Hochschule Reutlingen
Reutlingen University

Curriculum & Syllabi Handbook
BSc International Management Double Degree Start Reutlingen



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ESB BUSINESS SCHOOL

Contents

1. The IMX Study Programme 5
2. Competency Goals and Learning Objectives according to AACSB 9
3. Programme Structure (for students admited by ESB Business School) 11
4. Agreed Double Degree Structure 17
5. Overview: Modules and Courses - Start in Reutlingen 18
   Core Modules (Pflichtmodule) 18
   Core Modules CSIC (Pflichtmodule CSIC) 20
   Electives Second Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache) 22
   Electives Business Courses (Wahlpflichtmodule) 23
6. Core Modules and Courses 24
   A-C-BUS1-ACC1-LAW1 Fundamentals of Business (Grundlagen der Betriebswirtschaftslehre 24
      Introduction to Business (Einführung in die Betriebswirtschaftslehre) 26
      Introduction to Accounting (Einführung in das Rechnungswesen) 27
      Introduction to Business Law (Einführung in das Wirtschaftsrecht) 28
   A-C-MAR1 Fundamentals of Marketing (Grundlagen des Marketing) 29
      Marketing (Marketing) 31
      Market Research (Marktforschung) 32
   A-C-MAR2 Marketing Project (Marketing Projekt) 33
   A-C-FIN1 Fundamentals Financing & Capital Budgeting (Grundlagen der Finanzierung & der Investitionsrechnung) 35
      Financing (Finanzierung) 37
      Capital Budgeting (Investitionsrechnung) 40
   A-C-FIN2-ECO3 International Economics & Finance (Internationale Ökonomie & Finanzwirtschaft) 42
      International Economics (Internationale Ökonomie) 43
      International Finance (Internationale Finanzwirtschaft) 46
   A-C-ACC2 Management Accounting (Internes Rechnungswesen) 48
   A-C-ACC3 Financial Accounting & Management Control (Jahresabschluss & Controlling) 51
      Jahresabschluss / Financial Accounting 54
      Management Control & Performance Management (Controlling & Performance Management) 55
   A-C-OB1 Fundamentals of Organisation (Grundlagen der Organisation) 56
      Organisational Behaviour (Organisational Behaviour) 59

Organisation (Organisation) 60
A-C-ECO1 Economics - Micro- and Macroeconomics (Volkswirtschaftslehre - Mikro- und Makroökonomik 61
Microeconomics (Mikroökonomik) 64
Macroeconomics (Makroökonomik) 67
A-C-QM1 Quantitative Methods I (Quantitative Methoden I) 69
Mathematik I / Mathematics I 71
Statistik I / Statistics I 72
A-C-QM2 Quantitative Methods II (Quantitative Methoden II) 74
Mathematik II / Mathematics II 76
Statistik II / Statistics II 78
A-C-SKILL1 Managerial Skills I (Management Kompetenzen I) 80
A-C-SKILL2 Managerial Skills II (Management Kompetenzen II) 83
A-C-SKILL3 Applied Research (Angewandtes wissenschaftliches Arbeiten) 86
A-C-SKILL4 Colloquium International Matters I (Fachkolloquium Internationales I) 89
A-C-CL1 Communication Skills and Intercultural Competence I (Kommunikationsfähigkeit und interkulturelle Kompetenz I) 91
A-C-CL2 Communication Skills and Intercultural Competence II (Kommunikationsfähigkeit und interkulturelle Kompetenz II) 96
A-C-CL3 Communication Skills and Intercultural Competence III (Kommunikationsfähigkeit und interkulturelle Kompetenz III) 101
A-C-INT1 Mandatory Internship I (Pflichtpraktikum I) 106
Preparation for Mandatory Internship I (Praktikumsvorbereitung I) 107
Mandatory Internship I (Pflichtpraktikum I) 109
Colloquium on Mandatory Internship I (Kolloquium Pflichtpraktikum I) 111
7. Electives 2nd Business Language (Wahlpflichtmodule Zweite Wirtschaftssprache) 113
A-E-L1a Second Business Language – Business English I (Zweite Wirtschaftssprache – Wirtschaftsenglisch I) 113
A-E-L1b Second Business Language – Business English II (Zweite Wirtschaftssprache – Wirtschaftsenglisch II) 115
A-E-L3a Second Business Language – Business French I (Zweite Wirtschaftssprache – Wirtschaftsfranzösisch I) 117
A-E-L3b Second Business Language – Business French II (Zweite Wirtschaftssprache – Wirtschaftsfranzösisch II) 119
A-E-L5a Second Business Language – Business Spanish I (Zweite Wirtschaftssprache – Wirtschaftsspanisch I) 121

A-E-L5b Second Business Language – Business Spanish II (Zweite Wirtschaftssprache – Wirtschaftsspanisch II) ... 123

A-E-L7a Second Business Language – Business Chinese I (Zweite Wirtschaftssprache – Wirtschaftschinesisch I) ... 125

A-E-L7b Second Business Language – Business Chinese II (Zweite Wirtschaftssprache – Wirtschaftschinesisch II) ... 127

8. Elective Business Course (Wahlpflichtmodule) ... 129

A-E-STR1 Strategic Topics in International Management (Strategische Themen im Internationalen Management) ... 129

A-E-STR2 Business implications of (geo-)political risks (Auswirkungen von (geo-)politischen Risiken auf Unternehmensentscheidungen) ... 131

A-E-STR3 International Studies (Internationale Studien) ... 134

A-E-POM1 Lean Management (Lean Management) ... 136

A-E-ETH1 Sustainability (Nachhaltigkeit) ... 139

A-E-MAR1 Customer Experience Management (Customer Experience Management) ... 142

A-E-FIN1 Bank Management (Bankmanagement) ... 145

A-E-MIS2 Platform Business Models and Ecosystems ... 148

A-E-ENT1 Digital Entrepreneurship (Digital Entrepreneurship) ... 151

A-E-ENT2 IPBS Summer Institute (IPBS Summer Institute) ... 153

A-E-LAW1 Labour Law (Arbeitsrecht) ... 155

A-E-ECO1 Environmental Economics (Umweltökonomie) ... 157

A-E-ECO2 Empirical Economics (Empirische Ökonomik) ... 160

A-E-SKILL1 Management of Negotiations (Verhandlungsmanagement) ... 164

A-E-SKILL2 Project Management (Projektmanagement) ... 165

A-E-L9-11 Chinese Intensive I, II, III (Chinesisch Intensiv I, II, III) ... 168

A-E-L9 Chinese Intensive I (Chinesisch Intensiv I) ... 169

A-E-L10 Chinese Intensive II (Chinesisch Intensiv II) ... 171

A-E-L11 Chinese Intensive III (Chinesisch Intensiv III ... 173

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

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*).

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: *teamwork*, often in a multicultural context, is an integral component of most of the teaching modules. In their extra-curricular activities in various student organisations, students also work on the development of their leadership skills. *Emotional and intercultural competence* are also promoted by the 2+2 Model. Students acquire first-hand experience of studying in another country. *Ethical conduct* is required of all those involved in the IMX programme – students, staff, and teachers.

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

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

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

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

Degree awarded

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

Duration of studies

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

2. Competency Goals and Learning Objectives according to AACSB

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

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

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

The defined competency goals and objectives for the ESB programmes include

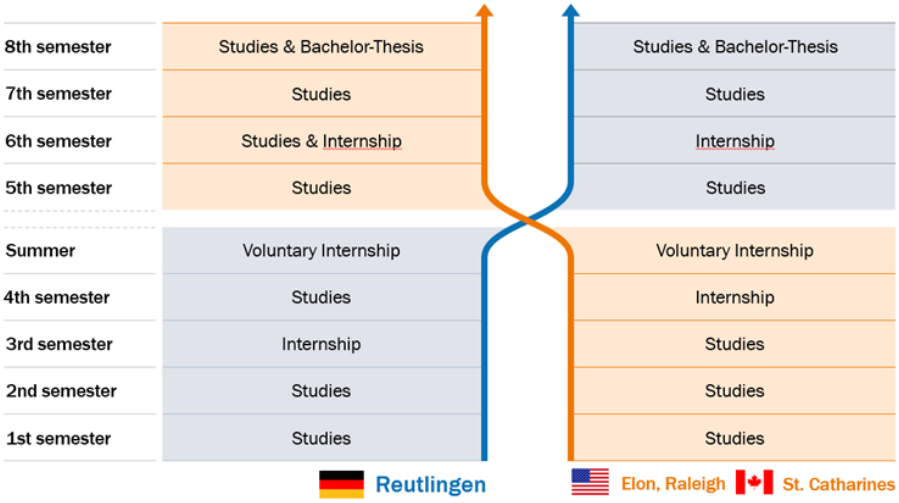
- language proficiency
- intercultural competence / global perspective
- ethical behaviour
- domain-specific problem-solving competence
- digital skills

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

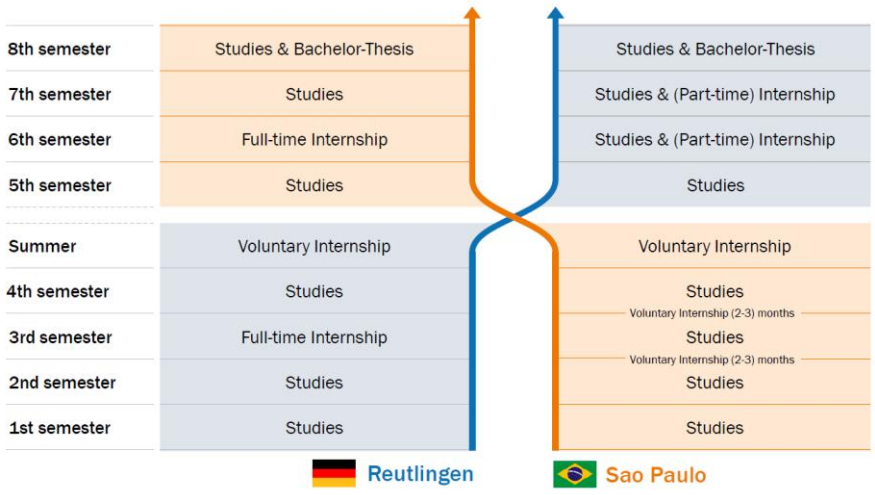
LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	PROBLEM SOLVING COMPETENCE	DIGITAL SKILLS	DIGITAL SKILLS
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IMX graduates are proficient in at least one foreign language	… are interculturally competent	… are able to manage complex ethical and legal issues in given situations	… are skilled problem solvers in general management situations	IMX graduates understand the importance of data and have the skills to apply data management and analysis	IMX graduates are able to create and work with digital content and understand copyright and privacy regulations in the field of international management
LEARNING OBJECTIVE 1	LEARNING OBJECTIVE 2	LEARNING OBJECTIVE 3	LEARNING OBJECTIVE 4	LEARNING OBJECTIVE 5	LEARNING OBJECTIVE 6
IMX graduates communicate in spoken and written word at C1 proficiency level	… demonstrate an awareness and understanding of cultural issues in a business context	…are aware of the main ethical and legal issues in their professional field. …are able to analyze these issues on the basis of normative theory or models. …are able to develop viable solutions that conform to ethical behavior in given situations	… understand and apply common managerial concepts to typical business situations	IMX graduates have basic understanding of data management and of data analysis techniques	IMX graduates are able to work with digital content and understand copyright and Privacy regulation
Measure embedded (assessed) in *Module A-C-CL3 Communication Skills & Intercultural Competences*, Sem4, academic term paper and present	Measure embedded (assessed) through central IES test	Measure embedded (assessed) in *Module B-C-ETH1 Business Ethics & Sustainability*, Sem7, part of exam	Measure embedded (assessed) in *Module B-C-PRO Bachelor Thesis*, Sem8	Measure embedded (assessed) in *Module B-C-BAL1 Data Analytics & MIS I* Sem5, project work and part of exam	Measure embedded (assessed) in *Module B-C-BAL2 Date Analytics & MIS II* Sem7, project work and part of exam

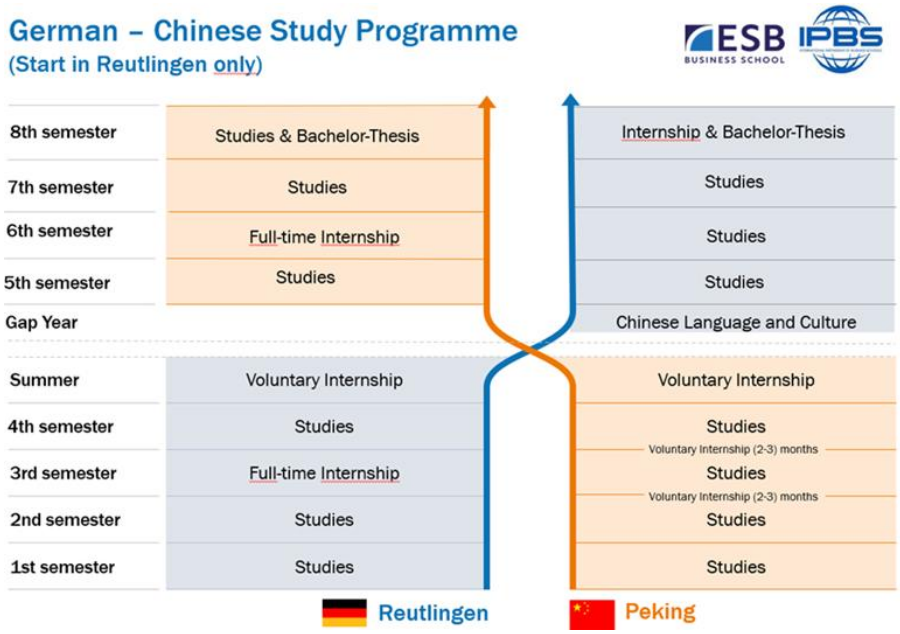
3. Programme Structure (for students admited by ESB Business School)

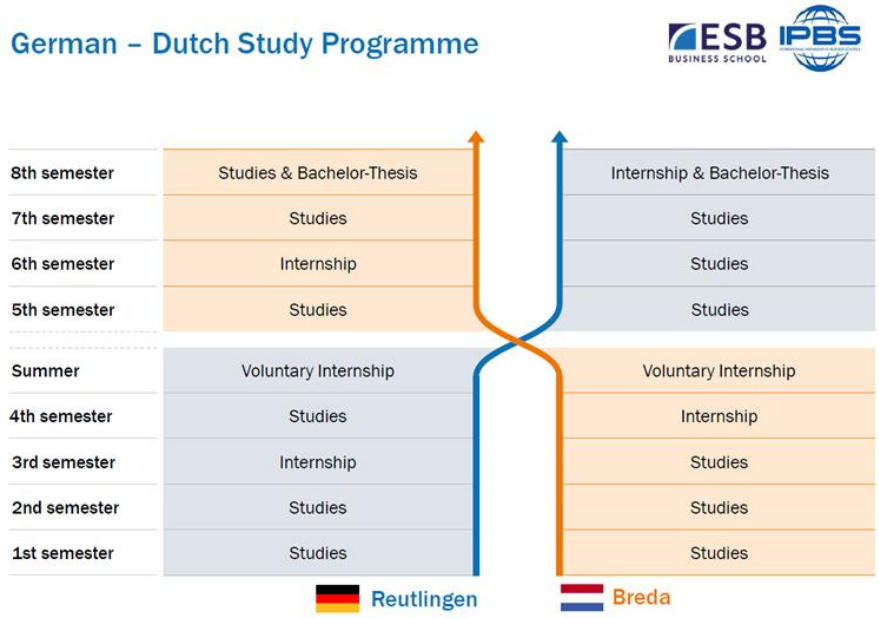
German – North American Study Programme
(Start in Reutlingen only)



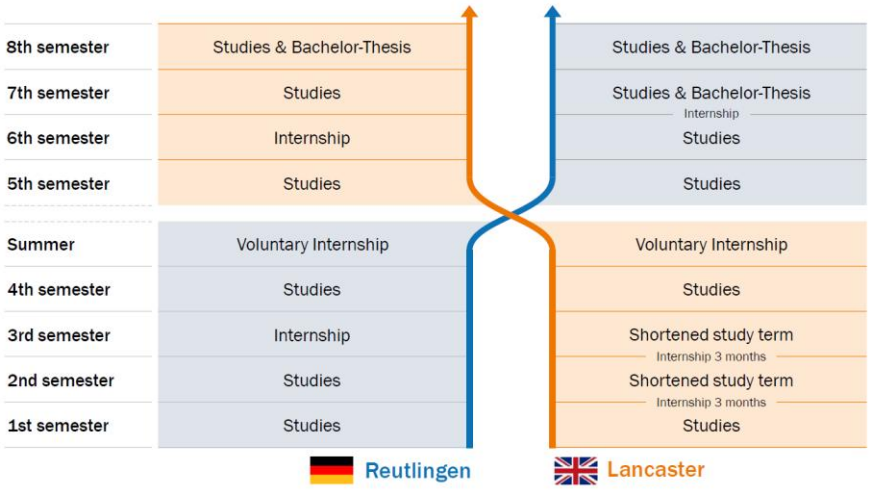
German – Brazilian Study Programme



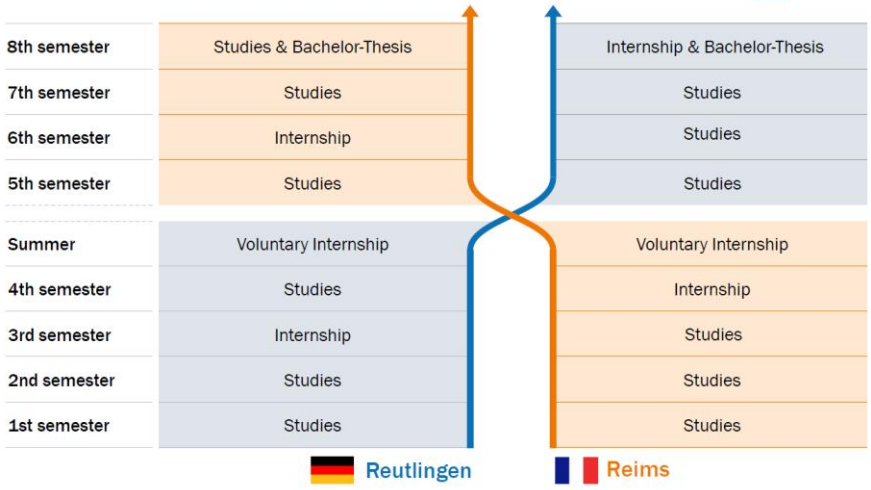

German – Chinese Study Programme
(Start in Reutlingen only)
ESB BUSINESS SCHOOL
IPBS
8th semester
Studies & Bachelor-Thesis
Internship & Bachelor-Thesis
7th semester
Studies
Studies
6th semester
Full-time Internship
Studies
5th semester
Studies
Studies
Gap Year
Chinese Language and Culture
Summer
Voluntary Internship
Voluntary Internship
4th semester
Studies
Studies
Voluntary Internship (2-3) months
3rd semester
Full-time Internship
Studies
Voluntary Internship (2-3) months
2nd semester
Studies
Studies
1st semester
Studies
Studies
Reutlingen
Peking


German – Dutch Study Programme
ESB BUSINESS SCHOOL
IPBS
8th semester
Studies & Bachelor-Thesis
Internship & Bachelor-Thesis
7th semester
Studies
Studies
6th semester
Internship
Studies
5th semester
Studies
Studies
Summer
Voluntary Internship
Voluntary Internship
4th semester
Studies
Internship
3rd semester
Internship
Studies
2nd semester
Studies
Studies
1st semester
Studies
Studies
Reutlingen
Breda

