mining software |
| Teaching and learning methodology | Lectures, case studies, software-based (Python) data analysis and programming |
| Miscellaneous | Integrated guest lecturers / hands Ons |
| Indicative reading list | <p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • McKinney, W. (2022): Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter, 3rd edition, O'Reilly. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Backhaus K. et al (2023): Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 17th edition, Springer, Heidelberg • Provost, F., Fawcett, T. (2013): Data science for business. What you need to know about data mining and data-analytic thinking (1st ed.). O'Reilly. <p>Further reading will be recommended in class.</p> |

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Management Information Systems II (Management Informationssysteme II)

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|-----------------------------------|--|
| Module | B-C-BAL2.2 |
| Lecturers | Prof. Dr. Tim Straub |
| Language of instruction | German |
| Credits | 2.5 |
| Semester | 8 |
| Total work load | 75 h (30 h contact, 45 h self-study) |
| Contact hours per week | 2 SWS |
| Contents/Indicative syllabus | <p>The lecture builds upon the laid out fundamentals of Data Analytics and MIS I and includes elements, structures and processes of information systems. It enables students to design information systems and apply them in business contexts. Further it introduces Concepts, methods and tools for information processing/transformation and data analysis (SQL, Tableau, Python) and lets students apply them in given business use cases.</p> <p>The course includes specifically:</p> <ul style="list-style-type: none"> • How to gather data: data sources, data quality, Web Scraping, Search Engines • Data Storage: Databases, Data Warehouses, OLAP, Cloud, ERP, Blockchain & Distributed Ledger Technologies • Information Retrieval: SQL, Data Mining • Information Transformation: Aggregation, Visualization, Classification, Filtering (f.e. moving average), Business Intelligence, Dashboards • Using Information: Information Economy, Information Pricing, Market Position, Decision Support Systems, Reporting |
| Teaching and learning methodology | Lectures, case studies, programming/implementation of software code (Python) and syntax programming in hands ons |
| Miscellaneous | Integrated guest lecturers / hands ons |
| Indicative reading list | <ul style="list-style-type: none"> • Domschke, W. et. al (2015): Einführung in Operations Research, 9th edition., Springer Gabler, Wiesbaden. • Laudon, K.C., Laudon, J.P. and D. Schoder (2010): „Wirtschaftsinformatik – eine Einführung“, Pearson, München. • Laudon, J.P., Laudon, K.C. (2017): Management Information Systems: Managing the Digital Firm, Global Edition, Pearson • Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy <p>Further reading will be recommended in class</p> |

Human Resource Management (Personalmanagement)

| | |
|---|---|
| Module | B-C-HR1 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programs | None |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de |
| Lecturers | Prof. Dr. Petra Kneip 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 (100%) |
| Weighting of Grade within overall program | 5/192 |
| Learning outcomes | After the successful completion of the course the students <ul style="list-style-type: none"> • possess a comprehensive review of essential HRM concepts and practices • should be able to explain what HRM is and understand its relevance to managers and employees in work organizations |

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| | <ul style="list-style-type: none"> • know current issues in HRM and understand why firms are challenged by them • have discussed HRM from a strategic perspective and how it relates to the management process • have learned to critically assess significant HRM concepts and practices and become aware of the possibilities and limitations of HRM. • will be familiarized with and applied some of basic techniques and tools of HRM practices, e.g. workforce planning methods, analysis of job postings, social media in recruiting, selection methods, process of training design, performance appraisal forms. • have acquired in-depth knowledge of a contemporary HRM topic through self-study and independent research in a small group and are capable to effectively present the key findings of their study project in class. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG3: Working in 3 groups of students, the students analyse the different statements of companies concerning their view on the importance of their employees. They discuss and recognize the dilemma of companies to see their employees both as an asset and cost factor.</p> <p>CG 4: Working in 3 groups of students, the students deepen their knowledge about fundamental HRM fields of activities, e.g. recruiting & selection, workplace learning, compensation and workforce reduction, as well as HR strategies. They reflect on and evaluate different people management approaches and analyse consequences for managing people issues.</p> <p>CG 5: ESB graduates understand the importance of data and have the skills to apply data management and analysis.</p> |
| Contents/Indicative syllabus | Introduction to the field, terms, role, responsibilities and the organization of the HR function, current and future challenges for HRM, HRM activities & practices, HR strategy, HR controlling, workforce planning, recruiting & selection, training & development, performance management, compensation & benefits, workforce restructuring & layoffs, term project. |
| Teaching and learning methodology | The didactic concept of the course blends lectures, students' presentations, case studies, self-studies and project work together. |
| Miscellaneous | Occasional guest lecture |
| Indicative reading list | <p>Recommended textbooks:</p> <ul style="list-style-type: none"> • Bartscher, Th., Nissen, R. (2017): Personalmanagement. Grundlagen, Handlungsfelder, 2nd edition., Praxis, Pearson, München. • Berthel, J., Becker, F. G. (2021): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 12th edition, Schäffer-Poeschel, Stuttgart. • Bröckermann, R. (2021): Personalwirtschaft. Lehr- und Übungsbuch für Human Resource Management, 8th edition, Schäffer-Poeschel, Stuttgart. |



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| | <ul style="list-style-type: none">• Dessler, G. (2020): Human Resource Management, 16th edition, Pearson, Harlow.• Scholz, C. (2019): Grundzüge des Personalmanagements, 4th edition, Vahlen, München.• Scholz, C. (2014): Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, 6th edition, Vahlen, München.• Stock-Homburg, R. (2019): Personalmanagement: Theorien - Konzepte – Instrumente, 4th edition, Gabler, Wiesbaden. |
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Additional literature, e.g. journal articles, is introduced throughout the semester

Accounting and Corporate Finance (Rechnungswesen und Unternehmensfinanzierung)

| | |
|---|---|
| Module | B-C-ACC1_FIN1 |
| Semester | 5 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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. Christoph Binder Prof. Dr. Julia Brüggemann |
| 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 final 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 <ul style="list-style-type: none"> • Professional competences: recapitulate their financial and managerial accounting knowledge acquired in the first half of their studies; understand and use the German |

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| | <p>terminology for key accounting concepts; understand and refine knowledge on calculation methods and expand the interpretation capabilities of cost figures; conduct cost variance analysis and explore more advanced management accounting methods e.g. life-cycle-costing; critically discuss the differences of an accounting and controlling perspective;</p> <p>recapitulate the finance and investment knowledge acquired in the first half of their studies; understand and use the German terminology for key financing instruments and concepts; recapitulate financing instruments and their availability depending for different types of companies; calculate a company's cost of capital (CAPM, WACC) and critically reflect on its limitations; understand the theoretical foundations of the leverage effect and its practical applications; apply different valuation methods and understand their real life limitations; use derivative instruments for hedging purposes, understand the goals and instruments of financial planning</p> <ul style="list-style-type: none"> • Methodological competences: transfer basic principles of mathematics and statistics to the field of corporate finance and accounting. • Social competences: active participation in classroom discussions and driving team learning experience. • Personal competences: independently define own knowledge gaps and proactively use tutorials provided |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | CG 4: Students solve small case studies and exercises individually or in small teams, applying accounting, financing concepts and models to specific situation of companies; students identify most relevant concepts and questions in the day-to-day management of a finance and accounting function |
| Teaching and learning methodology | Lectures (seminar-style), self-tests, student tutorials, articles, quizzes, flipped classroom using ChatGPT |
| Miscellaneous | n/a |

Accounting (Rechnungswesen)

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|-----------------------------------|--|
| Module | B-C-ACC1_FIN1 (Teilmodul Accounting) |
| Lecturers | Prof. Dr. Christoph Binder |
| 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 | Accounting: Cost and profit accounting, management accounting and cost management, introduction to controlling, examples of financial accounting in an international context (HGB/IFRS) |
| Teaching and learning methodology | Lectures (seminar-style), self-tests, student tutorials, articles |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • Weber, J., Weißenberger, B.E. (2021): Einführung in das Rechnungswesen, 10th edition, Schäffer-Poeschel. • Pre-readings and lecture notes will be provided through MS Teams. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Coenenberg, A.G., Fischer, T. M., Günther, T. (2016): Kostenrechnung und Kostenanalyse, 9th edition, Schäffer-Poeschel. • Coenenberg, A.G., Haller, A., Schultze, W. (2021): Jahresabschluss und Jahresabschlussanalyse, 26th edition, Schäffer-Poeschel. • Datar, S.M., Rajan, M. (2017): Horngren's Cost Accounting - A Managerial Emphasis, 16th edition, Pearson. • Friedl, G., Hofmann, C., Pedell, B. (2022): Kostenrechnung. Eine entscheidungsorientierte Einführung, 4th edition, Vahlen. • Horváth, P., Gleich, R., Seiter, M. (2019): Controlling, 14th edition, Vahlen. • Weber, J., Schäffer, U. (2022): Einführung in das Controlling, 18th edition, Schäffer-Poeschel. |

Corporate Finance (Unternehmensfinanzierung)

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| Module | B-C-ACC1_FIN1 (Teilmodul Corporate Finance) |
| 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 | <ul style="list-style-type: none"> • Traditional and innovative financing instruments (eg. PE/VC/BA, IPO/SPO, internal financing, factoring, crowd funding, bonds, loan financing) • Cost of capital (CAPM, WACC, cost of debt) • Capital structure including leverage effect • Valuation methods (in particular DCF, multiples) • Derivative instruments and hedging • Financial planning (in particular liquidity management) |
| Teaching and learning methodology | Lectures (seminar-style), self-tests, student tutorials, articles, quizzes, flipped classroom using ChatGPT |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • Pre-readings and lecture notes will be provided through MS Teams. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Berk, J, DeMarzo, P. (2020): Grundlagen der Finanzwirtschaft, 5th edition, Pearson. • Brealey, R., Myers, S., Allen, F., Edmans, A. (2022): Principles of Corporate Finance, 14th edition, McGraw-Hill. • Eun, C., Resnick, B., (2020): International Financial Management – Global Edition, 9th edition, McGraw-Hill. • Perridon, L., Steiner, M., Rathgeber, A. (2022): Finanzwirtschaft der Unternehmung, 18th edition, Vahlen. |

Managerial Skills (Management Kompetenzen)

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| Module | B-C-SKILL3 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Jörg Büechl Building 5, Room 213, Tel.: 07121/271-3058 joerg.buechl@reutlingen-university.de |
| Lecturers | Prof. Dr. Jörg Büechl Saira Moinuddin-Huber |
| 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 | Project assignment |
| 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: Understand the theoretical foundations of leadership and motivation and can explain the taxonomy of leadership competencies Understand the basic theories of influencing people and apply them to |