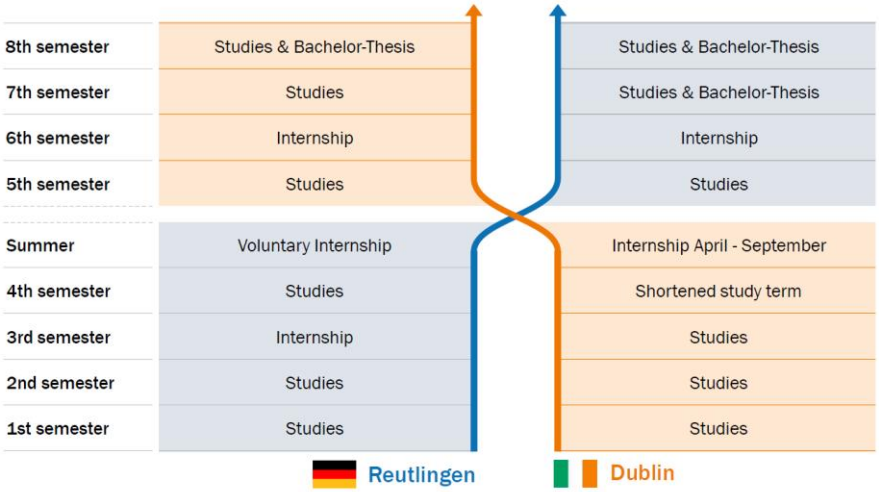
German – English Study Programme



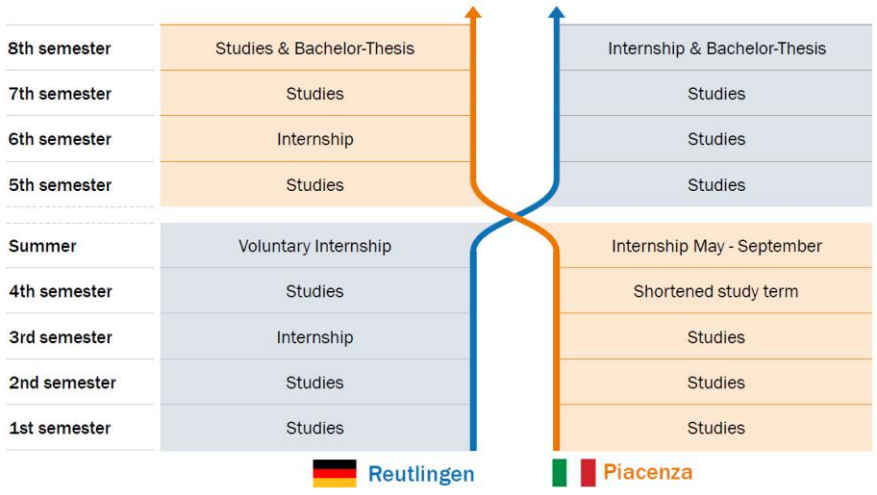
German – French Study Programme



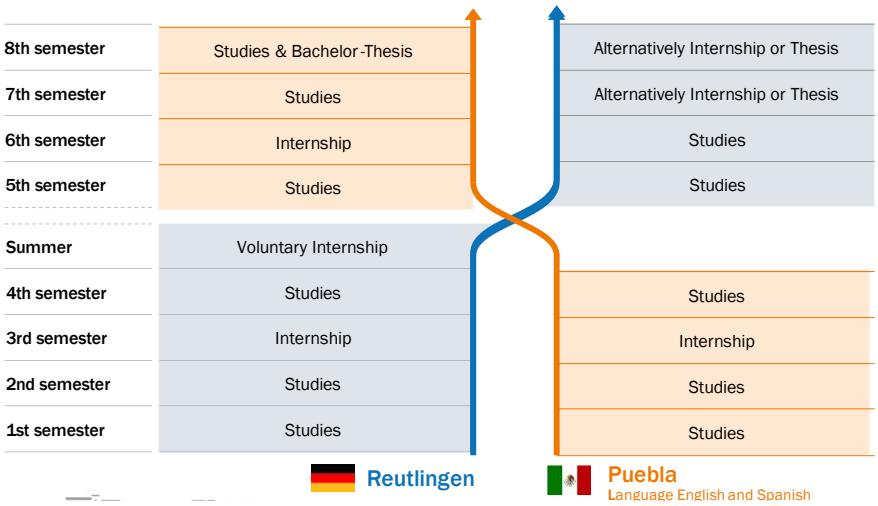
German – Irish Study Programme



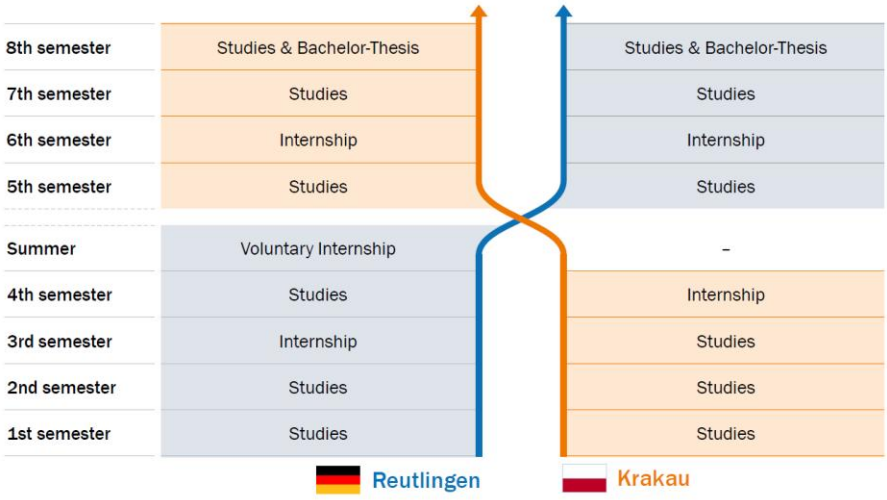
German – Italian Study Programme

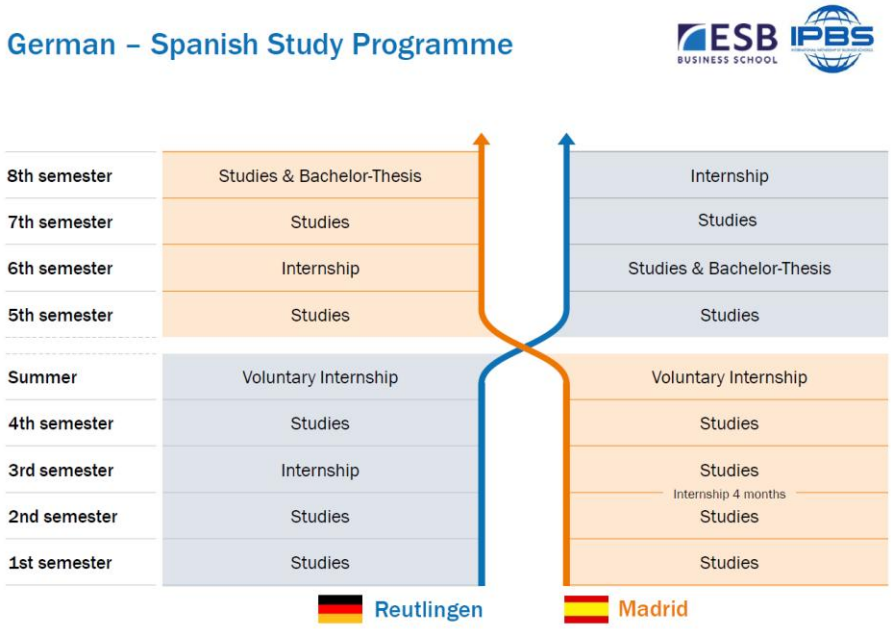


German – Mexican Study Programme
(Start in Reutlingen only)



German – Polish Study Programme




German – Spanish Study Programme
ESB BUSINESS SCHOOL
IPBS
8th semester
7th semester
6th semester
5th semester
Summer
4th semester
3rd semester
2nd semester
1st semester
Studies & Bachelor-Thesis
Studies
Internship
Studies
Voluntary Internship
Studies
Internship
Studies
Studies
Internship
Studies
Studies
Studies
Internship 4 months
Studies
Studies
Reutlingen
Madrid

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**

5. Overview: Modules and Courses - Start in Reutlingen

Core Modules (Pflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbst-studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
	Allgemeine BWL / Business												
A-C-BUS1-ACC1-LAW1	Grundlagen der Betriebswirtschaftslehre / Fundamentals of Business	7					6	120	210	L/S	Deutsch	KL3	g
	Einführung in die Betriebswirtschaftslehre / Introduction to Business						2						
	Einführung in das Rechnungswesen / Introduction to Accounting						2						
	Einführung in das Wirtschaftsrecht / Introduction to Business Law						2						
	Marketing / Marketing												
A-C-MAR1	Grundlagen des Marketings / Fundamentals of Marketing		5				4	90	150	L/S	Deutsch	KL2	g
	Marketing / Marketing						2						
	Marktforschung / Market Research						2						
A-C-MAR2	Marketing Projekt / Marketing Project				5		4	90	150	P	Deutsch	PA	g
	Finanzen & Rechnungswesen / Finance & Accounting												
A-C-FIN1	Grundlagen der Finanzierung & der Investitionsrechnung / Fundamentals Financing & Capital Budgeting		5				4	90	150	L/S	Deutsch	KL2	g
	Finanzierung / Financing						2						
	Investitionsrechnung / Capital Budgeting						2						
A-C-FIN2-ECO3	Internationale Ökonomie & Finanzwirtschaft / International Economics & Finance				5		4	90	150	L	Deutsch	KL2	g
	Internationale Ökonomie / International Economics						2						
	Internationale Finanzwirtschaft / International Finance						2						
A-C-ACC2	Internes Rechnungswesen / Management Accounting		3				2	60	90	L/S	Deutsch	KL1	g
A-C-ACC3	Jahresabschluss & Controlling / Financial Accounting & Management Control				5		4	90	150	L/S	Deutsch	KL2	g
	Jahresabschluss / Financial Accounting						2						
	Controlling & Performance Management / Management Control & Performance Management						2						
	Organisation / Organisation												
A-C-OB1	Grundlagen der Organisation / Fundamentals of Organisation		5				4	90	150	L/S	Deutsch	KL2	g
	Organisational Behavior / Organisational Behavior						2						
	Organisation / Organisation						2						
	VWL & Quantitative Methoden / Economics & Quantitative Methods												
A-C-ECO1	Volkswirtschaftslehre - Mikro- und Makroökonomik / Economics - Micro- and Macroeconomics	10					8	180	300	L/S	Deutsch	KL2, PA	g
	Mikroökonomik / Microeconomics						4						
	Makroökonomik / Macroeconomics						4						
A-C-QM1	Quantitative Methoden I / Quantitative Methods I	5					4	90	150	L/S	Deutsch	KL2	g
	Mathematik I / Mathematics I						2						
	Statistik I / Statistics I						2						
A-C-QM2	Quantitative Methoden II / Quantitative Methods II		5				4	90	150	L/S	Deutsch	KL2	g
	Mathematik II / Mathematics II						2						
	Statistik II / Statistics II						2						
	Überfachliche Kompetenzen / Skills												
A-C-SKILL1	Management Kompetenzen I / Managerial Skills I	5					4	90	150	L/S	Deutsch/ Englisch	PA	u
A-C-SKILL2	Management Kompetenzen II / Managerial Skills II		5				4	90	150	L/S	Deutsch / Englisch	PA, KL1	g
A-C-SKILL3	Angewandtes wissenschaftliches Arbeiten / Applied Research		3				2	60	90	S	Deutsch	PA	g
A-C-SKILL4	Fachkolloquium Internationales I / Colloquium International Matters I				1		1	15	30	C	Deutsch		u
A-C-CL1	Kommunikationsfähigkeiten & interkulturelle Kompetenz I / Communications Skills & Intercultural Competence I	4					4	60	120	L/S	Language of Instruction Partner	KL2, CA	g
A-C-CL2	Kommunikationsfähigkeiten & interkulturelle Kompetenz II / Communications Skills & Intercultural Competence II		3				2	60	90	L/S	Language of Instruction Partner	KL1, CA	g
A-C-CL3	Kommunikationsfähigkeiten & interkulturelle Kompetenz III / Communications Skills & Intercultural Competence III				3		2	60	90	L/S	Language of Instruction Partner	KL1, CA	g
	Praktikum / Internship												
A-C-INT1	Pflichtpraktikum I / Mandatory Internship I			21			2	600	630	S/I/C	Deutsch	PR, PA	u
	Praktikumsvorbereitung I / Preparation for Mandatory Internship I						1						
	Pflichtpraktikum I / Mandatory Internship I						0						
	Kolloquium Pflichtpraktikum I / Colloquium on Mandatory Internship I						1						

Partnerhochschule / Partner university

Partnerhochschule / Partner university

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbst-studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
	Partnerhochschule / Partner University												
	Leistungen beim Partner, 2. Hälfte / Credits earned at partner university, 2nd half					87							g
	Pflichtpraktikum II (Partnerhochschule) / Mandatory Internship II (Partner university)					21							u
	Bachelorarbeit (Partnerhochschule) / Bachelor thesis (Partner university)					12							g
	Summe Pflichtmodule / Sum mandatory courses	**31**	**34**	**21**	**19**	**120**	**69**	**2115**	**3150**				

Core Modules CSIC (Pflichtmodule CSIC)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester						SWS / in-class hours	Selbst-studium / Self study	Gesamte Work-load / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5	6.-8.							
A-C-CL1a	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsenglisch / Communications Skills & Intercultural Competence I - Business English	4						4	60	120	L/S	Englisch	KL2, CA	g
A-C-CL2a	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsenglisch / Communications Skills & Intercultural Competence II - Business English		3					2	60	90	L/S	Englisch	KL1, CA	g
A-C-CL3a	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsenglisch (Zielniveau C1) / Communications Skills & Intercultural Competence III - Business English (Exit Level C1)				3			2	60	90	L/S	Englisch	KL1, CA	g
A-C-CL1b	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsfranzösisch / Communications Skills & Intercultural Competence I - Business French	4						4	60	120	L/S	Französisch	KL2, CA	g
A-C-CL2b	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsfranzösisch / Communications Skills & Intercultural Competence II - Business French		3					2	60	90	L/S	Französisch	KL1, CA	g
A-C-CL3b	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsfranzösisch (Zielniveau B2) / Communications Skills & Intercultural Competence III - Business French (Exit Level B2)				3			2	60	90	L/S	Französisch	KL1, CA	g
A-C-CL1c	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsspanish / Communications Skills & Intercultural Competence I - Business Spanish	4						4	60	120	L/S	Spanisch	KL2, CA	g
A-C-CL2c	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsspanisch / Communications Skills & Intercultural Competence II - Business Spanish		3					2	60	90	L/S	Spanisch	KL1, CA	g
A-C-CL3c	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsspanisch (Zielniveau B2) / Communications Skills & Intercultural Competence III - Business Spanish (Exit Level B2)				3			2	60	90	L/S	Spanisch	KL1, CA	g
A-C-CL1d	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsitalienisch / Communications Skills & Intercultural Competence I - Business Italian	4						4	60	120	L/S	Italienisch	KL2, CA	g
A-C-CL2d	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsitalienisch / Communications Skills & Intercultural Competence II - Business Italian		3					2	60	90	L/S	Italienisch	KL1, CA	g
A-C-CL3d	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsitalienisch (Zielniveau B2) / Communications Skills & Intercultural Competence III - Business Italian (Exit Level B2)				3			2	60	90	L/S	Italienisch	KL1, CA	g
A-C-CL1e	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftspolnisch / Communications Skills & Intercultural Competence I - Business Polish	4						4	60	120	L/S	Polnisch	KL2, CA	g
A-C-CL2e	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftspolnisch / Communications Skills & Intercultural Competence II - Business Polish		3					2	60	90	L/S	Polnisch	KL1, CA	g
A-C-CL3e	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftspolnisch (Zielniveau B2) / Communications Skills & Intercultural Competence III - Business Polish (Exit Level B2)				3			2	60	90	L/S	Polnisch	KL1, CA	g
A-C-CL1f	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftschinesisch / Communications Skills & Intercultural Competence I - Business Chinese	4						4	60	120	L/S	Mandarin	KL2, CA	g
A-C-CL2f	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftschinesisch / Communications Skills & Intercultural Competence II - Business Chinese		3					2	60	90	L/S	Mandarin	KL1, CA	g
A-C-CL3f	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftschinesisch (Zielniveau HSK 3) / Communications Skills & Intercultural Competence III - Business Chinese (Exit Level				3			2	60	90	L/S	Mandarin	KL1, CA	g
A-C-CL1h	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsportugiesisch / Communications Skills & Intercultural Competence I - Business Portuguese	4						4	90	150	L/S	Portugiesisch	KL2, CA	g
A-C-CL2h	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsportugiesisch / Communications Skills & Intercultural Competence II - Business Portuguese		3					2	120	150	L/S	Portugiesisch	KL1, CA	g
A-C-CL3h	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsportugiesisch (Zielniveau B2) / Communications Skills & Intercultural Competence III - Business Portuguese (Exit Level B2)				3			2	120	150	L/S	Portugiesisch	KL1, CA	g

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester						SWS / in-class hours	Selbst-studium / Self study	Gesamte Work-load / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5	6.-8.							
A-C-CL1g	Kommunikationsfähigkeiten & interkulturelle Kompetenz I - Wirtschaftsdeutsch / Communications Skills & Intercultural Competence I - Business German	4						4	60	120	L/S	Deutsch	KL2, CA	g
A-C-CL2g	Kommunikationsfähigkeiten & interkulturelle Kompetenz II - Wirtschaftsdeutsch / Communications Skills & Intercultural Competence II - Business German		3					2	60	90	L/S	Deutsch	KL1, CA	g
A-C-CL3g	Kommunikationsfähigkeiten & Interkulturelle Kompetenz III - Wirtschaftsdeutsch (Zielniveau C1) / Communications Skills & Intercultural Competence III - Business German (Exit Level C1)				3			2	60	90	L/S	Deutsch	KL1, CA	g
B-E-CL1	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills & Intercultural Competence - Business German					5		4	90	150	L/S	Deutsch	KL2, CA	g

Electives Second Business Language (Wahlpflichtmodule Zweite Wirtschafts-sprache)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbst-studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
A-E-L1a	Zweite Wirtschaftssprache - Wirtschaftsenglisch 1 / Second Business Language - Business English 1	3					2	60	90	L/S	Englisch	KL1, CA	g
A-E-L1b	Zweite Wirtschaftssprache - Wirtschaftsenglisch 2 / Second Business Language - Business English 2		3				2	60	90	L/S	Englisch	KL1, CA	g
A-E-L3a	Zweite Wirtschaftssprache - Wirtschaftsfranzösisch 1 / Second Business Language - Business French 1	3					2	60	90	L/S	Französisch	KL1, CA	g
A-E-L3b	Zweite Wirtschaftssprache - Wirtschaftsfranzösisch 2 / Second Business Language - Business French 2		3				2	60	90	L/S	Französisch	KL1, CA	g
A-E-L5a	Zweite Wirtschaftssprache - Wirtschaftsspanisch 1 / Second Business Language - Business Spanish 1	3					2	60	90	L/S	Spanisch	KL1, CA	g
A-E-L5b	Zweite Wirtschaftssprache - Wirtschaftsspanisch 2 / Second Business Language - Business Spanish 2		3				2	60	90	L/S	Spanisch	KL1, CA	g
A-E-L7a	Zweite Wirtschaftssprache - Wirtschaftschinesisch 1 / Second Business Language - Business Chinese 1	3					2	60	90	L/S	Mandarin	KL1, CA	g
A-E-L7b	Zweite Wirtschaftssprache - Wirtschaftschinesisch 2 / Second Business Language - Business Chinese 2		3				2	60	90	L/S	Mandarin	KL1, CA	g

Electives Business Courses (Wahlpflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbst-studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
	Betriebswirtschaftslehre & Recht / Business & Law					Partnerhochschule / Partner University							
A-E-STR1	Strategische Themen im Internationalen Management / Strategic Topics in International Management				5		4	90	150	L/S	Deutsch	PA	g
A-E-POM1	Lean Management / Lean Management				5		4	90	150	L/S	Deutsch	KL2	g
A-E-MAR1	Customer Experience Management / Customer Experience Management				5		4	90	150	L/S	Englisch	KL1, PA	g
A-E-FIN1	Bankmanagement / Banking Management				5		4	90	150	L/S	Englisch	KL1, PA	g
A-E-STR2	Auswirkungen von (geo-)politischen Risiken auf Unternehmensentscheidungen / Business implications of (geo-)political risks				5		4	90	150	L/S/P	Deutsch	PA	g
A-E-MIS2	Plattform-Geschäftsmodelle und Ökosysteme / Platform Business Models and Ecosystems				5		4	90	150	L/S	German	KL1, PA	g
A-E-ENT1	Digital Entrepreneurship / Digital Entrepreneurship				(5)		4	90	150	L/S	Englisch	PA	g
A-E-ENT2	IPBS Summer Institute		5		5		4	90	150	L/P	Englisch	PA	g
A-E-LAW1	Arbeitsrecht / Labour Law				5		4	90	150	L/S	Deutsch	KL2	g
	Volkswirtschaftslehre / Economics												
A-E-ECO1	Umweltökonomie / Environmental Economics				5		4	90	150	L/S	Deutsch	PA	g
	Überfachliche Kompetenzen & Sprachen / Skills & Languages												
A-E-SKILL1	Verhandlungsmanagement / Management of Negotiations				5		4	90	150	S	Englisch	PA	g
A-E-SKILL2	Projektmanagement / Project management				5		4	90	150	L/P	Deutsch	KL1, PA	g
A-E-L9	Chinesisch intensiv I - Chinese intensive I**	5					4	90	150	L/S	Mandarin	CA	g
A-E-L10	Chinesisch intensiv II - Chinese intensive II**		5				4	90	150	L/S	Mandarin	CA	g
A-E-L11	Chinesisch intensiv III - Chinese intensive III**				5		4	90	150	L/S	Mandarin	CA	g
	Summe Wahlpflichtmodule / Sum electives	**15**					**12-16**	**240-270**	**450 - 480**				

* Elective only available for students in links with other foreign language

** Mandatory for students in the German-Chinese link which are expected not to achieve HSK3 level at the end of the first half of their studies

Notes: Some elective modules might not be offered due to sabbaticals/other restrictions. Also, electives may be added by decision of the examination board for a given semester.

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

6. Core Modules and Courses

A-C-BUS1-ACC1-LAW1 Fundamentals of Business (Grundlagen der Betriebswirtschaftslehre

Module	A-C-BUS1-ACC1-LAW1
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	No requirements
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor /Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 Juergen.Schulze@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Anna-Lena Kotzur Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	7
Total work load	210 h (90 h contact, 120 h self-study)
Contact hours per week	6 SWS
Examination/ Type of assessment	Three-hour written exam
Weighting of Grade within overall programme	7/192

Learning outcomes	After the successful completion of the module the students should have developed the following competences • **Professional competences:** understand the basic tools, techniques and general theories of business administration and management as well as their relevance and limitations. • **Methodological competences:** synthesize the information, transfer and apply theoretical knowledge to a real-life setting • **Social competences:** improve their ability to work in teams • **Personal competences:** take the initiative to apply knowledge in a real-life company
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: students are introduced into doing business in a globalized world. They discuss political, economic and social aspects of doing business internationally. CG3: students discuss societal, economic and ecological impacts of international business operations. Ethical aspects (i.e. profitability vs. fairness) of economics are addressed in general and with regard to a franchise contract in particular. CG 4: Students explore core drivers of a production process, interdependencies and consequences on the profitability of a company in the half-day business simulation. Some KPIs are introduced to manage company performance on cash and profitability; students are introduced into business strategy. CG6: Students use Excel for business case modelling
Teaching and learning methodology	Interactive lecture, case studies, student assignments, short student presentations, current topics and business simulation.
Miscellaneous	

Introduction to Business (Einführung in die Betriebswirtschaftslehre)

Module	Grundlagen der Betriebswirtschaftslehre / Fundamentals of Business
Lecturers	Prof. Dr. Julia Brüggemann, Prof. Dr. Christoph Binder (for business simulation)
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	Introduction to business (e.g., definition, types, economic principles, functions) Goals of doing business (e.g., profit maximization & shareholder value, shareholder vs. stakeholder approach, KPIs to measure performance, ESG and SDGs) Strategic planning (e.g., relevance, types. purpose/vision/mission, key strategic frameworks such as Porter's 5 Forces or SWOT) Business case & business case modelling with Excel Current business topics
Teaching and learning methodology	Lectures (seminar style), small exercises & case studies, readings, excel business case modelling, business simulation, discussion of current topics
Miscellaneous	None
Indicative reading list	A detailed skript including reading will be provided at the beginning of the course.

Introduction to Accounting (Einführung in das Rechnungswesen)

Module	Grundlagen der Betriebswirtschaftslehre / Fundamentals of Business
Lecturers	Prof. Dr. Anna-Lena Kotzur
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	Theoretical aspects, understanding of – the basic philosophy of different bookkeeping systems especially the double entry system; – understanding of the legal framework; – the importance and the necessity of bookkeeping for a company. Practical aspects, being able to – formulate correct book entries for different simple as well as complex business transactions; – generate a balance sheet as well as an income statement from the double entry bookkeeping system.
Teaching and learning methodology	Lecture with tutorials
Miscellaneous	Guest lectures by international accountants and auditors
Indicative reading list	Preparatory reading: • Döring, U. and Buchholz, R. (2025): Buchhaltung und Jahresabschluss. 17th edition, Erich Schmidt, Berlin. In-depth reading: • Wöhe, G. and K. Kußmaul (2022): Grundzüge der Buchführung und Bilanztechnik, 11th edition, Vahlen, München. • Coenenberg, A., Haller, A., Mattner, G., & Schultze, W. (2024): Einführung in das Rechnungswesen, 9th edition, Schäffer-Poeschel, Stuttgart. • Eisele, W. and A. Knobloch (2019): Technik des betrieblichen Rechnungswesens, 9th edition, Vahlen, München.

Introduction to Business Law (Einführung in das Wirtschaftsrecht)

Module	Grundlagen der Betriebswirtschaftslehre / Fundamentals of Business
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	2
Total work load	60 h (30 h contact, 30 h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	Introduction to Civil Law, legal transactions, contract law, impairment of the performance of an obligation. Commercial Law.
Teaching and learning methodology	Interactive lectures and case studies.
Miscellaneous	
Indicative reading list	• Textbook BGB. Recommendations will be given at the beginning of the course, e.g,: • Führich, E. (2022): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 14th edition, Vahlen, München.

A-C-MAR1 Fundamentals of Marketing (Grundlagen des Marketing)

Module	A-C-MAR1
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor /Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 210, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.de
Lecturers	Prof. Dr. Philipp Wunderlich Dr. Sebastian Marek
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 examination (100%)
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 • **Professional competences:** critically discuss the relevance and success factors of different marketing approaches; understand the role of behavioral biases in deci-

	sion making; understand and apply the fundamentals of strategic marketing and the 4 Ps; understand and apply the fundamentals of empirical research (define research question, determine research design, choose data gathering method, gather data, analyze data, communicate results); structure and conduct a marketing research project. • **Methodological competences:** develop a pricing/distribution/advertising strategy; transfer and apply theoretical marketing knowledge to real-life business cases; display a basic level of competence in the empirical research process, especially in data gathering (qualitative and quantitative) and data analysis methods (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, etc.). • **Social competences:** refine their oral communication skills; improve their ability to work in teams in order to solve a given complex marketing situation; give and receive feedback by fellow students in a structured manner; understand the legal and ethical borders and limitations of empirical research (ESOMAR guidelines, restrictions in using personally identifiable information, etc.) and apply them in future research projects. • **Personal competences:** develop the ability to think and act proactively as well as customer/marketing oriented; use statistical analysis software to analyze data sets, interpret the results and translate them into business actions.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students learn and practice to judge marketing and market research situations and choose and apply the optimal research method, tool or framework. CG 5: Students understand the impact of digitalization on marketing practices and learn about the importance of data analysis and the use of tools such as R in a market research context.
Teaching and learning methodology	Lecture, homework, case study, exercises in computer lab
Miscellaneous	

Marketing (Marketing)

Module	A-C-MAR1.1
Lecturers	Prof. Dr. Philipp Wunderlich
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	• Developing customer-orientation • Conducting relevant market research • Understanding purchase decisions • Segmentation and targeting • Positioning and brand perceptions • The marketing mix
Teaching and learning methodology	Lecture, homework, case study
Miscellaneous	Business
Indicative reading list	No preperatory reading necessary

Market Research (Marktforschung)

Module	A-C-MAR1.2
Lecturers	Sebastian Marek
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	• Marketing research fundamentals • Data types and sources • Questionnaire development • Qualitative data gathering • Experimental studies • Descriptive statistics, tests, ANOVA, and regression • Communication of results
Teaching and learning methodology	Lecture, exercises in computer lab/on mobile device
Miscellaneous	Business
Indicative reading list	• Atteslander, P., Ulrich, G.-S., Hadjar, A. (2023): Methoden der empirischen Sozialforschung, 14th edition, ESV, Berlin. • Backhaus, E. et al (2021): Multivariate Analysemethoden – eine anwendungsorientierte Einführung, 16th edition, Springer, Berlin. • Sarstedt, M. and E.A. Mooi (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin.

A-C-MAR2 Marketing Project (Marketing Projekt)

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

	ject (specifically order, relevance, time requirements, cost drivers, pitfalls, best practices); conduct a practical empirical research project from start to finish while considering the rules of scientific research. • **Methodological competences:** wield a comprehensive toolkit of marketing management methods (e.g. Porter's 5 Forces, SWOT Analysis, Portfolio Analysis, STP etc.) and display a solid level of competence and in methods of data gathering (surveying, expert interviewing, observational studies) and data analysis (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, Factor Analysis, etc.). • **Social competences:** understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity. • **Personal competences:** handle and manage client relationships with real corporate customers; present, sell and defend own research outcomes and the business implications derived in front of a professional audience.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Students develop solutions to marketing problems for real life clients in international student project teams. Each team's success is fundamentally determined by the understanding of the team members' cultural background and the successful handling of intercultural differences. CG 4: The effective analysis of the empirical / practical marketing problem along with the selection and successful application of marketing and / or marketing research methods, tools and frameworks.
Contents/Indicative syllabus	Kick-off lecture with a focus on project organization, project management, slide writing and structuring. 3 – 4 milestone coaching sessions per team (content project specific)
Teaching and learning methodology	Lectures, individual and project-team coaching, detailed feedback on intermediate and final presentations.
Miscellaneous	n/a
Indicative reading list	• Fahy, J./Jobber, D. (2022): Foundations of Marketing, 7th Edition, McGraw Hill, London. • Sarstedt, M./Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin. • Sarstedt, M./Schütz, T./Raithel, S. (2018): IBM SPSS Syntax – eine anwendungsorientierte Einführung, 3rd edition, Vahlen, München. • Sarstedt, M./Schütz, T. (2017): Customer Research – Time for Second Thoughts, in: The Marketing Review 18(1). Further literature is recommended on a project-specific basis

A-C-FIN1 Fundamentals Financing & Capital Budgeting (Grundlagen der Finanzierung & der Investitionsrechnung)

Module	A-C-FIN1_ACC2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Julia Brüggemann Prof. Dr. Sebastian Bunnenberg
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (90 h contact, 60 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

	• **Professional competences:** The module provides an in-depth understanding of the essential concepts and practices in financing and capital budgeting. Students have the knowledge and skills necessary to make informed financing and capital budgeting decisions. evaluat the availability and feasibility of different financing instruments for different types of companies and situations, calculate a company's cost of capital and critically reflect on its limitations; calculate the impact of the leverage effect on a company's ROE; use the DCF and multiple methodologies to value a company; financially evaluate investment projects with the NPV as central metric, understand why the NPV is the correct metric for this purpose, understand the theoretical foundations of the NPV, calculate incremental earing and free cash flows for risky investment projects, understand and apply the PST and the CAPM in the context of investment decisions • **Methodological competences:** transfer basic principles of mathematics to the field of financing and capital budgeting • **Social competences:** active participation in class discussions • **Personal competences:** independently define own knowledge gaps and proactively use student tutorials and other additional ressources provided
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students solve small case studies and exercises, applying fundamental finance and capital budgeting concepts CG 5: Students analyze empirical data in the context of the Portfolio Selection Theory to determine optimal stock investments.
Teaching and learning methodology	Lectures (seminar-style), student-led tutorials, case studies
Miscellaneous	Guest speakers

Financing (Finanzierung)

Module	A-C-FIN1
Lecturers	Prof. Dr. Julia Brüggemann
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	The course "Financing" provides an in-depth understanding of the essential concepts and practices in corporate finance. It aims to equip students with the knowledge and skills necessary to make informed financial decisions and analyze the financing options available to different types of businesses. By the end of this course, students will be able to: • Understand the role of finance as a business function and its importance in organizational decision-making. • Understand the importance of financial planning as well as the key instruments to manage short-, mid-term and long-term liquidity. • Differentiate between various types of financing, including debt and equity, and internal and external sources. • Understand traditional and innovative financing instruments, such as private equity, venture capital, business angels, IPOs/SPOs, bonds, bank loans, trade financing, factoring, internal financing • Identify and evaluate the goals of financing and the feasibility of different financing instruments for different types of businesses in different contexts. • Analyze the costs associated with different financing options. • Comprehend the concept of leverage effect, its limitations and its implications on capital structure decisions. • Apply valuation techniques, including discounted cash flow (DCF) and multiples, to assess the financial worth of a business. Course Outline: 1. Introduction to Corporate Finance • Structure and functions of finance departments • Roles and responsibilities of financial professionals • Goals of financing

	• Insolvency as the last financing process 2. Types of Financing • Debt financing vs. equity financing • Internal financing vs. external financing 3. Debt Financing Instruments • Bonds • Bank loans (including different types of repayment structures) • Trade financing (incl. Skonto) and factoring • Financing with reserves 4. Equity Financing Instruments • Private equity, venture capital, and business angels • Initial Public Offering (IPO) and Secondary Public Offering (SPO) • Retained earnings 5. Costs of Financing (WACC – weighted cost of capital) • Interest rates and borrowing costs • Equity issuance costs 6. Leverage Effect and Capital Structure • Concept of leverage and its impact on risk and return; limitations of the leverage effect • Capital structure theories • Factors influencing capital structure decisions 7. Valuation Methods • Discounted Cash Flow (DCF) analysis • Multiples valuation approach 8. Financial Planning • Importance and process of financial planning • Budgeting and forecasting techniques
Teaching and learning methodology	Pre-readings, lectures (seminar-style), student tutorials, quizzes

Miscellaneous	Guest lecture
Indicative reading list	<u>Preparatory reading:</u> • Pre-reading for each finance lecture to be provided by MS Teams <u>In-depth reading:</u> • Brealey, R., Myers, S., Allen, F., Edmans, A. (2022): Principles of Corporate Finance ISE, 14th edition, McGraw-Hill. • Perridon, L., Steiner, M., Rathgeber, A. (2022): Finanzwirtschaft der Unternehmung, 18th edition, Vahlen.

Capital Budgeting (Investitionsrechnung)

Module	A-C-FIN1
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	This course focuses on a framework on corporate investment decisions from a financial perspective. Based on the assumptions competitive and arbitrage-free markets, the time value of money is introduced. Discounting and accruing cash flows allows to determine net present values of streams of cash flows, including for special cases, such as perpetuities and annuities. In this context, effective and nominal interest rates for varying time horizons as well as yield curves and spot rates are treated as well. The course continues with a treatment of investment decision rules using the key figures net present value (NPV) and internal rate of return (IRR) to decide about single investment projects as well as to select from a set of mutually exclusive projects. Next, capital budgeting of risky investments is taught in a case study form. To include risk and return in the decision, the focus shifts to empirical stock markets: Based on total returns of stocks, the relevant statistical concepts are introduced, namely probability distributions, average returns, and volatility. These concepts are the foundation of Portfolio Selection Theory (PST) and the Capital Asset Pricing Model (CAPM), which are extensively treated: For the PST, portfolio of two as well as multiple stocks considered, including short sales and a risk-free asset. For the CAPM, beta as a risk measure is derived and thoroughly discussed through empirical examples and practical issues of its measurement. Finally, the Weighted Average Cost of Capital (WACC) to determine discount rates for general risky investment projects, which allows to calculate their NPV.
Teaching and learning methodology	Lectures (seminar-style), student tutorials
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Berk, J. B., & DeMarzo, P. M. (2025). Grundlagen der Finanzwirtschaft (6th edition). Pearson. <u>In-depth reading:</u> • Brealey, R. A., Myers, S. C., Allen, F., & Edmans, A. (2025). Principles of Corporate Finance (15th edition). McGraw Hill.

	• Kruschwitz, L., Lorenz, D. (2019): Investitionsrechnung. (15th edition). DeGruyter Oldenbourg: Berlin.