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| | <p>concrete negotiation situations Understand how to drive customer-centric innovation processes</p> <ul style="list-style-type: none"> Methodological competences: Students learn methods of exerting targeted influence on individuals in order to achieve given goals Understand and apply methods of customer-centric innovation techniques (e.g. Design Thinking, Business Model Innovation, Lean Start-up) Understand and apply agile leadership principles Social competences: Lead people in the context of business Work in a group to resolve typical business challenges in the fields of negotiations and customer-centric innovations Personal competences: Evaluate and understand personal leadership behavior and apply reflection techniques to improve personal leadership effectiveness Understand and apply effective conflict management and negotiations skills on a personal level |
| Course specific contributions to AoL competency goals | <p>CG 4: Understand and apply leadership, team management and negotiation concepts to resolve business challenges.</p> <p>CG 5: Students will have a basic understanding of leadership, customer-centric innovation and negotiation concepts and techniques</p> <p>CG 6: Students are able to work with customer-centric innovation techniques and understand how to apply them in business situations</p> |
| Teaching and learning methodology | <p>Seminar style teaching with integrated project work. Students will first learn the theoretical background and then apply them to specific business situations. Students apply their learnings of the various fields to a group project which will be presented at the end of the class.</p> |
| Miscellaneous | n/a |

Customer-centric Innovation (Kundenzentrierte Entwicklungsmethoden)

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| Module | B-C-SKILL3.1 |
| Lecturers | Prof. Dr. Jörg Büechl |
| Language of instruction | German |
| Credits (ECTS) | 2 |
| Total work load | 60 h (24 h contact, 36 h self-study) |
| Contact hours per week | 2 SWS |
| Contents/Indicative syllabus | <ul style="list-style-type: none"> • Design Thinking (e.g. developing persona, point of view, creative innovation methods) • Business Model Generation • Lean Start-up |
| Teaching and learning methodology | Seminar-style lecture, exercises and simulations |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Lewrick, M., Link, P., Leifer, L., Schmidt, A. (2019): Das Design Thinking Toolkit: Die besten Werkzeuge & Methoden, 1. Aufl. Vahlen • Lewrick, M., Link, P., Leifer, L., Schmidt, A. (2018): Das Design Thinking Playbook: Mit traditionellen, aktuellen und zukünftigen Erfolgsfaktoren, 2. Aufl. Vahlen • Osterwalder, A., Pigneur, Y., Bernarda, G. (2014): Value Proposition Design: How to Create Products and Service Customers Want (Strategyzer), 1. Aufl. Wiley • Ries, E. (2017): The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, 1. Aufl. Currency |

Negotiation Skills (Verhandlungsführung)

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| Module | B-C-SKILL3.2 |
| Lecturers | Saira Moinuddin-Huber |
| Language of instruction | German |
| Credits (ECTS) | 2 |
| Total work load | 60 h (24 h contact, 36 h self-study) |
| Contact hours per week | 1,5 SWS |
| Contents/Indicative syllabus | <ul style="list-style-type: none"> • Psychological backgrounds for difficult negotiation situations • Integrative negotiation management: Achieving more together • Protective negotiation management: Blocking negative patterns • Success factors in negotiation planning and execution • Unusual and surprising tactical options in negotiations |
| Teaching and learning methodology | Seminar-style lecture, exercises and simulations |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Cialdini, R. (2001): Harnessing the Science of Persuasion, in: Harvard Business Review, Reprint R0109D, Oct. 2001, p.72-79 • Dutton, K. (2012): Gehirnflüsterer: Die Fähigkeit, andere zu beeinflussen, 5. Aufl., Deutscher Taschenbuch Verlag • Fisher, R.; Ury, W.; Patton, B. (2012): Getting to Yes: Negotiating an agreement without giving in, 7th edition, Random House Business • Lay, R. (1999): Dialektik für Manager – Methoden des erfolgreichen Angriffs und der Abwehr, 19. Aufl. Wirtschaftsverlag Langen-Müller/Herbig • Schulz von Thun, F. (2010): Miteinander reden: 1 - Störungen und Klärungen: Allgemeine Psychologie der Kommunikation. 48. Aufl. Rowohlt Taschenbuch Verlag |

Leadership & Team Management (Führung & Team Management)

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| Module | B-C-SKILL3.3 |
| Lecturers | Prof. Dr. Jörg Büechl |
| Language of instruction | German |
| Credits (ECTS) | 2 |
| Total work load | 30 h (12 h contact, 18 h self-study) |
| Contact hours per week | 0,5 SWS |
| Contents/Indicative syllabus | <ul style="list-style-type: none"> • Theoretical foundations of leadership and motivation and can explain the taxonomy of leadership competencies • Agile leadership principles • Establishing psychological safety within organizations • Developing high performing teams |
| Teaching and learning methodology | Seminar-style lecture, exercises and simulations |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Brandes-Visbeck, C., Gensinger, I. (2017): Netzwerk schlägt Hierarchie: Neue Führung mit Digital Leadership, 1. Aufl. Redline Verlag • Chestnut, B. (2017): 9 Types of Leadership: Mastering the Art of People in the 21st Century Workplace, 1st edition. POST HILL PR • Joiner, W., Josephs, S. (2006): Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change, 1st edition. Jossey-Bass • Leopold, K. (2018): Agilität neu denken: Warum agile Teams nichts mit Business Agilität zu tun haben, 1. Aufl. LEANability GmbH • Slogar, A. (2020): Die agile Organisation: Wo anfangen? Wie Mitarbeiter und Führungskräfte begeistern? Wie Strukturen und Strategien anpassen? 1. Aufl. Carl Hanser Verlag GmbH & Co. KG • Summerer, A., Maisbeger, P. (2018): Teamwork agil gestalten – Das Mitmachbuch, 1. Aufl. Carl Hanser Verlag GmbH & Co. KG |

Colloquium International Matters II (Fachkolloquium Internationales II)

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| Module | B-C-SKILL4 |
| Semester | 5 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 |
| Total number of credits | 1 |
| Total work load | 30 h (15 h contact, 15 h self-study) |
| Contact hours | 1 SWS |
| Examination/Type of assessment | Participation mentoring session (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 use different approaches to integrate oneself in new environment at ESB Business School, particularly with regards to new working styles, teaching methods as well as setting of daily priorities for successful studies |

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| | <ul style="list-style-type: none"> • Methodological competences: Transfer theoretical principles of intercultural management and communication by real life experience in a new, foreign environment • Social competences: Active participation and integration in a new environment at ESB Business School, setting 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 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) | <p>CG1: Group mentoring sessions and selected follow-up meetings with individual students to work and discuss on their current situation as well as improvement potential on language competencies.</p> <p>CG2: Group mentoring sessions where students express their challenges living and learning in a new cultural environment as well as feedback from mentor as well as peers and higher-up students regarding measures to further facilitate adaption and integration process</p> |
| Contents/Indicative syllabus | The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students coming or 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 |

Methods of Scientific Work (Methoden des wissenschaftlichen Arbeitens)

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| Module | B-C-RES2 |
| Semester | 7 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Dr. Tim Straub Building 5, Room 211, phone 07121/271-3149 tim.straub@reutlingen-university.de |
| Lecturers | Prof. Dr. Jörg Büechl Dr. Tim Straub |
| Language of instruction | German |
| Total number of credits | 5 |
| Total work load | 150 h (30 h contact, 120 h self-study) |
| Contact hours | 2 SWS |
| Examination/Type of assessment | One-hour exam (100%) |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | <p>After the successful completion of the module the students have laid the theoretical foundation for the following competences:</p> <ul style="list-style-type: none"> Professional competences: The students will learn about how to find a research question and how to derive hypotheses, to structure a thesis, to organize the respective workflow and to find corresponding literature in its foundations and related work, to differentiate between theory and empiricism, to derive a |

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| | <p>research model, and to present the results in an international standard.</p> <ul style="list-style-type: none"> • Methodological competences: This module gives an overview of the most important quantitative and qualitative research methodologies for basic research approaches in management studies and explains the fundamentals of testing. Methods include: (structured) literature review, questionnaires, (expert) interviews, observations, economic experiments, grounded theory, econometrics, and more. • Social competences: Methodological abilities and reflection on scientific credibility enables the students to become part of national and international research teams or to apply the methods where insights are needed (e.g. customer surveys, A/B testing, etc.) • Personal competences: By acquiring important methodological competencies which can be applied also in other classes, the students will be empowered for studies towards a Master degree. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: Students learn fundamentals of research ethics in order to prepare them for their own research in the bachelor thesis.</p> <p>CG 4: Students enhance their knowledge about research methods and build up competencies for analyzing business related questions in a scientific manner.</p> |
| Contents/Indicative syllabus | Types, objectives, and quality criteria of scientific work; developing a suitable research question for a Bachelor thesis; structuring a Bachelor thesis as well as problems; literature research and management; conducting a literature review; measuring quantitative phenomena; sampling strategies; creating and understanding research models; deriving hypotheses and hypotheses testing; using survey to obtain quantitative data; conducting (economic) experiments and simulation in business research; overview of methods of quantitative and econometric analysis; estimating causal effects with empirical data; differentiating between correlation and causation; obtaining qualitative data; overview of methods of qualitative data analysis; understanding grounded theory; using interviews to obtain qualitative data |
| Teaching and learning methodology | Interactive lecture format |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Friedman, D., & Sunder, S. (1994). Experimental methods: A primer for economists. Cambridge university press. • Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). Research Methods in Business Studies (Fifth Edition). Cambridge University Press. • Mayring, P., & Fenzl, T. (2019). Qualitative Inhaltsanalyse (pp. 633-648). Springer Fachmedien Wiesbaden. |



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| | <ul style="list-style-type: none">• Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th Edition). Pearson.• Theisen, M. R. (2021). Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (18. Auflage). Verlag Franz Vahlen. |
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International Business Law (Internationales Wirtschaftsrecht)

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|---|---|
| Module | B-C-LAW1 |
| Semester | 5 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Markus Conrads, Building 5, Room 212, phone 07121/271-3080 markus.conrads@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 | Presentation (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 apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country • Methodological competences: analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman |

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| | <ul style="list-style-type: none"> • Social competences: be open for the proposals of potential contract partners and react on them appropriately • Personal Competence: gain an understanding of and be able to apply ethical theories to managerial decision-making |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: During the course students coming from different countries compare in a seminar thesis they prepare in a group work different legal systems with each other.</p> <p>CG 5: The students will learn about recent developments on the contract law regarding software development and the provision of it-services.</p> |
| Contents/Indicative syllabus | <p>Part 1: Legal framework for interaction with consumers and entrepreneurs</p> <p>General Contract Law I: Conclusion and Validity of Contracts (20%)</p> <ul style="list-style-type: none"> • Declaration of intent and conclusion of contract • Grounds for avoidance and nullity • Representation <p>General Contract Law II: Breach of Contract (20%)</p> <ul style="list-style-type: none"> • Withdrawal • Default and refusal of acceptance • Impossibility • Compensation for breach of secondary obligation • Default of the debtor • Pre-contractual Obligation • Obligatory accommodation • Set-off and remission contract <p>Special Contract Law I: Sales Law (7%)</p> <ul style="list-style-type: none"> • General Sales Law • Sales and Consumer Protection <p>Special Contract Law II: Credit Protection (3%)</p> <p>Part 2: Commercial law (50%)</p> <ul style="list-style-type: none"> • Merchant and company • Procuration, power of attorney and commercial register • Commercial transaction and purchase |

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| | <ul style="list-style-type: none"> International Commercial Law |
| Teaching and learning methodology | Blended Learning: Classroom teaching is supplemented by content that is made available to the students as videos. In the learning event, basics are taught and case studies are solved online by the individual students. |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Conrads, M. (2017): Internationales Kaufrecht, 1. Aufl., De Gruyter Oldenbourg, Berlin/Boston. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Conrads, M. (2022): Rügeobliegenheit und Beweislast in Einkaufsbedingungen, in IHR (2022), S. 1 Conrads, M. (2022): AGB-Vertragsaufhebungsklauseln in CISG-Kaufverträgen, in IHR Conrads, M. (2018): Zeitliche Schranken der kaufrechtlichen Gewährleistung im Auslandsgeschäft, in RIW, S. 573 |

Strategic Management (Strategisches Management)

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| Module | B-C-STR1 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Jörg Büechl Building 5, Room 213, phone 07121/271-3058 joerg.bueechl@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 assignment |
| 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: To understand and discuss the environment and background of today's managers, to analyze processes and methods for scenario planning and developing strategies (e.g. military vs. business strategy, SWOT/GAP-analysis, portfolios) • Methodological competences: To develop a perspective about business processes, to understand |

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| | <p>the ways in which a company can create and sustain competitive advantages, to formulate, communicate, implement and control effective business strategies, to understand by haptic managements games the problems occurring in companies</p> <ul style="list-style-type: none"> • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and model with peers, to evaluate own contribution to the success of a group • Personal competences: To encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 2: to understand and discuss the environment and background of today's international manager's tasks.</p> <p>CG 3: to analyze processes and methods for developing strategies; to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages.</p> <p>CG 4: to formulate, communicate, implement and control effective business strategies; to encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context</p> |
| Contents/Indicative syllabus | The environment of today's managers, processes and methods for planning scenarios and for developing strategies, visions, missions, value and competitive advantages, strategists and managers in the context of time, disruption, digitalization, globalization, corporate objectives and customer satisfaction |
| Teaching and learning methodology | Seminar style teaching with integrated project work. Students will first learn the theoretical background and then apply it to specific business situations. |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Lynch, R. (2021): Strategic Management, 9th edition. SAGE Publications Ltd. • Müller, H., Wrobel, M. (2021): Unternehmensführung: Strategie – Management – Praxis, 1. Aufl.. De Gruyter Oldenburg. • Ramirez, R., Wilkinson, A. (2016): Strategic Reframing: The Oxford Scenario Planning Approach, 1st edition. OUP Oxford. • Schilling, C., Jones, M., Gareth, J. (2019): Strategic Management: An Integrated Approach, 13th edition. South-Western College Publishing. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Barney, J., Hesterley, W. (2018): Strategic Management and Competitive Advantage: Concepts and Cases. Pearson. |



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| | <ul style="list-style-type: none">• Fink, A., Siebe, A. (2016): Szenario-Management: Von strategischem Vorausdenken zu zukunftsrobusten Entscheidungen, 1. Aufl. Campus Verlag GmbH.• Fortmann, H., Conrad, D. (2020): The Unknown is the New Normal: Was wir aus der Corona-Herausforderung für die digitale Transformation lernen, 1st edition. Frankfurter Allgemeine Buch.• Kotter, J., Klein, K. (2015): Accelerate: Strategischen Herausforderungen schnell, agil und kreativ begegnen, 1. Aufl. Vahlen.• Kudernatsch, D. (2020): Toolbox Objectives and Key Results: Transparente und agile Strategieumsetzung mit OKR, 1. Aufl. Schäffer-Poeschel.• Zornek, W. (2021): Agile Strategieumsetzung: Wirkungsvoll führen durch aktives Selbstmanagement, 1. Aufl. Haufe. |
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Corporate Management (Unternehmensführung)

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| Module | B-C-STR2 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Jörg Büechl Building 5, Room 213, phone 07121/271-3058 joerg.bueechl@reutlingen-university.de |
| Lecturers | Prof. Dr. Christoph Binder Prof. Dr. Jörg Büechl |
| Language of instruction | German |
| Credits (ECTS) | 5 |
| Total workload | 150 h, (30 h contact, 120 h self-study) |
| Contact hours per week | 2 SWS |
| Examination/Type of assessment | Group Project including Group Presentations |
| 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: To understand and discuss the environment and background of today's manager to analyse processes and methods for developing strategies, to assess the effects of business decisions and alternative strategies, to understand the central challenges of ecological, economic |

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| | <p>and social development as well as the most important concepts of sustainability for overcoming them</p> <ul style="list-style-type: none"> • Methodological competences: To develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantage by structuring problems and story lining/telling and by implementing and controlling effective business strategies; to assess the sustainable effects of business decisions and alternative strategies, to master various methods of controlling and to apply these independently in a business simulation • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and model with peers, to evaluate own contribution to the success of a group (business simulation) • Personal competences: To encourage students to familiarize themselves with complex situations of a company, to act in a team in a problem-solving and decision-oriented manner, to be able to evaluate strategies and to manage change in an evolving business context |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: to analyze processes and methods for developing strategies: to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages.</p> <p>CG 4: to formulate, communicate, implement and control effective business strategies: to encourage students to be able to evaluate strategies, to manage change in an evolving business context</p> |
| Contents/Indicative syllabus | A business simulation covering the environment of today's managers, processes and methods for developing strategies and competitive advantages, strategists and managers in the context of time, sustainable management, strategic and operational planning, cost and revenue accounting, KPI and reporting. |
| Teaching and learning methodology | Interactive subject and business simulation |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Armstrong, G., Kotler, P., Opresnik, M. (2019): Marketing: An Introduction, 9th edition. Pearson • Brealey, R., Myers, S., Allen, F. (2019): Principles of Corporate Finance, 13th edition, McGraw-Hill. • Schilling, C., Jones, M., Gareth, J. (2019): Strategic Management: An Integrated Approach, 13th edition. South-Western College Publishing. • Weber, J., Schäffer, U. (2022): Einführung in das Controlling, 17. Aufl, Schäffer-Poeschel. |



In-depth reading:

- Weber, J., Schäffer, U., Binder, C. (2022): Einführung in das Controlling. Übungen und Fallstudien mit Lösungen, 5. Aufl, Schäffer-Poeschel.
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Business Ethics (Wirtschaftsethik)

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| Module | B-C-ETH1 |
| Semester | 7 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 |
| Lecturers | Prof. Dr. Bernd Banke bernd.banke@reutlingen-university.de |
| Language | German |
| Total number of credits | 5 |
| Total work load | 150 h (30 h contact, 120 h self-study) |
| Contact hours | 2 SWS |
| Examination/Type of assessment | One-hour written exam |
| Weighting of Grade within overall programme | 5/192 |
| 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: understand and discuss the relevance of ethics and CSR in society and business life and the limitations of our “industrial way of life” in the context of the natural environment and globalization (awareness); ability to analyse ethical business challenges based on theories (analysis); |

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| | <p>familiar with the main tools and instruments to apply ethics in business situations (implementation).</p> <ul style="list-style-type: none"> • Methodological competences: discuss and develop complex ethical concepts in real-life situations and apply tools. • Social competences: refine oral and written communication skills; improve the ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: take the initiative for a responsible and future oriented behavior in society and business. |
| Course-specific contributions to AoL competency goals (CG 1 – 6) | CG 3: The lecture develops the awareness of students about ethical challenges in business practice by case analysis, enables students to analyze business situations from a moral point of view by discussing fundamental ethical theories and further enables students to solve ethical challenges in business practice by discussing approaches for implementing ethics/CSR in business operations with case studies. |
| Contents/Indicative syllabus | <p>Most important conflicts and struggles in business operations and their embeddedness in society, institutional fields, organizations, and individual behaviors.</p> <p>Stakeholder perspective and the analysis of specific business operations based on stakeholder analysis</p> <p>Key actors in the field of CSR, ESG and business ethics and their roles</p> <p>Normative theories of business ethics (discourse or Kantian ethics; applied ethics like business ethics, engineering ethics, ...)</p> <p>Concepts and theories like CSR, sustainability management, ESG</p> <p>Tools for improving ethical behavior in business operations (e.g. reward systems; compliance structures, norms)</p> |
| Teaching and learning methodology | Interactive lecture |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Crane, A./Matten, D. (2019): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5th edition, Oxford University Press, Oxford. • Trevino, L./Nelson, K. (2017): Managing business ethics, 7th edition, Oxford University Press, Oxford. <p><u>In-depth reading:</u></p> <p>More readings will be provided</p> |

Supply Chain Management (Supply Chain Management)

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| Module | B-C-SCM |
| Semester | 5 |
| Duration of module | 1 Semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 |
| Language of instruction | German |
| 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 | One-hour written exam |
| 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 competencies: After successfully attending this lecture, the participants should be able to understand and to evaluate complex international supply chains. They acquire deep knowledge about the wide spectrum of chal- |

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| | <p>allenges in procurement, production and distribution of goods and services. In addition, they reflect about how to apply new approaches to design flexible and synchronized value streams.</p> <ul style="list-style-type: none"> • Methodological competences: One key success factor in supply chain management is synchronizing value streams in a rapidly changing environment. They learn tools, measures and techniques to identify potentials and develop improvements. • Social competences: The participants learn to understand how intelligent measures can help to increase the sustainability in supply chains, especially in the field of reverse logistics. • Personal competences: Based on their trained skills the participants are competent partners for specialists in production and logistics. They are able to quickly gain an overview about the coherent elements within a supply chain and are enabled to identify success factors by applying structuring and analytical methods for complex problems. |
| Course-specific contributions to AoL competency goals (CG 1 – 6) | <p>CG 3: Discussion and reflection of ethical issues included in cases.</p> <p>CG 4: Application of theory to case studies; transfer and application of interdisciplinary and module specific concepts and methods using examples</p> |
| Contents/Indicative syllabus | <ul style="list-style-type: none"> - Supply Chain Management - Logistic KPI´s - International Procurement - Synchronized Production - International Distribution - Reverse Logistics - Sustainability in Logistics - Business Case |
| Teaching and learning methodology | Mix between lectures, case studies, and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s). |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Kummer, Sebastian et al (2019): Grundzüge der Beschaffung, Produktion und Logistik. Pearson Deutschland GmbH, 4. Auflage • Werner, Hartmut (2020): Supply Chain Management, 7. Ausgabe, Springer Gabler Verlag, Wiesbaden |