A-C-FIN2-ECO3 International Economics & Finance (Internationale Ökonomie & Finanzwirtschaft)

Module	A-C-FIN2-ECO3
Semester	4
Duration of module	1 Semester
Type of module	Core
Courses included in the module	International Economics International Finance
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg, Building 5, Room 222a, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Prof. Dr. Sebastian Bunnenberg Prof. Dr. Larissa Zierow
Language of instruction	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Examination/Type of assessment	Two-hour written exam (100%)

International Economics (Internationale Ökonomie)

Module	A-C-ECO3
Semester	4
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferabiltiy of the module to the other programmes	None
Level	Bachelor
Name of lecturer	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-6035 Larissa.zierow@reutlingen-university.de
Lecturers	Prof. Dr. Larissa Zierow
Language of instruction	German
Credits (ECTS)	3
Contact hours	2 SWS
Weighting of grade within programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences • **Professional competences:** Understand and analyze the basic approaches of international trade theories. Apply the key approaches of stabilization and growth policy in an international setting. Analyze and evaluate current international economic challenges. Interpret and analyze empirical studies on topics in international economics. Interpret and analyze statistics related to key figures in international trade and growth. • **Methodological competences:** Apply the concepts taught in class to analyze and address eco-

	nomic crises in an international context. Critically discuss and evaluate typical arguments used in policy debates on international trade. • **Social competences:** Enhance oral and written communication skills in the ontext of international economics. Assess and critique the strengths and weaknesses of (international) economic policies. During classroom dicussions, provide and receive constructive feedback from fellow students in a structured manner. • **Personal competences:** Present and defend a well-reasoned statement on (international) economic policy. Focus on key economic problems on the international level and propose relevant solutions.
Course-specific contributions to AoL competency goals	CG 2: This course focuses on international trade and economics. By analyzing case studies from various regions and engaging in discussions on global economic challenges, students develop a deeper understanding of cultural differences and their impact on economic policies. CG 3: Ethical considerations are an integral part of economic policy and international trade. The course encourages students to critically evaluate the ethical implications of economic decisions and policies. Discussions on fiscal and monetary policies, political economy, and the distributional effects of trade policies help students to consider the broader social impacts of economic actions and policies, fostering a sense of responsibility and ethical decision-making. CG 4: Learning the key concepts of international trade, economic policy and economic integration, students are enabled to reflect the implications of economic policies for companies in an international macroeconomic environment. CG 5: students will learn how to read statistics on key figures in international trade, and will learn how to interpret empirical analyses using international trade data/studies evaluating (international) policies on economic outcomes. CG 6: The course instructs students on utilizing digital platforms for gathering, analyzing, and presenting economic data. They learn to apply methodological approaches to effectively use digital technologies in addressing problems within international economics.
Content/Indicative syllabus	1. Introduction to the Open Economy a. Exports and Imports b. Nominal and Real Exchange Rates c. Purchasing Power Parity as a Determinant of Exchange Rates d. Open Financial Markets

	2. The Goods Market in an Open Economy a. IS Function b. Trade Balance and Production in Equilibrium c. Increase in Domestic and Foreign Demand d. Depreciation, Trade Balance, and Production e. The J-Curve f. International Trade, Income, and (Foreign) Assets 3. IS-LM in the Open Economy/Mundell-Fleming Model a. Equilibrium in the Goods Market b. Equilibrium in Financial Markets c. Interplay between Goods and Financial Markets 4. Economic Policy a. Different Exchange Rate Regimes b. Political Economy c. Case Studies: Fiscal Policy d. Case Studies: Monetary Policy
Teaching and learning methods	Lectures, empirical and analytical tutorials, case studies, discussions
Miscellaneous	n/a
Indicative reading list	Main reading: • Blanchard, O. and Illing, G. (2025): Makroökonomie, 9th edition, Pearson Studium, München et al., Chapters 17-22 Additional resources: • The CORE team (2023), Die Wirtschaft, open source e-book: https://www.core-econ.org/the-economy/book/de/text/0-3-contents.html • More reading material will be distributed throughout the semester (e.g. policy briefs of EconPol (https://www.econpol.eu/) and the Economic bulletin of the European Central Bank (https://www.ecb.europa.eu/pub/economic-bulletin/html/index.de.html)

International Finance (Internationale Finanzwirtschaft)

Modul	A-C-FIN2
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	German
Credits (ECTS)	2
Total workload	60 (30 h contact, 30 h self-study)
Contact hours per week	2 SWS
Weighting of Grade within overall programme	2/192
Learning outcomes	After successful completion of the module the students should have developed the following competences. • **Professional competences:** Students are familiar with the fundamentals of international finance. A focus is put on currency risks in business. They also gain an advanced understanding of using derivatives for hedging and speculative purposes, especially in the context of market risk, including option pricing models. • **Methodological competences:** Students learn how to analyse securities' and companies' fair value through theoretical models. They apply these valuation techniques to stylized examples and real-word data. They also learn to assess the magnitude and the sources of currency risks in business and how to apply basic procedures to mitigate these risks. • **Social competences:** During the lecture, students learn how to collaborate to solve complex analytical tasks in a seminar style interactive environment. • **Personal competences:** Students gain a clear understanding of how neoclassical models use assumptions that may not mirror real life investors' attitudes to ethics, risk, or personal gain.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students base business, investment, and financing decisions on economic reasoning and analytical insight. CG 5: Students use empirical capital markets data to gain insights on fundamental issues of financial risks and company valuation.

Contents/Indicative syllabus	This course deals with financial aspects of international business, mainly currency risk in international transactions. After defining and classifying currency risk as a form of market risk, currency forwards and currency future as symmetrical hedging instruments are introduced. This includes their valuation and their usage to secure the future value of single cashflows in foreign currency. This part of the course finishes with a broader perspective on potential pitfalls of symmetric hedging of market risks in business. Next, the course focuses on asymmetric hedging using options. Fundamentals of these derivatives, such as their different variations, their cashflow profiles, and the required terminology are defined. Then, the put-call-parity is defined using arbitrage arguments. This leads to the actual valuation of stock and currency options. Both the binomial tree model and the Black-Scholes-Merton-approach are discussed. This includes the actual valuation formulas, the stock price model, the arbitrage arguments underlying the valuation, and the principle of risk neutral valuation.
Teaching and learning methodology	Interactive lectures
Miscellaneous	n/a
Indicative reading list	Preparatory reading: • Berk, J. B., & DeMarzo, P. M. (2022). Corporate Finance (6th edition). Pearson. • Berk, J. B., & DeMarzo, P. M. (2025). Grundlagen der Finanzwirtschaft (6th edition). Pearson. In-depth reading: • Eun, C. S., Resnick, B. G., & Chuluun, T. (2023). International Financial Management (10th edition). McGraw-Hill. • Hull, J. (2022). Options, Futures, and Other Derivatives (11th edition, global edition). Pearson.

A-C-ACC2 Management Accounting (Internes Rechnungswesen)

Module	A-C-ACC2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programs	None, available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Christoph Binder Building 5, Room 209, phone 07121/271-3047 christoph.binder@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Dr. Manuela Brenner
Language of instruction	German
Credits (ECTS)	3
Total work load	90 h (30 contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	One-hour written exam (100%)
Weighting of Grade within overall program	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences • **Professional competences**: The module provides an in-depth understanding of essential concepts and practices in management accounting. Beginning with the purposes of management accounting, students develop the knowledge

	and skills necessary to make informed cost accounting decisions. Students use the German terminology for key cost accounting instruments and understand the differences between financial and management accounting; discuss the tasks of management accounting in a company; apply different calculation methods, conduct a cost-variance-analysis as well as a contribution margin calculation. They critically reflect on cost and revenue data and learn to classify costs into different categories. They also know the differences of cost-center and cost-object accounting. • **Methodological competences:** Students transfer basic principles of mathematics to the field of cost accounting and capital budgeting. They transfer and apply theoretical concepts to real-life settings. • **Social competences:** Students refine their oral and written communication skills by active participation in class discussions; improve the ability to make short presentations in classroom setting. • **Personal competences:** They independently define own knowledge gaps and proactively use student tutorials and other additional resources provide. They take the initiative to apply accounting knowledge in a company and they gain self-confidence when being confronted with cost related issues.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students solve small case studies and exercises, applying fundamental accounting concepts CG 5: Students analyze cost data in the context of cost theory to determine optimal cost levels in different situations
Contents/ Indicative syllabus	The module “Management Accounting” provides an in-depth understanding of the essential concepts and practices in accounting. It aims to equip students with the knowledge and skills necessary to make informed cost decisions and analyze the options available to different stages of business development. By the end of this course, students will be able to: - Understand the role of management accounting as a business function and its importance in sound business decisions - Understand the importance of cost analysis (planning and actual cost) as well as the key instruments to manage cost efficiently and effectively - Apply management accounting Tools for businesses in different contexts - Differentiate between full, direct (“Teilkostenrechnung”) and marginal costing

	Indicative course outline: Tasks of cost accounting; interplay between financial and management accounting; principal concepts of cost and revenue accounts, principles of cost classification and allocation, basic cost accounting system (cost types, cost-centers and cost objects), planned cost calculation and variance analysis, contribution margin calculation and break-even analysis as well as activity- and process- based costing.
Teaching and learning methodology	Pre-readings, lectures (seminar-style), student tutorials as well as quizzes / small exercises and case studies.
Miscellaneous	n/a
Indicative reading list	Preparatory reading: • Pre-reading for each lecture to be provided by MS Teams In-depth reading: • Friedl, G., Hofmann, C., Pedell, B. (2022): Kostenrechnung. Eine entscheidungsorientiere Einführung, 4th edition, Vahlen, München. • Taschner, A., Charifzadeh, M. (2016): Management and Cost Accounting: Tools and Concepts in a Central European Context, 1st edition, Wiley-VCH, Weinheim. • Weber, J., Schäffer, U. (2026): Einführung in das Controlling, 18th edition, Schäffer-Poeschel, Stuttgart. • Weber, J., Weißenberger, B.E. (2025): Einführung in das Rechnungswesen, 11th edition, Schäffer-Poeschel, Stuttgart.

A-C-ACC3 Financial Accounting & Management Control (Jahresabschluss & Controlling)

Module	A-C-ACC3
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor /Module coordinator	Prof. Dr. Anna-Lena Kotzur Building 5, Room 208, phone 07121/271-3040 anna-lena.kotzur@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Anna Lena Kotzur
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	Participants will become familiar with important aspects of preparing and presenting corporate financial statements and with key aspects of management control systems. After the successful completion of the module the students should have developed the following competences • **Professional competences:** Critically discuss the importance, the legal framework and the different aspects of preparing annual financial statements; become familiar with all relevant aspects of the valuation of assets and liabilities under German law (HGB) and IAS/IFRS; critically analyze annual financial statements of different companies; understand the relevance and limitations of Management Control for different companies and settings, apply controlling tools in different corporate contexts. Students will recognize ethical aspects of accounting & control and understand the role of the controller in a corporation. They will be proficient in recognizing the limitations and weaknesses of management control systems, empowering them to devise effective solutions to address these deficiencies. • **Methodological competences:** understand the basic philosophy and the differences of the German law and IFRS; critical review and apply different evaluation approaches; become able to prepare true and fair view financial statements on the basis of bookkeeping data recognizing different targets. Students will develop critical thinking and problem-solving skills in addition to analytical skills; discuss critically concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge and concepts to real-life settings (e.g., published financial statements) • **Social competences:** Improve oral and written communication in interactive classroom discussions; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • **Personal competences:** Take the initiative to find an own relevant topic and explore it further. Gaining self-confidence when being confronted with financial statement issues and sharing the own knowledge with others; feeling competent to work in a team together with a CFO of a company or with certified public accountants. Students become a valuable partner for operating and financial managers.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Group exercises and short presentations in international teams; reflections on German law requirements and IFRS requirements CG 4: Discussions, e.g., on evaluation of assets and companies, on several specific cases over the whole semester

	CG 5: Performing quantitative calculations (information) in order to analyze performance data (insight)
Teaching and learning methodology	Module will be conducted in form of lecturing seminars, in-class exercises, short case studies, in-depth tutorials and homework assignments
Miscellaneous	Guest lecturers by international accountants, auditors and controllers

Jahresabschluss / Financial Accounting

Module	A-C-ACC3-1
Lecturers	Prof. Dr. Anna-Lena Kotzur
Language of instruction	German
Credits (ECTS)	2,5 ECTS
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	Tasks and addressees of the annual account, corporate sustainability and balance sheet interpretations, balancing according to German GAAP IAS/IFRS, and balance sheet analysis and policy.
Teaching and learning methodology	Lecture with in-depth tutorial
Miscellaneous	Guest lectures by international accountants and auditors
Indicative reading list	Preparatory reading: • Coenenberg, A.G. et al (2024): Jahresabschluss und Jahresabschlussanalyse, 27th edition, Schäffer-Poeschel, Stuttgart. In-depth reading: • Baetge, J., Kirsch, H.-J., Thiele S. (2024): Bilanzen, 17th edition, IDW, Düsseldorf. • Buchholz, R. (2024): Grundzüge des Jahresabschlusses nach HGB und IFRS: mit Aufgaben und Lösungen, 11th edition, Vahlen, München. • Pellens, B., R. U. Fülbier, J. Gassen and T. Sellhorn (2021): Internationale Rechnungslegung, 11th edition, Schäffer-Poeschel, Stuttgart.

Management Control & Performance Management (Controlling & Performance Management)

Module	A-C-ACC3-2
Lecturers	Prof. Dr. Christoph Binder
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75h (30h contact, 45h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	The course "Management Control & Performance Management" provides an understanding of the essential concepts and practices in Management Control. It aims to equip students with the knowledge and skills necessary to make informed decisions on corporate steering and performance management and analyze options available to different types of businesses. Indicative content: Introduction and purpose of Management Control ("Controlling") as well as the modern role and competencies of a controller in a corporate function, management control basic concepts, major coordination instruments (e.g. Balanced Scorecard), corporate performance management (e.g., systems of key performance indicators and financial ratios), aspects of operational, tactical and strategic planning, budgeting process, value-based management, integration of sustainability as well as ethical challenges in management control
Teaching and learning methodology	This course will be conducted in form of lecturing seminars, in-class exercises, short case studies, and homework assignments.
Miscellaneous	Guest lectures by international controllers and consultants
Indicative reading list	Preparatory reading: • Weber, J., Schäffer, U. (2026): Einführung in das Controlling, 18th edition, Schäffer-Poeschel, Stuttgart. • Additional pre-reading to be provided by MS Teams In-depth reading: • Bhimani, A., Horngren, C.T., Datar, S.M., Rajan, M.V. (2019): Management and Cost Accounting, 7th edition, Pearson, Prentice Hall. • Küpper, H.-U. et al. (2024): Controlling. Konzeption – Aufgaben – Instrumente, 7th edition, Schäffer-Poeschel, Stuttgart. • Horváth, P., Gleich, R., Seiter, M. (2024): Controlling, 15th edition, Vahlen, München.

A-C-OB1 Fundamentals of Organisation (Grundlagen der Organisation)

Module	A-C-OB1
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. habil. Arjan Kozica
Language of instruction	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences. Organisational behaviour • **Professional competences:**

Understanding of key concepts, models, and practices within the field of organizational behaviour such as personality, motivation, team dynamics and effectiveness, leadership, and culture.

Understanding how individual, group, and organizational characteristics and processes affect individual and organizational outcomes.

- **Methodological competences:**

  Ability to apply those concepts and theories to critically analyzing various individual, group, and organizational management processes.

  list the major challenges and opportunities for managers to use OB concepts and discuss contemporary challenges and opportunities in organizational organizations.

- **Social competences**:

  Students will have to work in teams and thereby benefitting from the different skills of the different team member.

  Students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened.

- **Personal competences:**

  Students work and learn independently, exercise initiative and take personal responsibility for their own work

Organizational design

After the successful completion of the module the students should have developed the following competences

- **Professional competences:**

  conceptually define organizations and understand their relevance in society.

  explain fundamental organizational theories (bureaucratic theory, scientific management, human relations, contingency approach, behavioural approach).

  understand key concepts of organizational design (e.g. integration and differentiation, coordination and control).

  are familiar with different forms of organizational structure (e.g. functional, divisional, matrix, project structure).

  become aware of trends in organizational design (e.g. relevance of new forms such as organizational networks, clusters, movements and voluntary organizations).

- **Methodological competences:**

  map organization structures according to strategic needs.

	become aware of trends in organizational design (e.g. relevance of new forms such as organizational networks, clusters, movements and voluntary organizations). • **Social competences:** are better able to handle conflicts and rivalry between different organization subunits and conflicts arising from organizational roles and functions • **Personal competences:** are more confident when acting in professional roles in organisations
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Ethical behavior (related to the course subject: social perception and stereotyping); Organized in 3 diverse student groups, students learn about the development of stereotypes and other biases, reflect on their own biases and discuss the impact on others. CG4: Working in 3 groups of students, the students discuss integration and differentiation of organizational structures and reflect on consequences for organizational behavior.
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	Guest speaker

Organisational Behaviour (Organisational Behaviour)

Module	A-C-OB1.1
Lecturers	Prof. Dr. Petra Kneip
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	Organisational Behaviour (OB) studies the influence that individuals, groups, and structure have on behaviour in organisations, for the purpose of applying such knowledge toward improving an organisation's effectiveness. This course is an introduction to the basic concepts and topics in organisational behaviour (OB) and focuses on OB at three levels: individual, group, and organization. • Introduction to Organisational Behaviour • Perspectives on individual behaviour including personality, perception, motivation at work • Perspectives on group and team behaviour including group processes, structure, roles and norms, team development, social perception and leadership • Organisational aspects including organisational culture
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	Business
Indicative reading list	• Aronson, E., Wilson, T. D., Sommers, S. R. (2023): Sozialpsychologie, 10th edition, Pearson, München. • Berthel, J. (2022): Personal-Management. Grundzüge für Konzeptionen betrieblicher Personalarbeit. Unter Mitarbeit von Fred G. Becker. 12th, fully revised and updated edition. Schäffer-Poeschel, Stuttgart • Franken, S. (2025): Verhaltensorientierte Führung: Handeln, Lernen und Diversity im Unternehmen, 5th edition, Gabler, Wiesbaden. • Myers, D. G., DeWall, C. N. (2023): Psychologie. 4th edition, Springer, Berlin. • Robbins, S. P., Judge, T. A. (2023): Organizational Behavior, 19th edition, Pearson, Harlow. • Zimbardo, P. G., Gerrig, R. J. (2018): Psychologie, 21st edition, Pearson, München.

Organisation (Organisation)

Module	A-C-OB1.2
Lecturers	Prof. Dr. habil. Arjan Kozica
Language of instruction	German
Credits (ECTS)	2,5
Semester	1
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	• Organization theory • Fundamental principles of organization • Organizational structures and forms • Trends in organizational design
Teaching and learning methodology	Lecture with case studies, group work, student presentations and discussions
Miscellaneous	n/a
Indicative reading list	• Buron, R.M., Obel, B., SeSanctis, G. (2026). Organizational Design: A Step-by- Step Approach, 5th edition, Cambridge University Press. • Schreyögg, G., Geiger, D. (2024): Organisation. Grundlagen moderner Organistionsgestaltung, 7. edition, Springer/Gabler, Wiesbaden. • Stanford, N. (2018). Organization Design. The Practitioners Guide, 3rd edition, Routledge, London/New York.

A-C-ECO1 Economics - Micro- and Macroeconomics (Volkswirtschaftslehre - Mikro- und Makroökonomik

Module	A-C-ECO1
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor /Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	Prof. Dr. Jörg Naeve Dr. Martin Kroczek Dr. Philipp Kugler
Language of instruction	German
Credits (ECTS)	10
Total work load	300 h (120 h contact, 180 h self-study)
Contact hours per week	8 SWS
Examination/ Type of assessment	Two-hour written exam (120 minutes), Group Project
Weighting of Grade within overall programme	10/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences

	• **Professional competences:** Students will gain a comprehensive understanding of both microeconomic and macroeconomic principles, including key concepts like GDP, economic growth, inflation, and the interactions between households and firms in markets. They will learn to evaluate economic situations using both microeconomic and macroeconomic models, appreciating the role of the state, the impact of fiscal and monetary policy, and the importance of spill-over effects between different markets. • **Methodological competences:** Students will learn to apply mathematical calculus, graphical methods, and economic reasoning to analyze and understand both microeconomic and macroeconomic models, such as individual optimization, market structures, the IS-LM model, and the Phillips curve. They will develop the skills to determine market outcomes, assess the effects of policy changes, and evaluate welfare consequences using tools like Pareto efficiency and consumer and producer rent. • **Social competences:** Students will enhance their ability to work on economic problems in international groups, presenting their results and engaging in discussions with peers and professors. They will develop the skills to reflect on and discuss both microeconomic and macroeconomic issues, contributing effectively in a collaborative learning environment. • **Personal competences:** Students will learn to handle abstract economic models and appreciate the mix of intuitive reasoning and formal rigor required to work with economic theory. They will develop resilience in dealing with complex and sometimes frustrating concepts, and understand the significance of assumptions in determining the outcomes of economic models.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: The integration of microeconomics and macroeconomics content into the curriculum introduces students to the foundational principles governing individual and collective economic behavior. By understanding the role and interaction of different economic agents and the framework set by the state, students gain insights into the ethical implications of economic decisions. This knowledge helps them appreciate the ethical considerations in business decisions, policy-making, and market interactions, thereby developing their capacity to evaluate and respond to ethical dilemmas in economic contexts. CG 4: The learning goals are designed to equip students with the necessary tools to address complex economic problems. By mastering key concepts and models from both microeconomics and macroeconomics, students learn to apply theoretical knowledge to practical scenarios. This dual focus ensures that students can tackle program-specific challenges, such as analyzing market outcomes, assessing policy impacts, and solving real-world economic issues with a comprehensive and well-rounded approach.