Mandatory Internship II (Pflichtpraktikum II)

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| Module | B-C-INT2 |
| Semester | 6 (5 and 7) |
| Duration of module | 1 Semester |
| Type of module | Core |
| Courses included in the module | Preparation for Internship II (Semester 5) Mandatory Internship II (Semester 6) Colloquium on Internship II (Semester 7) |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 jürgen.schulze@reutlingen-university.de |
| Lecturer | Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze |
| Total number of ECTS | 24 |
| Examination/Type of assessment | Students must submit to the internship office (upload in Relax) The internship contract The internship report and presentation – in the semester following the internship Employment certificate (as soon as possible) 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. |

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Preparation for Mandatory Internship II (Praktikumsvorbereitung II)

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| Module | B-C-INT2.1 |
| Lecturers | Prof. Dr. Jürgen Schulze |
| Language of instruction | German |
| Semester | 6 |
| 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, to be able to organize and run any kind of meeting • Methodological competences: Principles of communication, body language, presenting 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> |
| 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 |



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| | 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 |

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Mandatory Internship II (Pflichtpraktikum II)

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| Module | B-C-INT2.2 |
| Lecturers | Prof. Dr. Jürgen Schulze |
| Language of instruction | German |
| Semester | 6 |
| Total work load | 450 h self-study |
| Contact hours per week | None |
| Weighting of Grade within overall programme | ungraded |
| Learning outcomes | <p>After the successful completion of the second mandatory internship, 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 complex projects, or parts of such 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>CG 2: To 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>CG 3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision.</p> |

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| | <p>CG 4: to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.</p> <p>CG 5: Practical use of enterprise software</p> |
| Contents/Indicative syllabus | <p>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.</p> |
| Teaching and learning methodology | <p>Learning by doing</p> |
| Miscellaneous | <p>n/a</p> |
| Indicative reading list | <p>n/a</p> |

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Colloquium on Mandatory Internship II (Kolloquium Pflichtpraktikum II)

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|---|--|
| Module | B-C-INT2.3 |
| Lecturers | Prof. Dr. Petra Kneip |
| Language of instruction | German |
| Semester | 7 |
| Total work | 90 h (15 h contact, 75 h self-study) |
| Contact hours per week | 1 SWS |
| Weighting of Grade within overall programme | Ungraded for ESB Business School degree; some partner institutions required grade |
| Learning outcomes | <p>Concise and structured presentation of tasks assumed or projects carried out during the second Internship using professional methods. Assessment of learning results or knowledge gained during the second Internship. Critical analysis of work processes and problem-solving methods in the organizational unit in which the Internship 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 second internship. To show how advanced 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 competences: Transfer advanced academic problem solving methods and instruments to more complex 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 complex 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 on a higher level. Integrate yourself in a team and work together in a team with experienced professionals. Give and receive feedback by experienced colleagues and by managers. • Personal competences: To derive personal consequences from the work experience in an organization. To become a more detailed idea of own talents and job perspectives and to communicate it in a clear and structured manner. |

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| | Preparation for a later career in a company or a non-profit organization. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 2: Students reflect on their challenges in working in different cultural country-specific and company-specific environments.</p> <p>CG 3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications.</p> <p>CG 4: Students present their independent contributions to specific projects and reflect on applying managerial concepts to business situations</p> <p>CG 5: Students may present their work experience in form of an interactive website</p> |
| Contents/Indicative syllabus | Presentation of their “work experience report” with the most important insights gained in the internship including: the organization, tasks or projects completed, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned. Follow-up tutorial. |
| Teaching and learning methodology | Independent formulation, presentation, and tutorial. |
| Miscellaneous | n/a |
| Indicative reading list | n/a |

Bachelor Thesis (Bachelorarbeit)

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| Module | B-C-PRO |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Core |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| 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 professors |
| Language | German / English |
| Total number of credits | 12 |
| Total work load | 360 h self-study |
| Contact hours | None |
| Examination/Type of assessment | Bachelor thesis (100%) |
| Weighting of Grade within overall programme | 12/192 |
| 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 / methodological competences: extract key information elements from a comprehensive / extensive research field and structure, prepare and present the findings • Social / personal competences: organize oneself through 5-month project |

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| Course-specific contributions to AoL competency goals (CG 1 - 6) | CG 4: Students defining a suitable research question, which they attempt to answer by guided self-study with a stress on adequate methodology, thorough use of the relevant literature and a focus on applicability of the results. This makes it possible to assess this competency goal at this point. |
| Contents/Indicative syllabus | Individual – depending on topic and research method chosen |
| Teaching and learning methodology | Individual meetings with student |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Depending on topic • Guidelines for writing academic papers at ESB Business School Current version https://teams.microsoft.com/l/team/19%3ane-Ogn4A7iDiN89JyR2DZhkl6bZy0fovo8lhyc_GjCBo1%40thread.tacv2/conversations?groupId=f0dd0d85-04ad-4c88-af85-a1b29131db98&tenantId=a0629466-5815-4bba-a174-daf8ccaf3be1 |

7. Electives CSIC Business German (Wahlpflichtmodule Wirtschaftsdeutsch)

Communication Skills and Intercultural Competence – Business German
(Kommunikationsfähigkeiten und Interkulturelle Kompetenz – Wirtschaftsdeutsch)

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|---|---|
| Module | B-E-CL1 |
| Semester | 5 |
| Duration of module | 1 semester |
| Type of module | Elective, mandatory for non-native German speakers, who do not have C1 level German |
| Courses included in the module | Communication Skills and Intercultural Competence (Business German) Colloquium International Matters |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 |
| Total number of ECTS | 5 |
| Examination/Type of assessment | Continuous assessment and active participation (50%), two-hour written examination (50%) |

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Communication Skills and Intercultural Competence – Business German (Kommunikationsfähigkeit und Interkulturelle Kompetenz - Wirtschaftsdeutsch)

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| Module | B-E-CL1.1 |
| Lecturers | Ms. Gabriele Ebeling Ms. Veronika Kronfeld-Hein Ms. Sibylle Raisig |
| Language of instruction | German |
| Credits (ECTS) | 5 |
| Semester | 5 |
| Total work load | 120 h (60 h contact, 60 h self-study) |
| Contact hours per week | 4 SWS |
| 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: an understanding of the workings of the German economy, business culture and business style in Germany. Expansion of business vocabulary relevant to the business modules studied by them on the business side of their degree program. Improved oral and written skills in German. Advanced German grammar knowledge. Job application documentation and interview skills in German. • 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: the confidence to apply for jobs in German-speaking countries in the area of international management. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | CG1: Students are provided with oral/written German skills to help them to follow and participate in their German business lectures/classes and apply for an internship in Germany. |

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| | CG2: Students are made aware of the context within which German business functions. |
| Contents/Indicative syllabus | Insight into the German economy and business culture in Germany. Business vocabulary relevant to the business modules studied by students in the second half of their studies. Improvement of grammar, pronunciation, written and oral German. Job applications, interviews and presentations. Levels B1 – B2 of the Common European Framework of Languages will be offered. |
| Teaching and learning methodology | Reading, writing, listening comprehension, role plays, discussions, presentations, interviews, group work, peer-learning. |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Newspapers/magazines: Brandeins, Handelsblatt, Wirtschaftswoche, FAZ, DIE ZEIT, Der Spiegel u.a. • Buscha, A., Matz, J., Raven, S., Szita. (2016). Entscheidungen. Deutsch als Geschäfts- und Verhandlungssprache. Schubert-Verlag: Leipzig. • Cornelsen (2020). Grammatik aktiv. Deutsch als Fremdsprache. Verstehen, Üben, Sprechen. B2/C1.1. Ausgabe • Mayr-Sieber, T. (2019). Aspekte neu B1 plus bis C1. Klett. • Nachrichtensendungen im TV bzw. im Internet: Tagesschau, Heute und die didaktisierten Angebote der Deutsche Welle: https://learngerman.dw.com/de/fortgeschrittene/s-62079033 <p>Further reading will be recommended in class</p> |

8. Elective Business Course (Wahlpflichtmodule)

Internationalization of Business Activities (Internationalisierung von Geschäftsaktivitäten)

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|---|--|
| Module | B-E-BUS2 |
| Semester | 7 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Philipp von Carlowitz Building 5, Room 209, phone 07121/271-3017 philipp.von-carlowitz@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 presentations - 1st presentation (30%), 2nd presentation (70%) |
| 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: gain knowledge on African economies and doing business in lesser developed countries; thinking and acting in foreign cultures; development of coherent and implementable business concepts; development of decision-making skills |

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| | <ul style="list-style-type: none"> • Methodological competences: development of a business model, internationalization of business and all its different facets • Social competences: refine oral and written communication skills; give and receive feedback by fellow students in a structured manner • Personal competences: skills in dealing with complex issues, presentation skills |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG2: Understanding the impact of different (African) culture and circumstances on business activities;</p> <p>CG4: In a case study, management concepts are applied to develop a specific business model for a start-up company when entering an Emerging Market</p> <p>CG5: Researching and analyzing statistical data for top-down market analysis</p> |
| Contents/Indicative syllabus | <ul style="list-style-type: none"> • Business Model development incl. case • African economies and doing business in Africa • Market entry and development • Internationalization of Supply Chains • Impact of digitalization / new technologies on business • Students will be asked to develop a business model for a small start-up company producing solar run appliances (esp. lamps) for the African market. • In general, the structure of this elective is in each session: the first part is a lecture, second part is a case study |
| Teaching and learning methodology | Lectures, group work, case studies and discussions. |
| Miscellaneous | Guest lecture (tbc) |
| Indicative reading list | <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> • Gassmann, O.; Frankenberger, K.; Csik, M. (2013). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Hanser Verlag. • Osterwalder, Alexander; Pigneur, Yves (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons. • Schallmo (2013). Geschäftsmodelle entwickeln. Springer Gabler Verlag, Wiesbaden. • Zott, C.; Amit, R.; Massa, L. (2011). The Business Model: Recent Developments and Future Research, in: Journal of Management, Vol. 37, No. 4, pp. 1019-1042. |



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| | <ul style="list-style-type: none">• Zott, C.; Amit, R. (2013). The business model. A theoretically anchored robust construct for strategic analysis, in: Strategic Organization. Vol. 11, No. 4, pp. 403-411.• Various HBR case studies <p>Further relevant readings will be distributed in class.</p> |
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Digital Transformation of the Global Business World (Digitale Transformation der globalen Wirtschaft)

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| Module | B-E-STR1 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Dr. Tim Straub Building 5, Room 210, phone 07121/271-3118 tim.straub@reutlingen-university.de |
| Additional lectures | Markus Schmidt |
| 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 | Continuous assessment |
| Weighting of Grade within overall programme | 5/220 |
| 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: good understanding of Business drivers of Digital Transformation. (Sustainability, Platforms, Tech Companies, VC Thinking, New Technologies such as Big Data, AI,...). Wide Competencies in the implementation of a digital transformation of companies (hard skills and soft skills). Different approaches and situations in large corporates and Medium Sized companies. |

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| | <ul style="list-style-type: none"> • Methodological competences: How to use methods in Digital Strategy, Portfolio Management of Innovation, Business Modell Innovation and lean start-up and Sustainability as a Service. • Social competences: to manage a business world of Ambidexterity, transformational leadership (lead my business, my team, myself), strong focus on leadership and people in a digital transformation. Perception of different strengths of US, CN and EU in Digital. • Personal competences: good and broad understanding of the relevance of digitization and sustainability in Society, Economy and personal life. A good feeling for concrete business cases. Influence and impact of Big Data and AI on future jobs and (re)skilling. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG3 (ethical issues): AI& Ethics, Sustainability & New Technologies, good and modern leadership</p> <p>CG4 (problem solving): Thinking in new ecosystems, doing business in a world of VUCA, balancing between Soft and Hard skills</p> <p>CG5 (importance of data, data management): Data Business Models, Big Data& AI, Data Analytics, Moore's law, Platform Business</p> <p>CG6 (understanding and working with digital content): the course covers almost all aspects of digital content.</p> |
| Contents/Indicative syllabus | <p>This course will mainly address and answer the following questions:</p> <ul style="list-style-type: none"> • Why does the digital transformation have such a ground breaking impact on the global business world, both on the global economy and international companies? • Why is the digital transformation so important for the economy and all companies? Why are digitization and sustainability closely linked? • What should be the content of an excellent digital strategy? • How to implement a successful digital transformation? • How to do it successfully in the areas of Organisation, Processes, Technology, Leadership, People and Culture? |
| Teaching and learning methodology | <p>Presentation with PP, breakout session/working groups, polls, vodcasts/podcasts/videos/life spots from experts. Use of Concrete Business Cases.</p> <p>Teaching is possible with personal presence and remote. All kind of hybrid (digital& F2F) concepts are feasible.</p> |
| Miscellaneous | <p>Lecturing based on a concept out of the book "The Digital Transformer's Dilemma and long practical experience in Business (Executive, Non-Executive, Advising, Coaching)</p> <p>All new insights and learnings from COVID-19 will be included</p> |
| Indicative reading list | <p><u>Preparatory reading:</u></p> |



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- Andrew McAfee, Erik Brynjolfsson “Machine, Platform, Crowd”, chapter 1, the triple revolution.
- Clayton Christensen „the Innovator’s Dilemma“.
- Marco Iansiti, Karim R. Lakhani, „competing in the age of AI“, chapter 2, Rethinking the firm.
- Michael A. Cusumano, Annabelle Gawer, David B. Yoffie, “Business of Platforms” chapter 1, Platform thinking.
- In-depth reading:
- Karolin Frankenberger, Markus Schmidt “The Digital Transformer’s Dilemma”.
- Oliver Gassmann, Karolin Frankenberger „the Business Model Navigator“, chapter 1.
- Steve Blank, “Why the lean Start-up changes everything”, HBR article.
- W. Chan Kim, Renée Mauborgne, “Blue Ocean Strategy”.

Further reading will be recommended in class.

Brand Management (Markenführung)

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| Module | B-E-MAR4 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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. Pascal Mourier phone 0177/273 23 03 pascal.mourier@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 hours written exam (60%), group project (40%) |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | <p>After having successfully completed the Brand Management seminar it is expected that the students should have developed several competences that can be resumed as follows:</p> <ul style="list-style-type: none"> Professional competences: The module gives the students the opportunity to understand the relevant environmental elements of a brand, to understand why brands are so important for companies in the current global business reality, how brands are becoming what they are, what brands are, what the ingredients are (brand system), how to professionally manage them, to |

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| | <p>understand what communication is and how brands communicate, especially in the age of social media and how brands communicate, especially in regard to the current development of social networks.</p> <ul style="list-style-type: none"> Methodological competences: Through different teaching and learning methodologies the seminar gives the students the opportunity to apprehend the complexity of brands and through given frameworks (both theoretical and practical instruments used by global corporations) not only how to analyse such complex systems but also how to use the learnt knowledge in business life. The module is giving a high level of methodological competences to enable the students to understand complexity in the context of brand, to transfer knowledge in practical cases and to apply these fundamentals in their future business life. Social competences: It is expected from the students that they extensively participate in in-class discussion. Furthermore, since of the learning axis is based upon workgroup which will be presented to the class (this is being part of the assessment) the module gives to the students the opportunity to improve their ability to work in a team, to define with the other members of the team the content of the group work, to organize the group, to take a role within the group and finally to assume a responsibility for the other members. This is taking place under time pressure since the groups have only a few weeks to perform and to deliver to the class the results under the form of a structured presentation as well as a written summary. By doing so the students participate to the creation of a collective and participative knowledge. Personal competences: Through the above-mentioned workgroup and the fact that the module is being very interactive the students have the chance and the opportunity in different situations to invest themselves in creating a piece of knowledge that the module is producing. The students become the chance to work in group, to have an impact on the others, to participate to the quality of the class, to articulate ideas and concepts. The students become a framework to develop their strengths to interact in groups, improve their presentation competences and refine their oral as well as written communication skills. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | CG 4: Students' regular analyses, discussions and development of suggestions to improvement observed brand management initiatives |
| Contents/Indicative syllabus | <p>The module covers:</p> <p>The environmental landscape of brands</p> <p>The trends and insights having major influences on managing brands</p> <p>The brands as social bodies - sociology of brands</p> |

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| | <p>The brand system (brand- identity, symbiosis, relevance, continuity, and performance)</p> <p>The fundamentals of communication, brand communication, introduction to neuromarketing, change driven by social medias</p> |
| Teaching and learning methodology | The seminar is built upon a methodology mix made of elements of lectures to transfer ground knowledge to the students, concepts, structures, and interactive elements - including the presentations of brand cases through major global corporations, as well as cases analysis conducted by the students in workgroups. |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Aaker, D.A. (2012): Building Strong Brands, 4th edition, Simon and Schuster, New York. • Baetzgen, A. (Hrsg.) (2022): Brand Purpose: Wie Marken nachhaltig Wert schaffen, 1. Auflage, Schäffer-Poeschel Verlag Stuttgart. • Barthes, R. (2010): Mythen des Alltags, Suhrkamp Verlag, Berlin. • Baudrillard, J. (2007): Das System der Dinge; Über unser Verhältnis zu den alltäglichen Gegenständen, 3rd edition, Campus Verlag, Frankfurt am Main. • Baumgarth, C. (2014): Markenpolitik, 4. Auflage, Springer Gabler, Wiesbaden. • Esch, F-R (Hrsg.) (2019); Handbuch Markenführung, Springer Gabler, Wiesbaden. • Esch, F-R. (2018): Strategie und Technik der Markenführung, 9th edition, Verlag Franz Vahlen, München. • Esch, F-R. (2021): Purpose und Vision: Wie Unternehmen Zweck und Ziel erfolgreich, Audio CD, ABOD Verlag. • Gladwell, M. (2002): Tipping Point, Back Bay Books, New York. • Kapferer J-N (2012).: The New Strategic Brand Management: Advanced Insights and Strategic Thinking, 5th edition, Kogan Page, London; Philadelphia. • Keller, K.L., Swaminathan, V. (2020): Strategic Brand Management: Building, Measuring, and Managing Brand Equity, Global Edition, 5th Edition, Pearson, London • Lévi-Strauss, C. (1978): Taurige Tropen, Suhrkamp Verlag, Frankfurt. • Luhmanns N. (1987): Soziale Systeme, Suhrkamp Verlag, Frankfurt am Main. • Neumeier, M. (2005): The Brand Gap, 2nd Edition, New Riders Publishing. • Ortega y Gasset, J. (2002): Der Aufstand der Massen, 2nd edition, Deutsche Verlags-Anstalt DVA, Stuttgart – München. |



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| | <ul style="list-style-type: none">• Posselt, E. (2016): Marke neu denken, Springer Gabler, Wiesbaden.• Ries, A. and Trout, J. (2001): Positioning: The Battle for Your Mind, McGraw-Hill, New York.• Roberts, K. (2005): Lovemarks, The future beyond brands, Revised edition, Power House Books, New York.• Sattler, H. (2013): Markenpolitik, 3rd edition, Kohlhammer, Stuttgart.• Van Auken, B. (2003): Brand Aid, 1st edition, Amacom, New York.• Zyman, S. (2000): The End of Marketing as we know it, Revised Edition, Harper Business, New York. |
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Performance Marketing (Performance Marketing)

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| Module | B-E-MAR8 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Philipp Wunderlich Building 5, Room 210, Tel.: 07121/271-3034 philipp.wunderlich@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 | Project Work and 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: thoroughly understand the process elements of performance management (specifically requirements, channels, analyses and utilized technology); gain a deeper understanding of special cases of Performance Marketing as Mobile Marketing and Amazon-Optimization |

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| | <ul style="list-style-type: none"> • Methodological competences: gain a basic understanding of web analytics and tracking and be able to use the concept of customer journey attribution • 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: critically challenge the influence of (Performance) Marketing on our every-day lives |
| Course specific contributions to AoL competency goals | <p>CG 4: Student teams working on a project/ case with the need to present and defend their findings</p> <p>CG 5: Students understanding the impact of digitalization on marketing</p> |
| Contents/Indicative syllabus | Introduction to Performance Marketing, Performance Marketing Channels (including SEA and Influencer Marketing), Evaluation and Analyses, Special Cases (Amazon, Mobile Marketing), Technology, |
| Teaching and learning methodology | Lectures (seminar character) and case study work |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Kamps, I., Schetter, D. (2020): Performance Marketing – Der Wegweiser zu einem mess- und steuerbaren Online-Marketing – Einführung in Instrumente, Methoden und Technik, 2nd edition, Springer Gabler, Wiesbaden. • Kotler, P., Kartajaya H., Setiawan, I. (2021): Marketing 5.0 – Technology for Humanity, Wiley, New Jersey. • Kotler, P., Kartajaya H., Setiawan, I. (2017): Marketing 4.0 – Moving from Traditional to Digital, Wiley, New Jersey. |