Teaching and learning methodology	Lectures, Tutorials, Group Project
Miscellaneous	Group project part of Macroeconomics part (10% of total module assessment, 90% of module grade assessed via exam)

Microeconomics (Mikroökonomik)

Module	A-C-ECO1
Lecturers	Prof. Dr. Jörg Naeve
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
Contents/ Indicative syllabus	1. Introduction: Scope and methods of economics, micro versus macro 2. Individual preferences and Pareto efficiency 3. Markets a. Adam Smith's invisible hand b. Market demand and market supply c. Equilibrium d. Comparative statics e. Welfare theory, consumer and producer rent f. Existence, uniqueness and stability of equilibria 4. Theory of Households a. Basics i. Commodity space and consumption set ii. Preferences and indifference curves iii. The budget set iv. Demand b. Household demand i. Preferences and utility functions ii. Utility maximization and demand iii. Substitutes: Linear preferences iv. Complements: Leontieff preferences v. General case: e.g. Cobb-Douglas preferences vi. The marginal rate of substitution vii. The Lagrangean method c. Demand functions I i. Some characteristics of the demand function ii. Elasticities d. Compensated demand

	i. Expenditure minimization ii. Characteristics of the compensated demand function: unambiguous substitution effect iii. Shepard's lemma and Roy's identity iv. Duality of utility maximization and expenditure minimization e. Demand Functions II i. Comparative statics: inferior versus superior goods ii. Comparative statics: normal versus Giffen goods iii. Slutzky decomposition 5. Theory of firms a. Normative arguments in favour of profit maximization b. Production plans and technology c. Simplification: Single output and production functions d. Marginal product and returns to scale e. Profit, revenue, and costs f. Factor demand, supply and profit g. Cost function and conditional factor demand function h. Graphical solution to the cost minimization problem: isoquants and iso-cost-lines i. Duality of cost and production functions j. Marginal and average cast functions k. Short and long run cost functions l. Profit maximization based on cost functions m. Markets n. Typology of markets: Polypoly, Monopoly and Oligopoly o. Perfect competition: price taking behavior, supply function and equilibrium p. First (and Second) Fundamental Welfare Theorem q. Monopoly and welfare loss r. Oligopoly: Cournot Duopoly s. Oligopoly: Bertrand Duopoly 6. Outlook: Further topics in microeconomics
Teaching and learning methodology	Lecture and colloquium based on problem sets
Miscellaneous	Student run tutorials are available

Indicative reading list	Preparatory reading: • Huber, P. (2005): Volkswirtschaftslehre, Mikroökonomik, Shaker, Aachen. In-depth reading: • Huber, P. (2002): Volkswirtschaftslehre, Übungen Mikroökonomik, Shaker, Aachen. • Herdzina, K. and S. Seiter (2015): Einführung in die Mikroökonomik, 12th edition, Vahlen, München. • Pindyck, R. S. and D. L. Rubinfeld (2018): Mikroökonomie, 9th edition, Pearson Studium, München. • Varian, H. R. (2016): Grundzüge der Mikroökonomik, 9th edition, de Gruyter Oldenbourg, München.

Macroeconomics (Makroökonomik)

Module	A-C-ECO1
Lecturers	Prof. Dr. Philipp von Carlowitz
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
Contents/ Indicative syllabus	1. Introduction to Macroeconomics ○ Gross Domestic Product (GDP) ○ Economic Growth ○ Income Inequality ○ Capitalism and its Role in the Economy ○ System of National Accounts (VGR) 2. Goods Market Analysis ○ Multiplier Analysis ○ IS Curve ○ Fiscal Policy ○ Haavelmo's Theorem 3. Financial Market Analysis ○ Inflation ○ Money Demand and Money Supply ○ Financial Market Equilibrium ○ Monetary Policy 4. IS-LM Model ○ Fiscal Policy in the IS-LM Model ○ Monetary Policy in the IS-LM Model ○ Policy Mix in the IS-LM Model ○ Extended IS-LM Model and Financial Crises 5. The Labor Market ○ Determination of Wages ○ Natural Unemployment Rate ○ Phillips Curve ○ Inflation and the Natural Unemployment Rate

Teaching and learning methodology	Lectures, Tutorials, Group Project
Miscellaneous	Group project part of Macroeconomics part (group project makes 10% of total module assessment; 90% of module grade assessed via exam)
Indicative reading list	Main reading: • Blanchard, O. and Illing, G. (2021): Makroökonomie, 8th edition, Pearson Studium, München et al. (accessible as e-book via university library). Additional resources: • Mankiw, N.G. and Taylor, M.P. (2021), Grundzüge der Volkswirtschaftslehre, 8th edition, Schäffer-Poeschel, Stuttgart. • More reading material will be distributed throughout the semester (e.g. annual reports of the German council of Economic Experts: https://www.sachverstaendigenrat-wirtschaft.de/en/index.html)

A-C-QM1 Quantitative Methods I (Quantitative Methoden I)

Module	A-C-QM1
Semester	1
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to the other programmes	None
Level	Bachelor
Module professor /responsible coordinator	Dr. Sebastian Marek Building 5, Room 214, phone 07121/271-3144 sebastian.marek@reutlingen-university.de
Lecturers	Dr. Sebastian Marek Prof. Dr. Stephan Höfer
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%), preparatory online test (optional)
Weighting of Grade within overall program	5/192
Learning outcomes	After successful completion of the module the students should have developed the following competences. • **Professional competences** Students learn to understand fundamental financial mathematical procedures and to apply them to business and economic issues.

	Students learn to understand and to apply basic concepts of descriptive statistics. They are able to assess both the benefits and the shortcomings of a quantitative approach. • **Methodological competences** Students master sequences and series with applications to financial mathematics. In statistics they understand different methods of collecting data and presenting them. They apply and assess different measures for the location and the dispersion of empirical distributions. They understand and can measure different concepts of correlation and appreciate the difference between correlation and causality, also they can work with linear regressions. • **Social competences** Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. • **Personal competences** Students either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mustered with the necessary amount of dedication.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Class lecture demonstrating how different ways to present data, in particular graphically, may change the perception and a discussion on how this can be used to “lie with statistics”. CG 4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods. CG6: Students learn about the privacy implications when working with data.
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel; tutorials

Mathematik I / Mathematics I

Module	A-C-QM1-1
Lecturers	Prof. Dr. Stephan Höfer
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	Introduction in Financial Mathematics: • Sequences and series • Compound interest calculation • Annuity calculation • Loan amortization • Mathematics of depreciation
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials
Indicative reading list	Preparatory reading (in German language): • Arrenberg, J. (2015): Finanzmathematik. Lehrbuch mit Übungen. 3. Auflage, Walter de Gruyter, Inc. Boston/Berlin. In-depth reading: • Kuppinger, B. (2015): Finanzmathematik. Zins-, Renten- und Tilgungsrechnung verstehen. Wiley Verlag. • Tietze, J. (2014): Einführung in die Finanzmathematik. 12. Auflage Springer Spektrum Verlag.

Statistik I / Statistics I

Module	A-C-QM1-2
Lecturers	Dr. Sebastian Marek
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	Descriptive Statistics for Business:
	• Basic concepts
	  ○ Types of statistics (descriptive vs. inferential)
	  ○ Populations, samples, and variables
	  ○ Sampling techniques
	  ○ Types of data (nominal, ordinal, interval, and ratio)
	  ○ Data presentation in tables and graphics
	• Measures of central tendency
	  ○ Median and mode
	  ○ Arithmetic, geometric, and harmonic mean
	  ○ Applicability for different types of data
	• Measures of dispersion, skewness, and kurtosis
	  ○ Understanding the shape of a distribution
	  ○ Range, variance, and standard deviation
	  ○ Coefficient of variation
	  ○ Skewness and kurtosis
	• Regression analysis
	  ○ Model assumptions
	  ○ Simple linear regression
	  ○ Multiple regression
	  ○ Non-linear regression
	• Measures of association
	  ○ Covariance and correlation
	  ○ Measures for ordinal and nominal variables
	  ○ Coefficient of determination

Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials

Indicative reading list	Preparatory reading (in German language): • Schwarze, J. (2014): Grundlagen der Statistik, Band 1 – Beschreibende Verfahren, 12th edition, NWB, Herne. In-depth reading: • Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J.,Fry, M.J., Ohlmann, J.W., Freeman, J., & Shoesmith E. (2024). Statistics for Business and Economics, 6th ed. Cengage Learning. • Bamberg, G., F. Baur and M. Krapp (2022): Statistik, 19th edition, De Gruyter Oldenbourg, München. • Keller, G. & Gaciu, N. (2019): Statistics for management and economics, 2nd edition [EMEA second edition adaptation], Cengage Learning. • Moore, D. S. & McCabe, G. P. & Craig, B. A. (2021): Introduction to the practice of statistics, 10th edition, New York, NY: macmillan education; W. H. Freeman and Company.

A-C-QM2 Quantitative Methods II (Quantitative Methoden II)

Module	A-C-QM2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Stephan Höfer Building 5, Room 212, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de
Lecturers	Prof. Dr. Stephan Höfer Dr. Sebastain Marek
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 successful completion of the module the students should have developed the following competences. • **Professional competences:** Students learn to understand fundamental mathematical procedures and to apply them to business and economic issues.

	They learn to understand and to apply basic concepts of inductive statistics with an emphasis on estimation and an introduction to testing. Students learn to understand fundamental financial mathematical procedures and to apply them to business and economic issues. They are able to assess both the benefits and the shortcomings of a quantitative approach. • **Methodological competences:** Students master basic calculus as well as differentiation with basic optimization (Lagrange method) and integration. Students can solve systems of linear equations using matrix calculus and are able to solve linear programs with the simplex method. Students know the basics of probabilistic models and arguments. They can construct relevant samples, apply the appropriate estimation and testing techniques based on sample size and the underlying distribution, and are able to correctly interpret their results. Students know the basic mathematical logic and set theory. • **Social competences:** Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. • **Personal competences:** Students either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mustered with the necessary amount of dedication.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG3: Class lecture on choosing samples and the possibility to cheat here or even fake data. CG4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods. CG6: Students learn about the privacy implications when working with data.
Teaching and learning methodology	Lectures and problem set based colloquia with student participation

Mathematik II / Mathematics II

Module	A-C-QM2-1
Lecturers	Prof. Dr. Stephan Höfer
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	Mathematics for Business:
	• Basic concepts
	  ○ Sets
	  ○ Functions
	  ○ Natural, rational and real numbers and their algebraic structures
	• Single variable differential calculus
	  ○ Continuous functions
	  ○ Derivatives of functions with one variable
	  ○ Optimization (maxima, minima and saddle points)
	  ○ Inflection points
	• Multi variable differential calculus
	  ○ Continuous functions
	  ○ Derivatives of functions with one variable
	  ○ Optimization (maxima, minima and saddle points)
	  ○ The Lagrangean method
	• Integral calculus
	  ○ Indefinite integrals
	  ○ Definite Integrals
	  ○ Fundamental theorem of analysis
	  ○ Definite Integrals with more than one variable
	• Matrices and basic concepts of linear algebra
	  ○ Matrices (definition and applications)
	  ○ Special matrices, scalar multiplication, and addition
	  ○ Matrix multiplication and linear functions
	  ○ Determinants and inverse matrices
	• Systems of linear equations
	  ○ Matrix form
	  ○ Gaussian elimination method
	  ○ Gauss-Jordan-method
	• The simplex algorithm

Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials
Indicative reading list	Preparatory reading (in German language): • Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler – Elementare Grundlagen für Studienanfänger, 8th edition, NWB, Herne. • Schwarze, J. (2011): Mathematik für Wirtschaftswissenschaftler, Band 3 – Lineare Algebra, Lineare Optimierung und Graphentheorie, 13th edition, NWB, Herne. Preparatory reading (in English language): • Barnett, R. A. et al. (2019): College mathematics for business, economics, life sciences, and social sciences (14th ed.). Boston: Pearson. In-depth reading: • Sydsaeter, K. and P. Hammond (2013): Mathematik für Wirtschaftswissenschaftler, 4th edition, Pearson Studium, München.

Statistik II / Statistics II

Module	A-C-QM2-2
Lecturers	Dr. Sebastian Marek
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	Inductive Statistics for Business:
	• Probability theory
	  ○ Set theory, sample space, and events
	  ○ Definitions of probability
	  ○ Probability laws
	  ○ Conditional probability and independent events
	  ○ Bayes' Theorem
	• Distributions
	  ○ Discrete vs. continuous distributions
	  ○ Bernoulli and Binomial distributions
	  ○ Geometric, hypergeometric, and Poisson distributions
	  ○ Uniform distribution
	  ○ Normal distribution and z-scores
	• Estimation and confidence intervals
	  ○ Point and interval estimates
	  ○ Estimates for mean, proportion, and variance
	  ○ Criteria for good estimators
	  ○ Constructing estimators (maximum likelihood vs. least square)
	  ○ Confidence intervals
	• Hypothesis testing
	  ○ Null and alternative hypotheses
	  ○ Type I and II errors
	  ○ Test statistics and p-values
	  ○ Interpretation of test results
	• Time series analysis and forecasting
	  ○ Nature and graphical representation of time series data
	  ○ Components of a time series

	○ Moving average models ○ Regression models • Exponential smoothing models
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials
Indicative reading list	<u>Preparatory reading (in German language):</u> • Bamberg, G., F. Baur and M. Krapp (2022): Statistik, 19th edition, De Gruyter Oldenbourg, München. • Schwarze, J. (2013): Grundlagen der Statistik, Band 2 – Wahrscheinlichkeitsrechnung und induktive Statistik, 10th edition, NWB, Herne. <u>In-depth reading:</u> • Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J., Freeman, J., & Shoesmith E. (2020). Statistics for Business and Economics, 5th ed. Cengage Learning. • Keller, G. (2017): Statistics for management and economics, 11th edition [student edition], Cengage Learning. • Moore, D. S. & McCabe, G. P. & Craig, B. A. (2021): Introduction to the practice of statistics, 10th edition, New York, NY: macmillan education; W. H. Freeman and Company. • Wewel, M. C. (2019): Statistik im Bachelor-Studium der BWL und VWL, 4th edition, Pearson Studium, München.

A-C-SKILL1 Managerial Skills I (Management Kompetenzen I)

Module	A-C-SKILL1
Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.DE
Lecturers	Prof. Dr. Julia Brüggemann Dr. Anna Dubischar-Krivec Prof. Dr. Philipp Wunderlich
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	Learning Portfolio (PA)
Weighting of Grade within overall programme	Ungraded (pass/fail)
Learning outcomes	After the successful completion of the module the students should have developed a well-rounded skill set essential for navigating the demands of global business in general as well as this study programme in particular. • **Professional competences:** Students should understand how to maintain productivity and health

	due to the high demands of their studies and high-stress periods. They should also learn how to manage workload and professional boundaries for a sustainable work-life integration. • **Methodological competences:** Students are able to apply the basics of coaching in conversations. They have the ability in applying tools such as Eisenhower Matrix, SMART goals, or Pomodoro technique for an effective time and priority management. They have acquired important learning techniques such as spacing, interleaving, repetition and testing to improve their learning. Students adopt meta-cognitive strategies to reflect on their progress made as well as potential from improvement • **Social competences:** Students learn to listen and express themselves in conversations. They should become more empathetic and supportive by recognizing stress in others and responding constructively. They are able to use resilience and emotional regulation to de-escalate tense situations diplomatically. Students should also improve their constructive communication by expressing needs and limits clearly while respecting those of others. • **Personal competences:** Students have increased their ability to reflect on situations and taken action based on aforementioned insights. They should be able to understand one's stress triggers, learing styles and personal limits becoming more self-aware. Students improve their resistance to stress and thus their ability to concentrate and learn, their (professional) performance and quality of life. Students identify stress-inducing thought patterns, learn how to critically reflect their motivation, cultivating personal drive and discipline to achieve goals without constant external pressure
Course-specific contributions to AoL competency goals (CG 1 - 6)	n/a
Contents/Indicative syllabus	All IMX students need to take the following three topics in this module aiming to improve their individual study skills: • Part A (Resilience! & Reflection!) This part of the course is intended to transfer professional tools and methodologies (e.g., design thinking, coaching, inspiring leadership) to students' current situations and challenge their status quo, helping to increase personal resilience by acknowledging one's values and life purpose • Part B (Learn! & Organize!) This part introduced students to relevant concepts of learning and self-management. Students are introduced to the fundamentals of learning (e.g. neurobiological foundations, growth mindset), learning methods (e.g., spaced repetition, interleaving, active recall), (study) planning methods and time management tools

	(e.g., Eisenhower method, Kanban principle), approaches to improve motivation and self-regulation (e.g., Persönlichkeits-System-Interaktion and Züricher Ressourcen Modell) as well as methods to improve exam preparation. In addition, the benefits and limits of AI for Learning are discussed. • Part C (Relax! & Focus!) In this part, we will improve students' stress management skills. These are important to better deal with the challenges of everyday (student) life, but also of (later) professional life. They help to identify stressors, reduce stress reactions and strengthen their own resilience. The aim is to remain healthy and productive in the long term. Concentration training can also help to reduce stress by improving the ability to deal with distractions and challenges. Therefore, students will also learn methods to increase their ability to concentrate.
Teaching and learning methodology	The methods employed to achieve course objectives include among others class lectures, work in teams, self-tests, discussions, peer coaching
Miscellaneous	
Indicative reading list	Lectures notes will be provided by MS Teams

A-C-SKILL2 Managerial Skills II (Management Kompetenzen II)

Module	A-C-SKILL2
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Prof. Dr. Niamh O'Mahony
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	• Presentation & Communication: 75% final presentation, 25% in class participation • Intercultural Management: 90% 1h exam, 10% in class participation
Weighting of Grade within overall program	5/192
Learning outcomes	After the successful completion of the course the students have improved their presentation and intercultural communication skills.

Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: The intercultural competence part helps students to develop an overall understanding of the role culture plays in international business situations and provides them with a toolkit to understand, analyse and talk about cultural dif-ferences. CG4: The students learn and train to structure, visualize and communicate complex problems to an audience with limited or no prior subject matter knowledge
Contents/ Indicative syllabus	This course is an integral part of the “We help. You grow! project” which aims to improve the study skills for IMX students. Based on a standardized test at the beginning of semester 1 the individual study skills are evaluated and an individual learning path for each student is defined. This individual learning path contains 4 of the following 6 topics in this module Managerial Skills II: Presentation & Communication: • Problem definition and problem structuring • Audience analysis and stakeholder-oriented communication • The Pyramid Principle and top-down communication • Storylining and slidewriting for management presentations • Visual clarity and slide design principles • Delivering presentations with confidence and impact • Active listening and non-verbal communication • Influence and persuasion in professional communication Intercultural Management: • Definitions of culture • Understanding the role and significance of culture in cross-cultural business situations • Key models of national culture • Working in multicultural teams • International negotiation
Teaching and learning methodology	Seminar-style lecture, exercises, and simulations, lectures, critical incidents, mini case studies, group work, homework, class discussions, reflections
Miscellaneous	n/a
Indicative reading list	Presentation & Communication • Cialdini, R. B. (2021). Influence, The Psychology of Persuasion, HarperCollins Publishers • Covey, S. R. (2020). The 7 habits of highly effective people: Powerful lessons in personal change (30th anniversary ed.). Simon & Schuster.

- Heath, C., & Heath, D. (2007). Made to stick: Why some ideas survive and others die. Random House.
- Minto, B. (2005). Das Prinzip der Pyramide – Ideen klar, verständlich und erfolgreich kommunizieren, Pearson Studium
- Navarro, J., & Karlins, M. (2008). What every body is saying. New York, NY, USA: HarperCollins Publishers.
- Reynolds, G. (2020). Zen oder die Kunst der Präsentation –Mit einfachen Ideen gestalten und präsentieren, 3 Aufl., dpunkt.verlag
- Zelazny, G., Delker, C. (2015). Wie aus Zahlen Bilder werden – Der Weg zur visuellen Kommunikation, 7. überarb. und korrig. Aufl., Springer-Gabler Verlag.