Investment Management (Wertpapiermanagement)

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| Module | B-E-FIN2 |
| Semester | 7 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@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 (1/3) and various small assessment throughout the semester (2/3) |
| 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 will learn how to apply the principles of portfolio management and where their limitations are. At the end of the course they will be able to understand the complex interaction of different financial markets and the government is trying to regulate these markets. All topics will be discussed in the framework of Private and Investment Banking activities. Students will thus gain in insight into both professional environments. |

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| | <ul style="list-style-type: none"> • Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course, they will have learned how to build efficient portfolios applying statistical tools in excel. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will build their own portfolio and they will learn to explain the rationale behind their selection to a professional audience. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: In student presentations the ethical implications of dealing with risky financial assets are addressed and discussed. Students are encouraged to use different perspectives when assessing the “profitability” of different financial asset classes.</p> <p>CG 4: Students practice valuation techniques for different asset classes; they compare different approaches of dealing with the riskiness of relevant cash-flows.</p> <p>CG 5: Students learn how to compare different quantitative approaches to forecasting securities prices.</p> |
| Contents/Indicative syllabus | Economics of financial markets, financial intermediaries and financial services, overview of financial markets, money markets, debt markets, equity markets, foreign exchange markets, security exchanges, asset management and organisational finance. |
| Teaching and learning methodology | <p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.</p> |
| Miscellaneous | Discussions, external presentations/field trips |
| Indicative reading list | <ul style="list-style-type: none"> • Achleitner, A.-K. (2009): Handbuch des Investment Banking, Gabler, Wiesbaden. • Bodie, Z., Kane, A., Marcus, A. (2020): Investments, McGraw-Hill Publ.Comp., Chicago et al. |



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| | <ul style="list-style-type: none">• Daxhammer, R. J./Paulus, P. (2024): Investmentbanking – eine finanzmarktorientierte Einführung; ukv, Konstanz-München.• Daxhammer, R. J., Resch, A., Schacht, O. (2018): IPO – an inside view, ukv, Konstanz-München.• Steiner, M., Bruns, Ch. (2017): Wertpapier-Management; Schäffer-Pöschel, Stuttgart. |
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Applied Econometrics (Angewandte Ökonometrie)

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| Module | B-E-FIN3 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None; available for exchange students |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-6035 larissa.zierow@reutlingen-university.de |
| Lecturers | |
| 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 exam (50%) and project work (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 critically discuss empirical analyses of others with respect to their scientific validity. • Methodological competences: Students are able to measure causal effects using observational data |

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| | <ul style="list-style-type: none"> • Social competences: Students reinforce solving complex analytical problems in groups. • Personal competences: Students reinforce their analytical and discursive skills. |
| 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>In the lecture “Applied Econometrics”, students will learn how to apply fundamental and advanced statistical methods of empirical analyses in business and economics. The course focuses on the application of methods of cross-sectional and panel regression analysis in R. As these methods are essential tools in empirical research, the lecture prepares students for seminars and graduation theses in many fields of business and economics, as well as for Master study programs in Business, management and economics that have an empirical focus.</p> <p>The lecture focuses on regression methods and their applications in business as well as micro- and financial economics. The statistical assumptions underlying regression analysis and the impact of the violation of these assumptions are discussed, as well as the statistical and economic interpretation of estimation results in the context of specific applications. As part of the course, students will apply these methods to empirical research questions in management, microeconomics, capital markets and public interventions, amongst others.</p> |
| Teaching and learning methodology | Lectures and exercises |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Angrist, J.D., Pischke, J.-S. (2015): Mastering ‘metrics: The Path from Cause to Effect, Princeton University Press. <p><u>Main literature:</u></p> <ul style="list-style-type: none"> • Stock, J.H., Watson, M.W. (2020): Introduction to Econometrics, 4th edition, Pearson. <p><u>In-depth reading:</u></p> |



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| | <ul style="list-style-type: none">• Greene, W.H. (2020): Econometric Analysis, 8th edition, global edition) Pearson.• Hayashi, F. (2000): Econometrics, Princeton University Press• Wooldridge, J.W. (2010): Econometric Analysis of Cross Section and Panel Data, 2nd edition, MIT Press. |
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Behavioral Finance (Behavioral Finance)

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| Module | B-E-FIN5 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@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 exam (1/3) and various other assessments (e.g., assignments/quizzes, presentation) (2/3) |
| 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 will learn why the concept of economic rationality has its limits in Financial Markets. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a behavioral Prospect Theory approach. Students will be able explain phases of financial bubbles and list the most important ones. Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course, they will be able to understand the |

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| | <p>complex environment of financial decision making from a behavioral perspective.</p> <ul style="list-style-type: none"> • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will be involved in ongoing research projects like experiments and simulations. They will learn about research methodologies in a “hands on” fashion. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: Students will learn about the implication of heuristics in financial market decision making and about the ethical consequences of exploiting the biases, which result from these heuristics.</p> <p>CG 4: In groups of 2 students prepare research agendas which address the implications of introducing behavioral concepts into standard neoclassical financial theory. Thus, they get a solid understanding for the limitations of some of the standard problem solving tools in investment management.</p> <p>CG 6: In Behavioral Analytics students learn how insights into behavioral biases can be drawn from comprehensive data sets.</p> |
| Contents/Indicative syllabus | <p>Basics and Limits of rational Behaviour in Financial Markets</p> <p>Phases of and Examples for Speculative Bubbles</p> <p>Information Processing and Decision Making from an Organisational Perspective</p> <p>Applications of Behavioral Finance</p> <p>Limitations of and Challenges for Behavioral Finance</p> |
| Teaching and learning methodology | <p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/Exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets</p> |
| Miscellaneous | Discussions 15-30%, external presentations/field trips 15-30% |
| Indicative reading list | <ul style="list-style-type: none"> • Acker, L.F., Deaves, R. (2010): Behavioral Finance, Cengage, Mason. • Daxhammer, R.J., Facsar, M. (2023): Behavioral Finance, 3rd edition, UVK, Konstanz-München. |



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| | <ul style="list-style-type: none">• Daxhammer, R.J., Facsar, M. (2023): Spekulationsblasen – Den Turbulenzen am Finanzmarkt auf der Spur, 3rd edition, UVK/Lucius, Konstanz.• Nofsinger, J.R. (2017): The Psychology of Investing, 6th edition, Routledge, London. |
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Group Accounting (Konzernrechnungslegung))

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| Module | B-E-ACC2 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 | German |
| Credits (ECTS) | 5 |
| Total work load | 150 (60 h contact hours, 90 h self study) |
| Contact hours per week | 4 |
| Examination/Type of assessment | Two-hour written exam |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | <p>The module provides students with an overview of financial accounting for business combinations according to local GAAP (HGB) and International Financial Reporting Standards (IFRS). Students will learn about different types of business combinations and investments as well as the corresponding accounting methods. They will learn to identify groups, recognize the relevance of consolidated financial statements and learn the consolidation procedure.</p> <p>After the successful completion of the module, the students should be able to:</p> |

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| | <ul style="list-style-type: none"> • Professional competences: thoroughly understand the key concepts and elements of group accounting; gain knowledge to identify groups and recognize, which companies have to prepare group accounts; become familiar with the main transactions surrounding the preparation of group accounts and know how to account for them • Methodological competences: apply theoretical knowledge to preparing consolidated financial statements in various circumstances; also learn how to account for intra-group transactions • Social competences: improve the ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: gain self-confidence when being confronted with group accounting issues and share the own knowledge with others; feel competent to apply accounting rules on typical consolidation topics; critically discuss current topics related to group accounting |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 4: Students will understand, apply and interpret the conceptual and technical aspects of consolidated financial statements. The underlying theoretical concepts are elaborated and discussed.</p> <p>CG 5: Students will understand, apply and interpret both conceptual and technical aspects of national and international accounting.</p> |
| Contents/Indicative syllabus | <p>Overview about the topics covered in this module:</p> <ul style="list-style-type: none"> • Duty to prepare consolidated financial statements • Scope of a group • Consolidation of investments • Debt consolidation • Consolidation of interim results • Deferred taxes in consolidated financial statements |
| Teaching and learning methodology | Seminar-style teaching with discussions, case studies and coaching by the instructor |
| Miscellaneous | Guest lectures |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Küting, P./Weber C.-P. (2018): Der Konzernabschluss, 14th edition, Schäffer-Poeschel, Stuttgart. |



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- Baetge, J./Kirsch, H.-J./Thiele, S. (2021): Konzernbilanzen, 14th edition, IDW, Düsseldorf.

In-depth reading:

- Coenenberg, A. G. & others (2018): Jahresabschluss und Jahresabschlussanalyse, 25th edition, Schäffer-Poeschel, Stuttgart.
 - Pellens, B. & others (2021): Internationale Rechnungslegung, 11th edition, Schäffer-Poeschel, Stuttgart.
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Platform Economics (Plattformökonomie)

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| Module | B-E-MIS1 |
| Semester | 5 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First Half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Tim Straub Building 5, Room 211, Tel.: 07121/271-3149 tim.straub@reutlingen-university.de |
| Lecturers | Prof. Dr. Tim Straub |
| 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 (1/3) and one-hour written exam (2/3) |
| 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 the economics of (internet) platforms (digital goods, markets, two-sided markets, peer to peer platforms, etc.); Engineering & managing (new) platforms |

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| | <ul style="list-style-type: none"> • Methodological competences: Application of economics on platform models; understanding how platforms can be engineered from an economic side; basic knowledge of game theory • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints • Personal competences: presentation skills; working with time constraints; economic thinking |
| Course specific contributions to AoL competency goals | <p>CG2: multicultural teams working together in group assignment</p> <p>CG 3: Discussing and reflecting ethical issues regarding data usage of platforms</p> <p>CG 4: Application of economic theories on (internet) platforms; Application of an engineering approach for applying economics in analyzing, understanding, and testing of (new) platforms; development of structured problem solving; transfer in group assignment</p> <p>CG 5: Understanding the importance of data for (internet) platforms</p> |
| Contents/Indicative syllabus | <p>This lecture provides an overview of the central role of platforms (peer to peer, two sided markets, digital platforms, etc.) in many new (internet) businesses. They are analyzed from a business, microeconomic, and behavioral perspective.</p> <p>It focuses on the exchange of two trading partners via an intermediary on internet platforms (e.g. AirBnB, eBay, etc.) and applies an engineering approach for applying economics in analyzing, understanding, and testing of (new) platforms. Topics include network effects, peer-to-peer markets, crowdsourcing, and market mechanisms. Beyond the lecture part, the course imparts knowledge by means of a case study, in which students are asked to analyze a platform themselves in groups.</p> |
| Teaching and learning methodology | Interactive lecture, interactive exercise and group work |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> • Bundesministerium für Wirtschaft und Energie (2017). „Kompetenzen für eine digitale Souveränität“ (accessible via: https://www.bmwi.de/Redaktion/DE/Publikationen/Studien/kompetenzen-fuer-eine-digitale-souveraenitaet.html) • Bundesministerium für Wirtschaft und Energie (2017). „Weißbuch Digitale Plattformen.“ (accessible via: https://www.bmwi.de/Redaktion/DE/Publikationen/Digitale-Welt/weissbuch-digitale-plattformen.html) |