Intercultural Management

- Lewis, R.D. (2018). When cultures collide. Leading across cultures, 4th edn., Nicholas Brealy Publishing.
- Riemhofer, A. (2019). Doing Business in Germany: A Concise Guide to Understanding Germans and Their Business Practices. Business Expert Press

In depth reading (Intercultural Management):

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

A-C-SKILL3 Applied Research (Angewandtes wissenschaftliches Arbeiten)

Module	A-C-SKILL3
Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-6035 larissa.zierow@reutlingen-university.de
Lecturers	Various
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	Project work consisting of regular individual assignment
Weighting of Grade within overall program	3/192
Learning outcomes	After the successful completion of the course the students • **Professional competences:** Students understand the implications and the relevance of the scientific method and its application to business, management, and economics. • **Methodological competences:** Students are familiar with literature research as a scientific method

	in international management. They acquire and practice academic writing skills. • **Personal competences:** Students practice critical thinking and acquire source competence with regard to scientific publications in business, management, and economics.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students will develop basic skills in literature-based academic research and writing in the fields of business, management, and economics.
Contents/ Indicative syllabus	This course is designed to equip students with foundational knowledge and practical skills in conducting research within the field of international management. This course provides a comprehensive introduction to scientific theory and its application, exploring the scientific sector from both theoretical and practical perspectives. Students will learn to formulate and evaluate research questions, develop structured outlines, and engage with academic literature. Additionally, the course emphasizes the importance of writing scientifically and effectively using AI tools to enhance research productivity. The key topics covered are: A Primer in Scientific Theory • Understanding the basics of scientific theory • The role of scientific theory in research • Practical applications of scientific theory in international management Evaluating Research Questions • Identifying and formulating research questions • Criteria for evaluating the relevance and feasibility of research questions • Case studies of effective research questions in international management Developing Outlines and Structures • Techniques for developing research outlines • Structuring research proposals and reports • Best practices for organizing research projects Research Literature • Strategies for conducting literature reviews • Identifying key sources and databases for international management research • Methods for synthesizing and integrating research findings

	Reading and Citing Literature • Techniques for efficient and critical reading of academic papers • Proper citation methods and avoiding plagiarism • Using reference management tools Writing Scientifically • Principles of scientific writing • Structuring research papers and reports • Writing abstracts, introductions, methodologies, results, and discussions Using AI Tools • Overview of AI tools available for researchers • Practical applications of AI in data collection, analysis, and writing • Ethical considerations when using AI tools in research
Teaching and learning methodology	Seminar style lectures as well as in-class assignments and projects.
Miscellaneous	
Indicative reading list	Preparatory reading: • Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). • Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.).

A-C-SKILL4 Colloquium International Matters I (Fachkolloquium Internationales I)

Module	A-C-SKILL4
Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 222a, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	All program directors of all IMX-links
Language of instruction	German
Credits (ECTS)	1
Total work load	30 h (15 h contact, 15 h self-study)
Contact hours per week	1 SWS
Examination/Type of assessment	Participation Mentoring Sessions (pass/fail)
Weighting of Grade within overall programme	1/192
Learning outcomes	After successful completion of the module the students should have developed the following competences: • **Professional competences:** Understand and reflect on different approaches to integrate oneself in new environment, particularly with regards to new working styles,

	teaching methods as well as setting of daily priorities for successful studies at partner university • **Methodological competences:** Reflection on how to best transfer theoretical principles of intercultural management and communication in a new, foreign environment at the partner university • **Social competences:** Reflection on how to best integrate in a new environment, set own priorities, reduce barriers e.g. in talking in a foreign language as well as driving own priorities to be successful in studies as well as internship • **Personal competences:** Independently define own mode of integration, identification of potential gaps e.g. in language competencies and overcome barriers to address those gaps in an effective and efficient manner
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Group mentoring sessions where students express their expected challenges of living and learning in a new cultural environment as well as feedback from mentor as well as higher-up students regarding measures to further facilitate adaption and integration process
Contents/Indicative syllabus	The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students going abroad will facilitate this process e.g. with regards to understanding of lectures, planning of courses, working methodologies, infrastructure as well as integration in a new environment.
Teaching and learning methodology	Group as well as individual mentoring sessions
Miscellaneous	n/a
Indicative reading list	n/a

A-C-CL1 Communication Skills and Intercultural Competence I (Kommunikationsfähigkeit und interkulturelle Kompetenz I)

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

Weighting of Grade within overall programme	4/192
Learning outcomes	After successful completion of the module students should have developed the following competencies: • **Professional competences:** ability to talk and write about business topics relevant to their business degree programme in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. CV writing and interview practice in the foreign language. • **Methodological competences:** Presentation skills in the target language. Discussion skills. • **Social competences:** Honing of oral and written communication skills, ability to work in groups under time pressure • **Personal competences:** Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus here is developing presentation skills for business, acquiring basic to advanced business vocabulary and developing business writing skills. CG2: Students are introduced to cultural differences between the German mindset and that of the target country.
Contents/Indicative syllabus	<u>English</u> *Business English:* Introduction to vocabulary for business subjects. Vocabulary for presentations. *Intercultural Competence Training:* Preparation of students for living, working and studying in the UK, USA, Canada and Ireland; insights into the national and business cultures of these countries; identification of differences to Germany. <u>French</u> *Business French:* Introduction to vocabulary for business subjects. Acquisition of vocabulary for business presentations. Introduction to companies. Strengths

	and weaknesses of the French economy and comparisons with Germany. Written summaries of business texts; vocabulary for formulating oral/writing arguments. Discussion *Intercultural Competence Training:* Introduction to intercultural terminology and intercultural competence. Basic cultural differences between the Germans and the French. Intercultural parameters in advertising: aims and effects. Living and studying in Reims, NEOMA, the partner school. Introduction to the Champagne region. Spanish *Business Spanish:* Introduction to vocabulary for business subjects. Readings and debates on current economic topics. Vocabulary for presentations. *Intercultural Competence Training:* Introduction to various current political and economic topics relating to Spain, Mexico and Latin America. Insights into the world of work and companies in the Spanish-speaking world. Italian *Business Italian:* Introduction to vocabulary for business subjects. Vocabulary for presentations. Development of language skills to enable students to understand and discuss the business section of newspapers. *Intercultural Competence Training:* Intercultural differences between the Italians and the Germans. Insights into various aspects of political, economic, social and historical of both countries to understand these differences. Introduction to “Made in Italy” and the structure of Italian industry. German *Business German*: Introduction to vocabulary for business subjects. Working with business texts. Discussions of current economic themes. Vocabulary for presentations. *Intercultural Competence Training:* Introduction to German national and business culture. Insights into the political, social, economic and historical development of modern-day Germany in order to understand the origin of these cultural specificities and differences to other countries. Polish *Business Polish:* Introduction to vocabulary for business subjects, history and politics. Acquisition of vocabulary for business presentations. Repetition of selected grammatical topics. Development of language skills to enable students to understand and discuss the business section of newspapers. Written summaries of business texts. Company presentations. Oral and written description of statistics and diagrams *Intercultural Competence Training:* Intercultural similarities and differences be-tween the Germans and the Poles. The most important social and political changes of the 20th and 21st centuries. History and structure of the Jagiellonian University. Portuguese

	Business Portuguese: Introduction to vocabulary for business subjects. Vocabulary for presentations. Reading and discussion of business topics. Business correspondence. *Intercultural Competence:* Brazil's economic and political structures, Brazilian society, culture and mentality. German-Brazilian economic relations. Intercultural differences Germany and Brazil. Mandarin *Chinese for beginners*: Reinforcement of Chinese phonetics, tones and Chinese character writing, use of Chinese online learning tools and dictionaries. Using Chinese in basic business and everyday settings such as introducing oneself, shopping, negotiation of the price and talking about work. *Intercultural Competence Training:* The students will be prepared for living, working and studying in China by insights into Chinese culture and current social developments. Key cultural differences between China and Germany are explored to build intercultural understanding.
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Miscellaneous	n/a
Indicative reading list	English • Marcousé, I., Hammond, A. and Watson, N. (2019). Business. Oxon: Hodder Education, Oxon. French • Current newspaper/journal articles: lefigaro.fr, lesechos.fr, leparisien.fr, letudiant.fr. • Video material: France2, TF1, Europe1. Spanish • Marisa de Prada, Montserrat Bovet, Pilar Marcé (2022) Entorno empresarial. Libro del alumno. Español lengua extranjera nivel B1 B2, Edelsa Grupo Didascalia, SA. Italian • Cherubini, Nicoletta (2012): Convergenze: Iperlibro d'italiano per affari, 1. Auflage, Bonacci, Roma. • Haring-Buzzichini, Anna Luisa (2010): Wirtschaftsitalienisch/L'italiano per l'economia. 3. Auflage, Oldenbourg, München German • Buscha, A., Szita, S., Raven, S. (2017), C Grammatik – Übungsgrammatik Deutsch als Fremdsprache, 5. Auflage, Schubert Verlag, Leipzig.

- Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a.

Polish

- Jabłonowska, L., Wachowiak, P., Winch, S. (ed.) (2008): Prezentacja profesjonalna. Teoria i praktyka, Difin, Warszawa.
- Kowalska, M. (2008): O biznesie po polsku, UNIVERSITAS, Kraków.
- Koźmiński A., K., Piotrowski W., (2000): Zarządzanie. Teoria i praktyka, Wydawnictwo Naukowe, Warszawa.
- articles from the "Polityka" magazine and specialist economic journals.
- teacher's own materials.

Mandarin

- Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg.
- Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg.
- Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing.
- Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart.

Portuguese

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

Additional reading will be recommended in class.

A-C-CL2 Communication Skills and Intercultural Competence II (Kommunikationsfähigkeit und interkulturelle Kompetenz II)

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

Weighting of Grade within overall programme	3/192
Learning outcomes	After successful completion of the module students should have developed the following competencies: • **Professional competences:** ability to talk and write about business topics relevant to their business degree program in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language. • **Methodological competences:** Presentation skills in the target both individual and group. Negotiation skills. Interview techniques. • **Social competences:** Honing of oral and written communication skills, ability to work in groups under time pressure • **Personal competences:** Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language. CG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.
Contents/Indicative syllabus	<u>English</u> *Business English:* development of Business English vocabulary for degree subjects as well as vocabulary necessary to read relevant business publications; advanced business writing skills. Presentation skills in the target language. CV writing and job interview practice. *Intercultural Competence Training:* Analysis of current economic and business topics related to GB/IRL/USA, Canada. Understanding differences between job application documents in Germany and in English-speaking world <u>French</u>

	Business French: Vocabulary for business subjects including vocabulary for business start-ups, French company legal forms, the global economy, international operations of French companies, SME sectors, markets, products and competition. Language for complex argumentation. Group discussions. Writing and summarizing texts. *Intercultural Competence Training:* The world of work in France: corporate culture, trade unions and the intercultural differences in France vs Germany. Important current economic/political topics. The close relationships between France and German. Spanish *Business Spanish:* Development of Business Spanish vocabulary for a wide range of business subjects, presentation skills in the target language, business communication, formulation of oral and written arguments on topics relating to the business world. *Intercultural Competence Training:* Insights into trade and commerce with the Spanish-speaking world. Italian *Business Italian:* Vocabulary for business subjects. Legal forms and organizational structures of Italian companies. Development of oral and written skills also for complex topics. Language of argumentation. *Intercultural Competence Training:* Analysis of current economic topics in Italy. Insights into differences in mentality between the Germans and the Italians in business life. Negotiation rules. Differences in organizational structure and leadership culture in Germany and Italy. German *Business German:* Vocabulary for business subjects and job applications. Company annual reports. Discussion of current business topics. Presentations. *Intercultural Competence Training:* Insights into important German business institutions. Polish *Business Polish:* Development of Business Polish vocabulary for a wide range of business subjects. Presentations. Language of argumentation and discussions on current social, economic and political issues in Poland. Introducing appropriate vocabulary and writing a protocol. Business correspondence. Oral and written summaries of specialist texts. *Intercultural Competence Training:* Current economic situation in Poland. The Great Transformation after the fall of communism. Portuguese *Business Communication Skills:* Vocabulary for business subjects, presentations or business and economic topics. Writing skills for business CV and applications.

	Intercultural Competence: Focus on specific aspects of Brazil's economy. Regional differences: society, economy and politics. Mandarin *Business Chinese for beginners*: Focus on how to use Chinese in business related activities, such as conversations with colleagues, superiors and business partners with topics such as making appointments, making suggestions, asking for leave, invitations and appraisal/feedback. Students will also learn basic vocabulary necessary for their studies in China. *Intercultural Competence Training*: The students will be prepared for living, working and studying in China. Students are introduced to Chinese business culture, including typical practices, communication styles, and etiquette in Chinese-speaking communities. Intercultural skills are further developed.
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Miscellaneous	n/a
Indicative reading list	English • The Economist. French • Current newspaper/journal articles: lefigaro.fr, lesechos.fr, leparisien.fr, letudiant.fr. • Soulez, S. (2017). L'essentiet du Marketing. Lextensoéditions, Paris. Spanish • Carrasquedo, Olga (2016), Basiswortschatz Business Spanisch: Die 2000 wichtigsten Wörter, Circon Verlag GmbH • Felices, Ángel, Calderón, Mª Ángeles, Núñez Emilio Iriarte y Emilia (2010), Cultura y Negocios: el español de la economía española y latinoamericana, Editorial Edinumen • Jockel, Sabine (2007): Wirtschaftsspanisch. Einführung. Oldenburg Verlag. München/Wien. • Schnitzer, Johannes, Martí, Jordi (20139; Wirtschaftsspanisch: Terminologisches Handbuch - Manual de lenguaje económico (Lehr- und Handbücher zu Sprachen und Kulturen), Oldenbourg, Berlin/München/Boston • Aktuelle Zeitungen: El País, El Mundo/El Economista, El Financiero Italian • Cherubini, Nicoletta (2012): Convergenze: Iperlibro d'italiano per affari, 1. Auflage, Bonacci, Roma. • Haring-Buzzichini, Anna Luisa (2010): Wirtschaftsitalienisch/L'italiano per l'economia. 3. Auflage, Oldenbourg, München German

- Buscha, A., Szita, S., Raven, S. (2017), C Grammatik – Übungsgrammatik Deutsch als Fremdsprache, 5. Auflage, Schubert Verlag, Leipzig.
- Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a.

Polish

- Koźmiński A., K., Piotrowski W., (2000): Zarządzanie. Teoria i praktyka, Wydawnictwo Naukowe, Warszawa.
- Kołodko, G. W. (2010): Świat na wyciągnięcie myśli, Prószyński i Spółka, Warszawa.
- Lipińska, E., Dąmbska E., G., (2023): Kiedys wrócisz tu..., cz. II: By szukać swoich dróg i gwiazd, UNIVERSITAS, Kraków.
- Zaśko-Zielińska, M., Majewska-Tworek, A., Piekot, T. (2008): Sztuka pisania: przewodnik po tekstach użytkowych, Wydawnictwo Naukowe, Warszawa.
- articles from the "Polityka" magazine and specialist economic journals.
- teacher's own materials.

Portuguese

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

Mandarin

- Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg.
- Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg.
- Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing.
- Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart.

Additional reading will be recommended in class

A-C-CL3 Communication Skills and Intercultural Competence III (Kommunikationsfähigkeit und interkulturelle Kompetenz III)

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

Examination/Type of assessment	Continuous assessment + active participation (50%), one-hour written exam (50%)
Weighting of Grade within overall programme	3/192
Learning outcomes	After successful completion of the module students should have developed the following competencies: • **Professional competences:** ability to talk and write about business topics relevant to their business degree program in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language. • **Methodological competences:** Presentation skills in the target language. • **Social competences:** Honing of oral and written communication skills, ability to work in groups under time pressure • **Personal competences:** Development of the skill-set necessary to live, work and study in the foreign culture
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students are exposed to written and oral situations of the level that is necessary for them to be able to function in the target language as the remainder of their studies will be in the target language. CG2: In-class examination and discussion of current/historical topics that influence current thinking in the target cultures and provide a greater understanding of the context within which business functions in the target country. Cultural differences in the approach to written argumentation for academic purposes practiced. This makes it possible to assess this competency goal with an academic term paper/presentation as well as tailored questions in the exam.
Contents/Indicative syllabus	<u>English</u> *Business English:* Debates on current business topics in order to train spontaneous, fluent oral competence and argumentation. Advanced business vocabulary. Academic writing. *Intercultural Competence Training:*-Insights into the current state of the economy and politics in GB/IRL/USA/CAN and relevant area studies topics to understand the current economic and political context. <u>French</u>

	Business French: Consolidation and extension of business vocabulary. Vocabulary for the internship. Language for the writing of the rapport du stage (internship report). Job application documents. Case studies. *Intercultural Competence Training:* Introduction to structure of the French internship report. Final preparation for the second part of the program in France. Current state of the French economy and politics as well as important issues facing France as a country. Spanish *Business Spanish:* Consolidation and extension of business vocabulary. Discussion of and debates on current economic and political themes. Job applications. Academic writing. *Intercultural Competence Training:* Analysis of current relevant economic and political topics from the Spanish-speaking world. Cultural specificities of Spain and Mexico. Italian *Business Italian:* Consolidation and extension of business vocabulary. Writing of complex texts in Italian. *Intercultural Competence Training:* Critical consideration of various current political and economic topics relating to Italy. Differences in the third level systems of education (Germany vs Italy), job applications for internships and the difference to applications for full-time positions. Discussion of practical aspects of spending the second half of the program in Italy. German *Business German:* Consolidation and extension of business vocabulary. Debates on current economic and business topics. The language of the business media. Academic writing. The language of argumentation. *Intercultural Competence Training:* German Area Studies. Critical analysis of various current German economic and political topics. Polish *Business Polish:* Consolidation and extension of business vocabulary. Academic writing. Oral and written summaries of specialist texts. CV and job applications. Cover letter - critical analysis of examples. *Intercultural Competence Training:* Current social, political and economic topics in Poland. Poland in the European Union. Globalization or deglobalization - a future perspective. Portuguese *Business Portuguese:* Consolidation and extension of business vocabulary. Debates on business and economic topics. Presentations – oral and written on business topics. Business writing. *Intercultural Competence:* Current topics regarding Brazil's economy and politics and society. Preparation for the second half of the programme in Brazil. Mandarin

	Chinese for Beginners: Culturally and linguistically managing business situations, such settings include introducing the company, making business related phone calls, reading and writing business related texts and e-mails, meetings with business partners, discussing schedules, describing and comparing products, explaining processes; also vocabulary relevant to their studies in China. *Intercultural Competence Training*: The students will be prepared for living, working and studying in China. Students deepen their knowledge of the Chinese economy by analyzing selected industries and companies. This provides practical insights into the Chinese business and economic environment.
Teaching and learning methodology	Case studies, short papers, presentations, discussions, role plays, film clips. Activities include both individual and small group tasks. Some oral elements are videoed.
Miscellaneous	n/a
Indicative reading list	<u>English</u> • McCarthy, M and O'Dell, F (2008): Academic Vocabulary in Use, Cambridge University Press, Cambridge. • The Economist. <u>French</u> • Newspaper/journal articles from Alternatives économiques, Capital, Management, La revue Paris- Berlin. <u>Spanish</u> • Schnitzer, Johannes, Martí, Jordi (2013), Wirtschaftsspanisch: Terminologisches Handbuch - Manual de lenguaje económico (Lehr- und Handbücher zu Sprachen und Kulturen), Oldenbourg, Berlin/München/Boston • Schnitzer, Johannes/Schatzl, Brigitte (2014) Übungsbuch zu Wirtschaftsspanisch. Terminologisches Handbuch. Manual de lenguaje económico, Oldenbourg Wissenschaftsverlag <u>Italian</u> • Cherubini, Nicoletta (2012): Convergenze: Iperlibro d'italiano per affari, 1. Auflage, Bonacci, Roma. • Haring-Buzzichini, Anna Luisa (2010): Wirtschaftsitalienisch/L'italiano per l'economia. 3. Auflage, Oldenbourg, München <u>German</u> • Buscha, A., Szita, S., Raven, S. (2017), C Grammatik – Übungsgrammatik Deutsch als Fremdsprache, 5. Auflage, Schubert Verlag, Leipzig. • Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. <u>Polish</u> • Kołodko, G., W. (2013): Dokąd zmierza świat. Ekonomia polityczna przyszłości, Prószyński i Spółka, Warszawa. • Wojtaszczyk, K., A. (ed.) (2024): Polska w Unii Europejskiej, Wybrane problemy, Aspra, Warszawa.

	• articles from the "Polityka" magazine and specialist economic journals. • teacher's own materials. Portuguese • Costa, Nelson Pereira da (2012). Documentos Empresariais – Informações Complementares da Comunicação Empresaria.Ciência Moderna Ltda:Rio de Janeiro. • Gremaud, Amaury Patrick/Vasconcellos, Marco Antonio Sandoval de/ Toneto jr., Rudinei (2016): Economia Brasileira Contemporânea, 8. Aufl., Atlas:São Paulo. Mandarin • Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing. • Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart. Additional reading will be recommended in class.

A-C-INT1 Mandatory Internship I (Pflichtpraktikum I)

Module	A-C-INT1
Semester	3 (2 and 4)
Duration of module	3 semesters
Type of module	Core
Courses included in the module	Preparation for Mandatory Internship I (Semester 2) Mandatory Internship I (Semester 3) Colloquium on Mandatory Internship I (Semester 4)
How frequently is the module offered	Annually
Admission requirements	Successful completion of all core modules in the first year of study
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Credits (ECTS)	21
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.

Preparation for Mandatory Internship I (Praktikumsvorbereitung I)

Module	A-C-INT1.1
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	2
Semester	2
Total work load	60 h (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded
Learning outcomes	After the successful completion of the course, the students should have developed the following competences: • **Professional competences:** To recognize the importance of rhetorical concerns, such as audience and purpose, to develop basic skills related to grammar, mechanics, and style • **Methodological competences:** To understand principles of communication, body language, to present to an audience, dealing with critical situations in communication • **Social competences:** To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company • **Personal competences:** Independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: To recognize the importance of rhetorical concerns, such as international audience. CG 3: to learn the complexity of international network structure in a living organization/company, to perform and to excel in an organization/company. 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. CG 5: Practical use of enterprise software

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

Mandatory Internship I (Pflichtpraktikum I)

Module	A-C-INT1.2
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Credits (ECTS)	16
Total work load	600 h self-study
Contact hours per week	None
Weighting of Grade within overall programme	Ungraded
Learning outcomes	After the successful completion of the first mandatory internship, the students should have developed the following competences: • **Professional competences:** To learn to apply the basic knowledge acquired during their studies to simplify practical problems in business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. • **Methodological competences:** WIL (Work Integrated Learning) experience by internship for at least 20 weeks; Learning by Doing • **Social competences:** Insights should be gained into real business issues, and the socio-economic dimensions of decision-making processes should be understood • **Personal competences:** To work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision, to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Learn to apply the basic knowledge acquired during their studies to simplify practical problems in international business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. CG3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision.

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

Colloquium on Mandatory Internship I (Kolloquium Pflichtpraktikum I)

Module	A-C-INT1.3
Lecturers	Prof. Dr. Petra Kneip
Language of instruction	German
Credits (ECTS)	3
Total workload	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB degree; some partner institutions required grade for their degree
Learning outcomes	Concise and structured presentation of tasks assumed or projects carried out during the first placement using professional methods. Assessment of learning results or knowledge gained during the first placement. Critical analysis of work processes and problem-solving methods in the organizational unit in which the placement was served and formulation of approaches for improvement. • **Professional competences:** To be able to give a structured presentation of the projects the students worked on during their internship. To show how academic knowledge can be transferred to real problems in a company or an organization. Become an idea on structures and processes in profit and non-profit organizations. • **Methodological competence:** Transfer academic problem-solving methods and instruments to real problems in business. Structure real problems/situations in a way to make problem solving instruments and approaches applicable. Be able to apply project management instruments to manage simple projects outside the academic world. To summarize the impressions and experiences from a longer work experience in a written report, to give an oral presentation on it. • **Social competences:** Improve written and oral communication as well as presentation skills. Integrate yourself in a team and work together in a team with professionals. Give and receive feedback by experienced colleagues and by managers.

	• **Personal competences:** To derive personal consequences from the work experience in an organization. To become a rough idea on its own talents and job perspectives and to communicate it in a clear and structured manner.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications. CG 4: Being involved in dedicated projects students learn to apply common managerial concepts CG 5: Students may present their work experience in form of an interactive website
Contents/Indicative syllabus	Presentation of their Work Experience Report with the most important insights gained in the placement. The report must include information about the organization, tasks or projects which were carried out, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned and follow-up tutorial.
Teaching and learning methodology	Independent formulation, presentation, and tutorial.
Miscellaneous	n/a
Indicative reading list	n/a

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

A-E-L1a Second Business Language – Business English I (Zweite Wirtschaftssprache – Wirtschaftsenglisch I)

Module	A-E-L1a
Semester	1
Duration of module	1 semester
Type of module	Elective
Courses included in the module	None
How frequently is the module offered	Annually
Admission requirements	Participation in streaming test at beginning of semester 1.
Level	Bachelor
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Prof. Dr. Niamh O'Mahony + seasonal lectures
Language of instruction	English
Credits (ECTS)	3 (per semester)
Total work load	90 h (30 h contact and 60 h self-study for English)
Contact hours per week	2 SWS per semester
Examination/Type of assessment	One-hour written exam plus continous assessment
Weighting of Grade within overall programme	3/192

Learning outcomes	After the successful completion of the module the students should have developed the following competences: • **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR level taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level depends on a streaming test at the beginning of semester 1. Levels B2 & C1 are offered
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered English: B2 and C1 At both levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L1b Second Business Language – Business English II (Zweite Wirtschaftssprache – Wirtschaftsenglisch II)

Module	A-E-L1b
Semester	2
Duration of module	1 semester
Type of module	Elective
Courses included in the module	None
How frequently is the module offered	Annually
Admission requirements	Semester 2: Successful completion of semester 1 level.
Level	Bachelor
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Prof. Dr. Niamh O'Mahony + seasonal lectures
Language of instruction	English
Credits (ECTS)	3 (per semester)
Total work load	90 h (30 h contact and 60 h self-study for English)
Contact hours per week	2 SWS per semester
Examination/Type of assessment	One-hour written exam plus continous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR level taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level depends on a streaming test at the beginning of semester 1. Levels B2 & C1 are offered CG2: Students gain intercultural insights into the specific countries where the target language is spoken
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered English: B2 and C1 At both levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L3a Second Business Language – Business French I (Zweite Wirtschaftssprache – Wirtschaftsfranzösisch I)

Module	A-E-L3a
Semester	1
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Participation in streaming test at beginning of semester 1.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	French
Credits (ECTS)	3 (per semester)
Total work load	90 h (60 h contact and 30 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered French: B2 – C1 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L3b Second Business Language – Business French II (Zweite Wirtschaftssprache – Wirtschaftsfranzösisch II)

Module	A-E-L3b
Semester	2
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Semester 2: Successful completion of semester 1 level.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	French
Credits (ECTS)	3 (per semester)
Total work load	90 h (60 h contact and 30 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered French: B2 – C1 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L5a Second Business Language – Business Spanish I (Zweite Wirtschaftssprache – Wirtschaftsspanisch I)

Module	A-E-L5a
Semester	1
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Participation in streaming test at beginning of semester 1.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Spanish
Credits (ECTS)	3
Total work load	90 h (30 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester (8 SWS in total)
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences**: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language.
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered Spanish: A1 – C1 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L5b Second Business Language – Business Spanish II (Zweite Wirtschaftssprache – Wirtschaftsspanisch II)

Module	A-E-L5b
Semester	2
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Semester 2: Successful completion of semester 1 level.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Spanish
Credits (ECTS)	3
Total work load	90 h (30 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester (8 SWS in total)
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences**: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in Sem 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language.
Contents/Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered Spanish: A2 – C1 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L7a Second Business Language – Business Chinese I (Zweite Wirtschaftssprache – Wirtschaftschinesisch I)

Module	A-E-L7a
Semester	1
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide for the following languages: English, French, Spanish and Mandarin. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Participation in streaming test at beginning of semester 1.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Chinese (Mandarin)
Credits (ECTS)	3 per semester
Total work load	90 h (30 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in semester 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language.
Contents/Indicative syllabus	The following levels of the Common European Framework for Languages (CEF) are offered Chinese (Mandarin): A1 and A2 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L7b Second Business Language – Business Chinese II (Zweite Wirtschaftssprache – Wirtschaftschinesisch II)

Module	A-E-L7b
Semester	2
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide for the following languages: English, French, Spanish and Mandarin. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of semester 1 level.
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Language of instruction	Chinese (Mandarin)
Credits (ECTS)	3 per semester
Total work load	90 h (30 h contact and 60 h self-study)
Contact hours per week	4 SWS per semester
Examination/Type of assessment	One-hour written exam and continuous assessment
Weighting of Grade within overall programme	3/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

	• **Professional competences:** Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • **Methodological competences:** Presentation skills both individual and group. • **Social competences:** Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • **Personal competences:** be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Classes are held in the target language and are taught in small groups. The level and complexity here depends on the starting level in semester 1, but even students who were beginners in Sem 1 should have acquired a solid basis by this stage. CG2: Students gain intercultural insights of the specific countries of the target language.
Contents/Indicative syllabus	The following levels of the Common European Framework for Languages (CEF) are offered Chinese (Mandarin): A2 and B1 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

8. Elective Business Course (Wahlpflichtmodule)

A-E-STR1 Strategic Topics in International Management (Strategische Themen im Internationalen Management)

Module	A-E-STR1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
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 (50% each)
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: • **Professional competences:** Deal with complexities of global business issues; develop decision making skills

	• **Methodological competences**: Analytical approach to market entry decisions of companies, management coordination in global business context; further develop presentation skills • **Social competences:** Work in teams; deal with controversial business situation taking account of various interests • **Personal competences:** Due to role play learn to deal with pressure in simulated situation, drive project and team towards goal under time pressure.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Using a practical business case situation, students apply existing international business and strategic management concepts to solve a specific business problem (go-to-market) and present it in a management style
Contents/ Indicative syllabus	Presentation of Global business Environment; dealing with globalized business environment regarding Sales, Production, Organization/Management; Case Studies on Market Entry Approach and decision (role play); Strategy development in a global context. Strong real world and application focus.
Teaching and learning methodology	Lecture, presentation, case studies, group work, discussion
Miscellaneous	Usually approach is based on one industry and one region
Indicative reading list	Presented in first class on outline.

A-E-STR2 Business implications of (geo-)political risks (Auswirkungen von (geo-)politischen Risiken auf Unternehmensentscheidungen)

Module	A-E-STR2
Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	Available to IB students from semester 4 onwards
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	PA, consisting of preparing an leading a short class discussion on a current political risk topic, a project work evaluating a political risk for public company (PPT presentation incl. role play) and continuous class participation
Weighting of Grade within overall programme	5/192
Learning outcomes	After successful completion of the module, the students should have developed the following competences. • **Professional competences:** Students understand the key frameworks for political risk and its application on strategic and operational business decisions of multinational companies. They gain an in-depth knowledge on a specific political risk and its implications for a specific multinational company.

	• **Methodological competences:** Students can apply key risk management frameworks to a specific situation and company. They are able to transfer this knowledge to other situations and companies. They understand which aspects can be generalized and which are specific in this particular setting. • **Social competences:** Students are able to deal professionally with distractors and present their results. Students take on a specific role (eg. CEO, CFO, risk consultant) and are able to act and argue accordingly. • **Personal competences:** Students become more aware for current political decisions and its implication on corporate strategy and operations. Students improve their presentation skills.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Students reflect on the implications of political risks on multinational companies. CG3: Students reflect on the ethical and social implications of these actions. CG4: Students work on a broad question in small teams in a structured, end-product oriented fashion.

Contents/Indicative syllabus	Theoretical foundations
	• Risk management
	  ○ Decision making under risk and uncertainty
	  ○ Enterprise risk management framework
	  ○ Risk identification and measurement
	  ○ Risk management strategies
	• (Geo-)Political risk management
	  ○ Political decision making
	  ○ Specifics of (geo-)political risks
	  ○ (Geo-)Political risk management frameworks
	Practical application
	• Analysis of a (geo-)political risk event for a specific multinational company/organization.
	• Class discussion of current political topics

Teaching and learning methodology	Lectures, seminar with class discussions and short presentations, role play, continuous individual feedback
Miscellaneous	Various guest lectures from academia, business, politics and military
Indicative reading list	<u>Preparatory reading:</u> • The Economist (Online access through HSRT library). <u>In-depth reading:</u>

- Detailed lecture notes will be provided.
- Alon, I., & Herbert, T. T. (2009). A stranger in a strange land: Micro political risk and the multinational firm. *Business Horizons, 52*, 127–137.
- Brüggemann, J., Binder, C. (2023). Geopolitische Risiken strukturiert identifizieren. In: Controlling & Management Review 67, 48 -53.
- Brüggemann, J., Binder, C. (2025). Geopolitisches Risikomanagement in KMUs. In: Controlling & Management Review 69, 34-39.
- Eiteman, D. K., Stonehill, A. I., & Moffett, M. H. (2006). Political risk assessment and management. In: *Fundamentals of multinational finance* (pp. 435–462). London: Pearson/Addison-Wesley.
- Fitzpatrick, M. (1983). The definition and assessment of political risk in international business: A review of the literature. *The Academy of Management Review, 8*, 249–254.
- Giambona, E., Graham, J.R. & Harvey C.R. (2017). The Management of political risk. Journal of International Studies, 48, 523-533.
- Papic, M. (2021). Geopolitical Alpha – An investment framework for predicting the future, Wiley.
- Psychogyios, I., & Koutsoukis, NS. (2018). Political Risk Frameworks: A Literature Review. In: Roukanas S., Polychronidou P., Karasavvoglou A. (eds) The Political Economy of Development in Southeastern Europe. Contributions to Economics. Springer, Cham.
- Rice, C., Zegart, A. (2018). Political Risk – How businesses and organizations can anticipate global insecurity, Twelve, New York/Boston.
- Suder, K., Kallmorgen, J. (2022). Das Geopolitische Riskio – Unternehmen in der neuen Weltordnung, Campus Verlag, Frankfurt a.M.
- Tetlock, P., Gardner, D. (2015). Superforecasting – The Art and Science of Prediction, Broadway Books, New York.
- Vanini, U. & Rieg, R. (2021): Risikomanagement - Grundlagen, Instrumente, Unternehmenspraxis, 2. Auflage, Schaeffer Poeschel.
- World Economic Forum (2024). The Global Risk Report, Insight Report.

A-E-STR3 International Studies (Internationale Studien)

Module	A-E-STR3
Semester	4 (currently not offered)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 209, phone 07121/271-3017 philipp.von-carlowitz@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	Presentation (100 %)
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: • **Professional competences:** The students learn about company issues in the international market place. They observe opportunities and threats in international business and how to deal with them through in-depth and case based lectures. A thorough understanding of its working is provided. • **Methodological competences:** This module introduces methodologies of international business.

	• **Social competences:** By discussing various topics with the students of the first semester different national views on international business can be discussed. • **Personal competences:** By introducing an interdisciplinary discipline the students acquire important methodological competencies which can be applied also in other classes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: International business interdependencies in a global and regional context, e. g. European Union, are presented and discussed to show the variety of cultures and business environments that affect business. CG3: Challenges of international business in terms of governance, compliance and corruption are discussed using specific, real small business cases, e.g. Siemens.
Contents/ Indicative syllabus	Understanding globalization esp. from an economic and business perspective; regional economic integration. Introduction to Internationalization Theories. Key Topics of International Business will be discussed regarding different regions (intercultural management topics), different business functions in an international context (logistics, sales/marketing, production/global value chains), and the role of multinational companies. The aim is to introduce students to management and economic topics. Based on current developments in the world economy real case situations will be used to discuss the impact on international business.
Teaching and learning methodology	Lecture, case studies, discussions
Miscellaneous	n/a
Indicative reading list	<u>In-depth reading:</u> • Fatehi, K.; Choi, J. (2019). International Business Manegement, 2nd edition. Springer Nature. • Sure, M. (2017). Internationales Management – Grundlagen, Strategien und Konzepte. SpringerGabler (SpringerLink). Further readings will be announced during class.

A-E-POM1 Lean Management (Lean Management)

Module	A-E-POM1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I (Not available for students going to NCSU/USA)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr.-Ing. Stephan Höfer Building 5, Room 212, phone 07121/271-3062 stephan hoefer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h, (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences • **Professional competences:** After successfully attending this lecture, the participants should be able to understand the strong interrelationship between the basics of Supply Chain Management including Procurement, Production Management and Distribution, understand the strong interrelationship inside the network within a supply chain and understand the Lean Philosophy and the Lean Enterprise Management strategy and to apply a

	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 apply a large variety of tools and techniques to create lean value streams within manufacturing and administration. • **Social Competences:** After successfully attending this lecture, the participants should be able to reflect to which extend their personal behavior, the style of communication and the way addressing people is a key factor for the success of a lean project. • **Personal Competences:** "Lean starts with yourself. If you are not willing to question your own behavior, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization." This is one of the key learning outcomes, which the participants should have understand after successfully completing this course.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: In small international teams, students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to developed a concept to optimize a holistic supply chain based on lean principles.
Contents/Indicative syllabus	Supply Chain Management, Production Management, Logistics, Lean Enterprise Management, Lean Manufacturing, Lean Administration and Supply Chain Optimization.
Teaching and learning methodology	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 must be applied.
Miscellaneous	n/a
Indicative reading list	• 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. • Höfer, S. / Mattmann, O. (2023): In sieben Etappen zum Meeting Champion. Wiley Verlag, 2023.Lunau, S. (2012): Six Sigma & Lean Toolset, 3. Auflage, 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. • 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.

A-E-ETH1 Sustainability (Nachhaltigkeit)

Module	A-E-ETH1
Semester	4 (currently not offered)
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Anna-Lena Kotzur Building 5, Room 208, phone 07121/271-3040 anna-lena.kotzur@reutlingen-university.de
Lecturers	Prof. Dr. Anna-Lena Kotzur
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 (1/3) and one-hour written exam (2/3)
Weighting of Grade within overall program	5/192
Learning outcomes	The module provides students with an overview of sustainability. The integration of ESG into corporate processes is a logical consequence and a current challenge for companies. The module therefore covers the basics of sustainability as well as current ESG-regulatory requirements, particularly with regard to climate change, climate adaptation, circular economy and biodiversity. With regard to reporting requirements, both the requirements for financial and non-financial companies are discussed in detail.

	After the successful completion of the course the students • **Professional competences:** In this seminar-style course, students get a detailed understanding of sustainability and ESG-related requirements. • **Methodological competences:** Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the fields of ESG-regulation. • **Social competences:** Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. • **Personal competences**: Students will be equipped with the necessary knowledge, experiences, and competencies to resume a role in the respective fields of professional competence.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Group exercises and presentations in international teams; reflections on sustainability topics CG4: Discussions, e.g., on ESG regulation also linked to risks and challenges for companies, such as greenwashing
Contents/ Indicative syllabus	Overview about the topics covered in this module: • Introduction and concepts of sustainability, such as the Triple Bottom Line and SDGs • Overview of regulatory frameworks • Classification of economic activities as sustainable through the taxonomy process • Sustainability reporting (CSRD/ESRS, ISSB and TNFD) • Greenwashing scandals • Recent Developments
Teaching and learning methodology	Seminar-style teaching with discussions, case studies and coaching by the instructor
Miscellaneous	Guest lectures
Indicative reading list	<u>Preparatory reading:</u> • Andrejewski, K./Krause, N./von Hesberg, M. (2023): Praxishandbuch ESG, Deutscher Fachverlag, Fachmedien Recht und Wirtschaft, Frankfurt. • Buchmüller, P./Heller-Herold, G./Weiß, G. (2023): Nachhaltigkeitsrisiken in der Finanzwirtschaft: ESG-Regulierung und Umsetzung Schäffer-Poeschel, Stuttgart.