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| | <ul style="list-style-type: none"> • Cardoso, J., Fromm, H., Nickel, S., Satzger, G., Studer, R., & Weinhardt, C. (Eds.). (2015). Fundamentals of service systems. Springer International Publishing. • Easley, D., and Kleinberg, J. 2010. "Network Effects," in Networks, Crowds, and Markets: Reasoning about a Highly Connected World, Cambridge University Press, pp. 509–542. • Eisenmann, T., Parker, G., and Van Alstyne, M. W. 2006. "Strategies for two-sided markets," Harvard Business Review 84(10), pp. 1–11. • Gassmann, O., Frankenberger, K., and Csik, M. 2013. Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator, Hanser. • Straub, T., Kohler, M., Hottum, P., Arrass, V., & Welter, D. (2013). Customer integration in service innovation: An exploratory study. Journal of technology management & innovation, 8(3), 25-33. • Teubner, T., and Hawlitschek, F. (in press). "The economics of P2P online sharing," in The Sharing Economy: Possibilities, Challenges, and the way forward, Praeger Publishing. • Weinhardt, C., Holtmann, C., Neumann, D., Market Engineering. Wirtschaftsinformatik, 2003. Wolfstetter, E., 1999. "Topics in Microeconomics - Industrial Organization, Auctions, and Incentives," Cambridge, Cambridge University Press. |
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Systems & Solutions I (Systeme & Lösungen I)

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| Module | B-E-MIS2 |
| Semester | 5 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First Half) |
| 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 Dr. Tim Straub |
| 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 | Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | Students learn to work with up-to-date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistics and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of |

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| | <p>a project, including definition and idea generation, we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs.</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: dependent on the project focus, students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business-related-areas (e.g., Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practically in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasingly digitized business context. • 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. • Personal competences: Ability to apply learned methods in practice-based case studies, working in international student teams. |
| Course specific contributions to AoL competency goals | <p>CG2: multicultural teams working together in group assignment</p> <p>CG4: Transfer and application of interdisciplinary and modul-specific concepts and methods in a case study which includes a graded team presentation</p> |
| Contents/Indicative syllabus | Companies expect students to understand businesses, operations, and digital technology. In this course, students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools. |
| Teaching and learning methodology | Highly Interactive use-case-based exercise with students actually running a business (i.e., cafeteria). Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools. |
| Miscellaneous | n/a |
| Indicative reading list | Reading will be recommended in class. |

Systems & Solutions II (Systeme & Lösungen II)

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| Module | B-E-MIS3 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First Half) as well as core module Mandatory Internship II |
| 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 Dr. Tim Straub |
| 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 | Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | Students learn to work with up-to-date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g., Design Thinking, SCRUM, process definition, tools from logistics and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of |

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| | <p>a project, including definition and idea generation, we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs.</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: dependent on the project focus students learn to transfer and apply solution approaches (e.g., Design Thinking, SCRUM), simple prototyping in different business-related areas (e.g., Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practically in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasingly digitized business context. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practice-based case studies, working in international student teams. |
| Course specific contributions to AoL competency goals | <p>CG2: multicultural teams working together in group assignment</p> <p>CG4: Transfer and application of interdisciplinary and modul-specific concepts and methods in a case study which includes a graded team presentation</p> |
| Contents/Indicative syllabus | Companies expect students to understand businesses, operations and digital technology. In this course, students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g., Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools. |
| Teaching and learning methodology | Highly Interactive use-case-based exercise with students actually running a business (i.e., cafeteria). Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools. |
| Miscellaneous | n/a |
| Indicative reading list | Reading will be recommended in class. |

Lean Enterprise Management (Lean Enterprise Management)

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| Module | B-E-POM2 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr.-Ing. Stephan Höfer Building 5, Room 213a, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de |
| Language of instruction | German |
| Credits (ECTS) | 5 ECTS |
| Total work load | 150 h (60 h contact, 90 h self-study) |
| Contact hours per week | 4 SWS |
| Examination/Type of assessment | Two-hour exam (100%) |
| Weighting of Grade within overall program | 5/192 |
| Learning outcomes | <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 elements within a supply chain network, the Lean Philosophy and the Lean Enterprise Management strategy and how to apply a large variety of tools and techniques to create lean value streams within manufacturing and administration Methodological Competences: After successfully attending this lecture, the participants should be able to understand how to manage the process of change towards a lean enterprise and which tools can be used to face resistance against change right from the beginning. |

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| | <ul style="list-style-type: none"> • Social Competences: After successfully attending this lecture, the participants should be able to reflect to which extend their personal organisation, 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 organisation, 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 understand after having successfully completed 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 develop a concept to optimize a holistic supply chain based on lean principles. |
| Contents/Indicative syllabus | Supply chain management, lean enterprise management, lean manufacturing, lean administration, seven steps toward a successful process optimization, management of change and facing resistance. |
| Teaching and learning methodology | Seminar style teaching with integrated case studies. After getting the theoretical background, the students will apply the learned subject in exercises and business cases. 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 have to be applied. Based on this case, potential project management approaches will be discussed and ways to face resistance will be addressed. |
| 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, 3rd edition, Springer Verlag. • 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. |



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| | <ul style="list-style-type: none">• 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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Competition Theory and Policy (Wettbewerbstheorie und -politik)

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| Module | B-E-EC03 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None; available for exchange students |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Jörg Naeve Building 5, Room 222a, phone 07121/271-3071 joerg.naeve@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 | Group presentation (1/3) and individual term paper (2/3) |
| 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 should know the legal and institutional basics of competition policy in Germany and Europe and be able to assess them also in comparison to US competition law and policy. • Methodological competences: Students should have a basic feeling for how economic theory and models enter competition policy decisions and the legal framework |

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| | <p>and understand the merits and limitations of economic theory in this area. Also, they should have a basic understanding about questions of law as well as law and economics in the field.</p> <ul style="list-style-type: none"> • Social competences: Cooperation in a diverse group. • Personal competences: Students should develop their presentation skills as well as getting acquainted to scientific writing. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 3: Students develop an awareness that they might get into situation involving infringements of competition law. We discuss the possible role as whistle blower and resulting conflicts of interest.</p> <p>CG 4: Students understand the tensions between competition policy and other areas such as industrial policy or structural or regional policies.</p> |
| Contents/Indicative syllabus | The institutional and legal framework of competition policy in Germany, Europe (and the US); Antitrust Policy (cartels, leniency policies); Merger control; Abuse of a dominant position (e.g. predatory pricing); State Aid |
| Teaching and learning methodology | Lecture and reading (legal texts and case decisions), students' presentations and discussion. |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Schmidt, I. and Haucap, J.: Wettbewerbspolitik und Kartellrecht: Eine interdisziplinäre Einführung, 10th edition, De Gruyter Oldenbourg, München, 2013. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Motta, M. (2004): Competition Policy: Theory and Practice, Cambridge University Press, Cambridge. • Schwalbe, U. and Zimmer, D.: Kartellrecht und Ökonomie: Moderne ökonomische Ansätze in der europäischen und deutschen Zusammenschlusskontrolle, 3rd edition., Fachmedien Recht und Wirtschaft, Frankfurt. |

Growth and Development (Wachstum und Außenwirtschaft)

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| Module | B-E-EC05 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| 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%), 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: understand traditional and modern approaches of economic growth theory, reflect and analyze the concepts of technological progress and its implications for economic growth as well as income distribution, discuss the concepts of network externalities and path dependency, explore the key drivers of technological progress and globalization Methodological competences: analyze the economic situation of economies, develop a growth and development strategy for these countries, |

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| | <p>present a report on economic growth and generate a review of important economic indicators,</p> <ul style="list-style-type: none"> • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed economic policy strategy, focus on key economic problems. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 2: Students reflect the relevance of international differences in economic policy and evaluate the different concepts.</p> <p>CG 4: Students understand the relation between growth and international trade in a globalized economy.</p> <p>CG 5: Students know to interpret and to reflect time series describing long run economic trends and development processes.</p> <p>CG 6: Students are aware of the relevance of different data sources for developing strategies for economic growth and technological progress.</p> |
| Contents/Indicative syllabus | <p>The following contents are taught in class: post-Keynesian growth theory, neo-classical growth theory, the role of technological progress, endogenous growth theory, growth in a global economy, network economics, information technologies from an economic perspective, globalisation and digitalization, modern development economics.</p> |
| Teaching and learning methodology | <p>Lectures, group work, case studies and discussions.</p> |
| Miscellaneous | |
| Indicative reading list | <ul style="list-style-type: none"> • Aghion, P., & Howitt, P. W. (2008). <i>The economics of growth</i>. MIT press. • Blanchard, O. (2020). <i>Macroeconomics</i>. Global Edition. • Core Project (2023). <i>The Economy 2.0</i>. Open-source e-book: CORE Econ - Economics for a changing world (core-econ.org) • Piketty, T. (2020). <i>Capital and ideology</i>. Harvard University Press. <p>Additional readings will be distributed in class.</p> |

Change Management and Organizational Learning (Change Management und Organisationales Lernen)

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| Module | B-E-ORG2 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Arjan Kozica Building 3, Room 230, phone 07121/271-1009 arjan.kozica@reutlingen-university.de |
| Language of instruction | German |
| Credits (ECTS) | 5 |
| Total work load | 150 h (60 h contact, 105 h self-study) |
| Contact hours per week | 4 SWS |
| Examination/Type of assessment | multiple assessments (presentation and article summary) |
| Weighting of Grade within overall programme | 5/192 |
| 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: familiar with theories and best practices about organizational learning and change management, able to critically reflect upon mainstream thinking on change-management and the learning organization, understand how concepts such as power, politics, communication and sensemaking influence dynamics of organizations |

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| | <ul style="list-style-type: none"> • Methodological competences: tackling change challenges by develop-ing appropriate change plans and using methods and tools (“best practices”) • Social competences: improve social influence tactics (motivation, com-munica-tion), enhance ability to cope with paradoxical situations and ambiguity • Personal competences: presentation skills, improve reflexive capacity |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | CG 4: Students develop their competence to manage organizational change by applying methods of change management so specific text-based case studies. |
| Contents/Indicative syllabus | <p>Resulting from evermore dynamic and complex environments, researchers and practitioners see learning and change of organizations as an important factor for achieving sustainable competitive advantages. Hence, planning and managing change and fostering organisational development is crucial for organizations to survive. Following an individ-ual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations learn and change, and discusses manage-ment models/frameworks and tactics of intentional change (“Best practices” for coping managing change as project, coping with resistance, leadership styles, effective communication) and elaborates methods of organizational development.</p> <p>Yet, organizational change unfolds through personal and organizational re-sis-tance, and is a fuzzy and paradox endeavor. Managing change in an instru-mental sense is hence limited. Therefore, the course also discusses limits of change, put normative models of “change management” into context and dis-cusses managerial scope and appropriate behavior in face of ever-changing environments and organizations.</p> |
| Teaching and learning methodology | Lectures, mini-presentations, self-study with assigned readings |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Recommended textbooks</u></p> <ul style="list-style-type: none"> • Crosby, G. (2021). Planned Change: Why Kurt Lewin's Social Science Is Still Best Practice for Business Results, Change Management, and Human Progress, Routledge, London/New York. • Hayes, J. (2022). The Theory and Practice of Change Management, 6th Edition, Palgrave MacMillian, New York. • Hodges, J. (2020). Organization Development. How Organizations Change and Develop Effectively, Macmillan international/Red Globe Press, London. |



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| | <ul style="list-style-type: none">• Kotter, John P. (2012). Leading Change. Wie Sie Ihr Unternehmen in acht Schritten erfolgreich verändern. Verlag Franz Vahlen, München. |
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Management of Innovations (Innovationsmanagement)

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| Module | B-E-ENT3 |
| Semester | 7 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| 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 211, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de |
| Lecturer | Dr. Steffen Wütz steffen.wuetz@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 | Continuous assessment consisting of active in-class participation, case study presentation as well as project work and project presentation. Further details are provided at the beginning of the semester. |
| 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 understand, critically discuss, and apply principles of and current developments in innovation management. They will be able to understand the complex interaction of stakeholders during an innovation project. |

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| | <ul style="list-style-type: none"> • Methodological competences: students transfer and apply theoretical knowledge to practical experience; work with case studies; combine scientific and practical insights to project work. • Social competences: students 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: students learn how to work in an innovation project and solve a complex innovation project. |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 2: Students adopt a global perspective on innovation management by discussing business examples and case studies.</p> <p>CG 4: Students discuss, reflect on, and apply (case studies) innovation management concepts.</p> |
| Contents/Indicative syllabus | The module covers the principles of and recent developments in innovation management: definition of innovation, importance of innovations for company success, innovation strategy, culture of innovation, innovation process, success drivers of innovation, and tools for managing the innovation process (e.g., design thinking). The focus of the seminar may vary from semester to semester. |
| Teaching and learning methodology | Seminar or lectures in seminar style, illustrative practical examples, case studies, exercises, project work, presentations and discussions. |
| Miscellaneous | If applicable guest lecturers, company presentations, company co-operations will be integrated in the course. |
| Indicative reading list | Tailor-made lecture notes and reading list will be distributed in class. |

Creating Internet Start-Ups (Gründung von Internet Start-Ups)

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| Module | B-E-ENT5 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Tim Straub Building 5, Room 211, phone 07121/271-3xxx tim.straub@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 | 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: Business Plan development; constituent parts of a business plan; managing a start-up enterprise • Methodological competences: Project management; creativity techniques; Canvas-approach; business model development process from innovation to design, prototyping; group coaching |

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| | <ul style="list-style-type: none"> • Social competences: working in a team; communication skills • Personal competences: presentation skills; working with time constraints; entrepreneurial thinking |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG 2: multicultural teams working together in group assignment</p> <p>CG 4: Application of theory to invent and develop a internet start-up business plan</p> |
| Contents/Indicative syllabus | <p>In this course groups of 4 students invent and develop an individual business plan for an online start-up. The business plan is presented in front of a jury of practitioners and academics. The presentation follows a typical venture-capital presentation design (limited time, short assessment). The module covers:</p> <ul style="list-style-type: none"> • Creativity Methods • Developing a business plan • Project management and Leadership • Assessment of basic internet specific business models and characteristics • Team work |
| Teaching and learning methodology | Lecture and group work |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> • Bloch, M., Pigneur, Y. and Segev, A. (1996): On the Road of Electronic Commerce - a Business Value Framework, Gaining Competitive Advantage and Some Research Issues, March. Institut D'Informatique et Organization, Ecole des HEC, Université Lausanne. • Osterwalder, A. and Pigneur, Y. (2010): Business Model Generation – ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Campus Verlag, Frankfurt/New York. Picot, A., Reichwald, R. and Wigand, R. T. (1998): Die grenzenlose Unternehmung: Information, Organisation und Management; Lehrbuch zur Unternehmensführung im Informationszeitalter. Gabler Verlag. Wiesbaden. • Ries, E. (2012): Lean Startup – Schnell, risikolos und erfolgreich Unternehmen gründen, Redline Verlag. München. |

IPBS Summer School (IPBS Summer School)

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| Module | B-E-ENT9 |
| Semester | 7 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Not offered in 2023/2024 |
| Admission requirements | None in general, however there may be admission requirements by the local organizers. |
| Transferability of the module to other programmes | None; available for exchange students |
| Level | Bachelor |
| Responsible professor/Module coordinator | Prof. Dr. Jörg Naeve Building 5, Room 222a, 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 |



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| 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 |

Law for Founders (Recht für Gründer)

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| Module | B-E-LAW1 |
| Semester | 8 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, first half) as well as core module Mandatory Internship II; |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, 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: ability to identify and use personal and legal related key factors for founding a company • Methodological competences: basic understanding of the steps of setting up a business from the legal point of view |

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| | <ul style="list-style-type: none"> • Social competences: improve awareness of social responsibility towards clients and employees; improving the ability to communicate with third parties as administration and counsels • Personal competences: improve the ability to reflect on oneself as an entrepreneur; develop the ability to identify legal risks and generate 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 starting a new firm. In some cases, students are asked to examine legal solutions with respect to fairness and justice |
| Contents/Indicative syllabus | Introduction, industrial property, industrial law, tax law, company law, labour law, insurance law, competition regulations, insolvency law, law relating to economic offences |
| Teaching and learning methodology | Interactive lectures and case studies. |
| Miscellaneous | n/a |
| Indicative reading list | <ul style="list-style-type: none"> • Textbook BGB, HGB, GewO, Tax Law <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 II (Arbeitsrecht II)

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| Module | B-E-LAW3 |
| Semester | 5 |
| Duration of module | 1 semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, 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 |

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| | <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. |

Legal Frameworks for International Management (Internationales Wirtschaftsrecht)

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| Module | B-E-LAW5 |
| Semester | 8 |
| Duration of module | 1 Semester |
| Type of module | Elective |
| How frequently is the module offered | Annually |
| Admission requirements | Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) |
| Transferability of the module to other programmes | None |
| Level | Bachelor |
| Responsible professor/ Module coordinator | Prof. Dr. Markus Conrads Building 17, Room 013, phone 07121/271-3080 markus.conrads@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 | Presentation (100%) |
| Weighting of Grade within overall programme | 5/192 |
| Learning outcomes | <p>After the successful completion of the module the student should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country • Methodological competences: analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman |

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| | <ul style="list-style-type: none"> • Social competences: be open for the proposals of potential contract partners and react on them appropriately • Personal competences: gain an understanding of and be able to apply ethical theories to managerial decision-making |
| Course-specific contributions to AoL competency goals (CG 1 - 6) | <p>CG3: During the course students coming from different countries compare different legal systems with each other in a seminar paper.</p> <p>CG5: The students will learn about recent developments on the contract law regarding software development and the provision of it-services.</p> |
| Contents/Indicative syllabus | <p>Lecture: Contract Drafting I: Structure of Contract (15%)</p> <ul style="list-style-type: none"> • Relevant Elements of Contract • General Terms and Conditions • Method to Check Contract Drafts <p>Case Study: Project Structure and Contract Draft (8%)</p> <p>In this case study, the participants are confronted with old general terms and conditions of a seminar organizer who wants to change his product range because of digitalization: He wants to offer events online in the future and therefore wants to adapt his contracts with his lecturers to the new business model. Students should learn to structure the project and identify contractual regulation needs.</p> <p>Lecture: Contract Drafting II: Contract of Sale (15%)</p> <ul style="list-style-type: none"> • Price • Payment • Delivery • Warranty <p>Case Study: Prepare Contract Offers (8%)</p> <p>In this case study, participants are asked to produce a contract offer for a furniture manufacturer who has been asked by an education provider to submit an offer for the supply of furniture: The furniture is to be delivered to the individual locations in Europe and installed there. The students are asked to identify the challenges of a specific project and to provide terms and conditions to avoid risks.</p> <p>Case Study: Check Contract Offers (8%)</p> <p>In this case study, students are to review a contract that has been submitted to them by a Chinese wholesaler as representatives of a German furniture wholesaler. The students are to recognize potential risks of foreign contract drafts and develop proposals with which contractual regulations disadvantages for their own party can be avoided.</p> <p>Role play: Preparation and Conduct of Negotiations (8%)</p> |



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| | <p>The role play complements the case study: the students produce a letter with which they contact the Chinese exporter and make suggestions for changes. These proposed changes are then negotiated with the Chinese exporter.</p> <p>Case Study: Prepare Contract Draft and Negotiations (8 %)</p> <p>This case study is about the purchase of an industrial plant: A plant manufacturer wants to buy a production plant consisting of several modules. He wants to renew it technically to sell it again. The students' task is to produce a draft contract from the plant builder's point of view.</p> <p>Role Play: Conduct of Negotiations (30%)</p> <p>The role play complements the case study: The students negotiate their draft contract with the seller of the plant.</p> |
| Teaching and learning methodology | Case study and role play oriented lecture. Substantive law relevant for case studies and role plays is either taught in other lectures or available in teaching videos. |
| Miscellaneous | n/a |
| Indicative reading list | <p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Conrads, M. (2017): Internationales Kaufrecht, 1. Aufl., De Gruyter/Oldenbourg, 2017 <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Conrads, M. (2022): Rügeobliegenheit und Beweislast in Einkaufsbedingungen, in IHR (2022), S. 1 • Conrads, M. (2022): AGB-Vertragsaufhebungsklauseln in CISG-Kaufverträgen, in IHR (2022) S. • Conrads, M. (2018): Zeitliche Schranken der kaufrechtlichen Gewährleistung im Auslandsgeschäft, in RIW (2018) S. 573 |