	<u>In-depth reading:</u> More readings will be provided in class.

A-E-MAR1 Customer Experience Management (Customer Experience Management)

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

	• **Methodological competences:** Students understand and apply the gaps model of service quality Students develop and evaluate new and existing customer experiences using the service blueprint framework • **Social competences:** Students increase teamwork and leadership skills through multiple group assignments and reciprocal results presentations and critiques. Students master the cooperative processing of complex tasks (e.g. by jointly writing a pitch presentation for a fictitious service company). • **Personal competences:** Students recognize customer orientation as a fundamental cross-sectional function. Students are sensitized to customer orientation and recognize its entrepreneurial added value. Students are able to systematically address the internal company barriers to customer orientation.
Course-specific contributions to AoL competency goals	CG 4: Students develop problem-solving competencies by analyzing customer feedback to identify and address pain points. They learn to design and implement solutions by selecting and using tools to enhance customer experience. CG 6: Students will learn to design seamless hybrid customer journeys that integrate both digital and physical touchpoints, ensuring a cohesive and engaging customer experience across online and offline channels.
Content/Indicative syllabus	• Psychological basics of customer / consumer behavior • Methods of customer insight generation • Customer segmentation and value proposition design • Customer Experience Design (service blueprinting) and Customer Experience Management • Implementation of Customer Oriented Processes • management of customer-centric organizations
Teaching and learning methods	seminar style lectures, in classroom reading, group work
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u>

- Christensen, C. et al (2005): Marketing Malpractice – The Cause and the Cure, in: Harvard Business Review, Oct. 2005, p. 4-13.
- Christensen, C. et al. (2016): Know Your Customer's "Jobs to Be Done", in: Harvard Business Review, Sept. 2016, p. 54-62.
- Cialdini, R. (2001): Harnessing the Science of Persuasion, in: Harvard Business Review, Reprint R0109D, Oct. 2001, p.72-79
- Edelmann, D. C./Singer, M. (2015): Competing on Customer Journeys, in: Harvard Business Review, Nov. 2015, p. 88-100.
- Rawson, A. et al (2013): The Truth About Customer Experience, in: Harvard Business Review, Vol. 91, Issue 9, 2-10.
- Reichheld, F. F. (2003): The One Number You Need to Grow, in: Harvard Business Review, Vol. 81, Issue 12, p. 46-54.
- Sarstedt, M./Schütz, T. (2018): Customer Research – Time for Second Thoughts, in: The Marketing Review, Vol. 18, No. 1 (2018), p. 97-111.
- Wilson, A./Zeithaml, A. V./Bitter, M. J./Dwayne, D. G. (2020): Services Marketing: Integrating Customer Focus Across the Firm, 4. Edition, McGraw-Hill Education Ltd.
- Peppers, D./Rogers, M. (2022): Managing Customer Experience and Relationships: A Strategic Framework, 4th Edition, Wiley.

A-E-FIN1 Bank Management (Bankmanagement)

Module	A-E-FIN2
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programs	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 222a, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	English
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Final one-hour exam (50%), group project with written project report (50%)
Weighting of Grade within overall program	5/192
Learning outcomes	After the successful completion of the course the students • **Professional competences:** Students are able to economically describe the business models of banks. Students are able to understand and analyze the specific income statements and balance sheets of banks. Students are able to describe the most important internal parameters and external developments, which determine the financial success of banks. Students are

	able to understand and to apply essential management and regulation insights for banks. Students are able to decide about essential business parameters, such as interest rates and capital structure, of banks to optimize the institution's shareholder value. • **Methodological competences:** Students are able to understand and apply essential models used to quantify interest rate risk, liquidity risk, and default risk in banks. This includes models used for internal control as well as those used for regulatory purposes. • **Social competences:** Students are able to discuss and decide on complex quantitative managerial problems in bank management as a member of a non-hierarchical management team. • **Personal competences:** Students are able quantify stochastic future events and deal with the complex business decisions that affect multiple outcomes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students learn about the business models of banks, students are able to understand and decide upon parameters of bank business activities in a holistic view including aspects of profitability, regulatory boundaries, and risk management implications. CG 5: Students learn to use capital market data in decision processes, such as interest rate decisions of banks and investment decisions on financial markets.
Contents/ Indicative syllabus	This course teaches elemental insights into the business models as well as the management of banks and insurers: • Banks' business models from an economic perspective • Relevance of banks for the overall economy • Income statement and balance sheet structure of banks • Specific parameters of banks' profitability – Contribution margin and maturity margin – Modelling and hedging interest rate risk • Specific parameters of banks' profitability • International bank regulation
Teaching and learning methodology	50% of the course will be held as a weekly lecture in the first half of the semester. The other 50% of the course will take place as block course in which students apply the material from the lecture in a business simulation game.
Miscellaneous	n/a

Indicative reading list	Preparatory reading: • Baule, R. (2026). Finanzwirtschaftliches Bankmanagement: Bankkalkulation, Risikomanagement und Regulierung (2. Auflage). Schäffer-Poeschel. • Hull, J. C. (2019). Risikomanagement: Banken, Versicherungen und andere Finanzinstitutionen (4. Auflage). Pearson. Further literature is provided during the lecture.

A-E-MIS2 Platform Business Models and Ecosystems

Module	B-E-MIS2
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tim Straub Building 5, Room 5-211, phone 07121/271-3149 tim.straub@reutlingen-university.de
Lecturers	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	Group assignment incl. presentation (1/3) and one-hour written exam (2/3)
Weighting of Grade within overall program	5/192
Learning outcomes	After the successful completion of the module, the students should have developed the following competences • **Professional competences:** Understanding of the business models and ecosystems of (internet) platforms (digital goods, markets, two-sided markets, peer to peer platforms, etc.).; Designing & managing (new) platforms; Understand Ecosystems and how platform business is designed to improve customer experience and loyalty (information goods, lock in, network effect, etc.)

	• **Methodological competences:** Application of economics on platform models; understanding how platforms can be designed/modeled from an economic and business model perspective; basic knowledge of game theory; Be able to model users and apply user centric design and 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:** presentation skills; working with time constraints; economic thinking
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: multicultural teams working together in group assignment CG 3: Discussing and reflecting ethical issues regarding data usage of platforms 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 CG 5: Understanding the importance of data for (internet) platforms CG6: Students are able to reflect basic data protection laws within digital platforms and are able to design extensions to such platforms
Contents/ Indicative syllabus	Internet platforms, app-based businesses, the sharing economy, and peer-to-peer platforms operate under fundamentally different rules compared to traditional, industry-based economies. This course analyzes and explains these "modern" economic and business model approaches through concrete examples and use cases. The lecture provides an overview of the central role that platforms — including peer-to-peer systems, two-sided markets, and digital platforms — play in many contemporary internet-driven businesses. These platforms are examined from multiple perspectives: business model, microeconomics, and behavioral (e.g. user experience, user-centric design). The focus is on internet platforms (e.g., Airbnb, Uber) and on applying a design-oriented approach to analyze, understand, and test (new) platform concepts using economic principles. Key topics include network effects (e.g., WhatsApp, PlayStation), lock-in mechanisms (e.g., SAP, Apple), peer-to-peer markets and the sharing economy (Airbnb, Uber, eBay), ecosystems (Apple, Tesla), crowdsourcing (Amazon Mechanical Turk, clickworker), and market mechanisms. Beyond the lecture component, the course also includes a group project in which students analyze a platform themselves, allowing them to apply the concepts in practice.
Teaching and learning methodology	Interactive lecture, interactive exercise and group work
Miscellaneous	n/a

Indicative reading list	• 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., & Choudury, M. (2020). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Carl Hanser Verlag GmbH Co KG. • Weinhardt, C., Holtmann, C., Neumann, D., Market Engineering. Wirtschaftsinformatik, 2003. Wolfstetter, E., 1999. "Topics in Mi-croeconomics - Industrial Organization, Auctions, and Incentives," Cambridge, Cambridge University Press. • 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. • 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. • Cardoso, J., Fromm, H., Nickel, S., Satzger, G., Studer, R., & Weinhardt, C. (Eds.). (2015). Fundamentals of service systems. Springer International Publishing. • Gimpel, Henner, et al. (2021). Market Engineering: Insights from Two Decades of Research on Markets and Information. • Belleflamme, P., & Peitz, M. (2021). *The Economics of Platforms*. Cambridge University Press.

A-E-ENT1 Digital Entrepreneurship (Digital Entrepreneurship)

Module	A-E-ENT1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, phone 07121/271-3034 philipp.wunderlich@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project Work (Business Plan) and Presentation
Weighting of Grade within overall programme	5/192
Learning outcomes	The participants should develop competencies in the following fields • **Professional competences:** thoroughly understand the basics, specifics, and challenges of digital goods, how to identify and specify opportunities based on digital technologies, implications of digital products/ services on market entry and competition, digital financing opportunities (e.g., crowdsourcing) and how to pitch an innovative idea to a jury of entrepreneurs

	• **Methodological competences:** gain an understanding of how a business plan works and be able to develop digital innovative ideas using the lean startup-concept • **Social competences:** understand the complexities of working on projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • **Personal competences:** gain an entrepreneurial mindset by understanding how a start-up is founded and how start-ups are different from corporates
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Student teams working on a start-up project with the need to pitch their idea to a jury of entrepreneurs CG 5: Students will understand the differences of digital markets, innovations and financing opportunities CG 6: Students transfer the learned knowledge on digitization to create digital business models
Contents/ Indicative syllabus	• Introduction to Digital Goods and Services • IT and Competitive Advantage • Finding and Evaluating Business Ideas • Foundation and tools/ Selling and Marketing • Business Plans and Financing • Final Pitch Presentations
Teaching and learning methodology	Blended lecture and team exercises/ project work
Miscellaneous	
Indicative reading list	• Blank, S. & Dorf, B. (2012) The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Pescadero (California), K&S Ranch. • Maurya, A. 2012. Running Lean: Iterate from Plan A to a Plan That Works, 2. ed., Sebastopol, CA: O'Reilly & Associates. • Osterwalder und Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, ISBN: 9780470876411, John Wiley & Sons.

A-E-ENT2 IPBS Summer Institute (IPBS Summer Institute)

Module	A-E-ENT2
Semester	2 or 4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None in general, however there may be admission requirements by the local organizers.
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	Lecturer(s) from IPBS partner schools
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 – 80 h contact, 70 – 90 h self-study)
Contact hours per week	4 SWS, blocked in two weeks (after end of regular classes)
Examination/Type of assessment	Project
Weighting of Grade within overall programme	5/192
Learning outcomes	The following points will be determined by the organizers of the IPBS summer school and communicated to students as soon as the information becomes available, which should be in December before students select electives for the “Sommersemester”.

Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: For most participants learning and visiting companies in a third country/culture, intensive two weeks in a cohort comprised of students from different cultures/universities with one focus on “social, cultural and networking activities”. CG 4: Towards the end of the summer institute students will work on implementing a start-up. In particular, they will “have to sell their idea through a deck and a pitch”. “Industry engagement” through “guest speakers and site-visits” ensure grounding these activities in real life.
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

A-E-LAW1 Labour Law (Arbeitsrecht)

Module	A-E-LAW4
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences: • **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

	• **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	• Textbook Labour Law. Recommendations will be given at the beginning of the course, e.g.: • Wörlen, R., Kokemoor, A., (2024): Arbeitsrecht, 14th edition, Vahlen, München.

A-E-ECO1 Environmental Economics (Umweltökonomie)

Module	A-E-ECO 1
Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 5-211, phone 07121/271-3071 Joerg.Naeve@Reutlingen-University.DE
Lecturers	NN
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	Poster Session (50%) and shortterm paper (50%)
Weighting of Grade within overall program	5/192
Learning outcomes	After the successful completion of the course the students • **Professional competences:** know and understand how environmental problems are caused by economic activities on a national and international level, comprehend and apply the concepts of external effects, public goods, common resources and natural monopolies, reflect and analyze the internalization of external effects based on the approaches by Pigou and Coase,

	as well as the implications for environmental policy, analyze current environmental policy and environmental economic challenges on a national and international level, explore the basic ideas of public choice. • **Methodological competences:** analyze the environmental situation of economies, develop a strategy for environmental policy, write a report on a topic of environmental policy and generate a review of relevant economic indicators, work interdisciplinary by applying macroeconomic and microeconomics to the topics of the course • **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 environmental policy strategy, focus on key economic problems linked to environmental challenges.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students understand and appreciate the relevance of a society's evaluation of the environment and its implications for environmental economic policy. CG 4: Students reflect the importance of environmental policy for business decisions.
Contents/ Indicative syllabus	The following contents are taught in class: from 'The Limits to Growth' to the 'Stern-Report', the relevance of externalities, public goods, common resources and natural monopolies, the internalization of externalities: Pigou taxes and the Coase Theorem, environmental policy: principles and tools, an international perspective, the economics of resources and the value of the environment. Current topics and examples for applications of the theoretical framework are dealt with in students' term papers and posters, through the poster-sessions, this is shared and discussed with their peers.
Teaching and learning methodology	Lectures, group work, case studies and discussions
Miscellaneous	If possible, an excursion to a company concerned with its environmental impact
Indicative reading list	Preparatory reading: • Ringel, M. (2021): *Umweltökonomie,* Springer Gabler, Wiesbaden. In-depth reading: • Anderson, D. A. (2024), Environmental economics and Natural Resource Management, 6th edition, Taylor & Francis, London. • Deimer, K., Pätzold, M., Tolkmitt, V. (2017), Ressourcenallokation, Wettbewerb und Umweltökonomie: Wirtschaftspolitik in Theorie und Praxis, Springer Gabler, Berlin.

	• Feess, E., Seelinger, A., (2023): Umweltökonomie und Umweltpolitik, 5th edition, Vahlen, München. • Hanley, N., Shogren, J., White, B. (2019), Introduction to Environmental Economics, 3rd edition, Oxford University Press, Oxford. • Meadows, D., Randers, J., Meadows, D. (2015): Grenzen des Wachstums – Das 30-Jahre-Update: Signal zum Kurswechsel, 9th edition, Hirzel, Stuttgart. • Stern, N. (2006): The Economics of Climate Change, http://webarchive.nationalarchives.gov.uk/20100407172811/http://www.hm-treasury.gov.uk/stern_review_report.htm Additional readings will distributed in class or made available via Teams.

A-E-ECO2 Empirical Economics (Empirische Ökonomik)

Module	A-E-ECO2
Semester	4 (not offered in 2026/27)
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271- 6035 larissa.zierow@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (30%) and group project (70%)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences • **Professional competences:** The course equips students with professional competences in empirical economics, specifically in the context of the Economics of Education. They gain an understanding of empirical methods and economic models to analyze complex questions related to education and human

	capital. By engaging with real-world research articles and using statistical software, students acquire practical skills that are directly applicable to future careers in business and economics. • **Methodological competences:** Throughout the seminar, students develop strong methodological competences. They learn how to interpret economic data, distinguish between correlation and causation, critically evaluate cause-and-effect statements, and get to know empirical methods such as linear regression models, experimental design, and natural experiments. The use of the statistical software R enhances their data analysis skills, enabling them to derive meaningful insights from empirical research. • **Social competences**: The seminar fosters social competences through group work and round table discussions. Students actively engage in discussing recent journal articles, sharing their perspectives, and collaborating to understand how empirical methods are applied in modern economic research. This cultivates their ability to work effectively in a team, communicate their ideas, and engage in constructive dialogue with their peers. • **Personal competences:** The course also nurtures personal competences in students. By grappling with complex economic questions and critically analyzing scientific articles, students enhance their problem-solving skills and develop a keen eye for detail. The hands-on experience with data work and empirical exercises using R builds their confidence in working with data. Additionally, the seminar promotes a curious and inquisitive mindset, encouraging students to explore and expand their knowledge of empirical economics.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG3: The course addresses ethical considerations in empirical economics, focusing on the integrity of data analysis and the societal impacts of economic research. Discussions highlight the ethical use of data and the implications of economic policies on various social groups. CG4: Students engage in real-world economic issues within labor, education, and public economics. Through group work and discussions, they apply empirical methods to solve practical problems, interpret data, and develop evidence-based solutions. CG5: Students develop functional digital skills by using the statistical software R for data analysis. They gain practical experience in manipulating and analyzing data sets, preparing them for data-driven roles. CG6: Methodological digital skills are taught through the principles of statistical and econometric methods. Students learn to design and implement quantitative research, interpret results from statistical software, and evaluate methodologies used in scientific articles.

Contents/Indicative syllabus	The course "Empirical Economics" offers a comprehensive learning experience. The course focuses on applying empirical methods and economic models to explore questions related to education and human capital. By studying these methods and their practical application in the research field of "Economics of Education," students will develop a strong understanding of empirical economics. Throughout the seminar, students will delve into various empirical methods and economic models commonly used in modern economic research. They will learn to interpret economic data, distinguish between correlation and causation, critically evaluate cause-and-effect statements, and analyze data using the statistical software R. Students will also develop the skills to read and comprehend scientific articles that employ quantitative empirical methods. In the seminar, students will engage in group work and round table discussions to explore recent journal articles. These discussions will provide insights into how empirical methods are applied in contemporary economic research, with a particular focus on labor economics, economics of education, and public economics. By examining real-world studies, students will gain a deeper understanding of how empirical economics contributes to solving complex economic questions. The seminar will also involve practical data work, where students will apply their knowledge of empirical methods and use R to solve small empirical exercises. This hands-on experience will give students valuable exposure to working with data and applying empirical techniques to analyze economic phenomena. By the end of the seminar, students will have acquired a comprehensive set of skills and knowledge in empirical economics. They will be able to interpret economic relationships, assess causality, critically analyze research findings, and conduct small data analysis examples using empirical methods and statistical software.
Teaching and learning methodology	Lectures, round table discussions, group work and exercises
Indicative reading list	Preparatory reading: • Angrist, J.D., Pischke, J.-S. (2014): Mastering Metrics: The Path from Cause to Effect, Princeton University Press. Main literature: • Stock, J.H., Watson, M.W. (2020): Introduction to Econometrics, 4th edition, Pearson. • Borjas, George J. (2016): *The McGraw-Hill series in economics*, *Labor economics*. 7th ed. New York, NY: McGraw-Hill Education. • Checchi, Daniele (2006): *The economics of education. Human capital, family background and inequality*. Cambridge: Cambridge University Press.

	• Lovenheim, Michael and Sarah E. Turner (2018): *Economics of education*. New York: Worth Publishers. Recent journal articles will be distributed in class.

A-E-SKILL1 Management of Negotiations (Verhandlungsmanagement)

Module	A-E-SKILL1
Semester	4 (currently not offered)
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. habil. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@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	Group project
Weighting of Grade within overall programme	5/192

A-E-SKILL2 Project Management (Projektmanagement)

Module	A-E-SKILL2
Semester	4 (currently not offered)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de Daniel Figueras (Lecturer)
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (40%) and student project (60%)
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the course the students • are acquainted with a broad basic overview of project management principles and practices according to the “Project Management Body of Knowledge” (following the Project Management Institute) • know how to plan, lead and implement small and medium size projects • have experienced the complexity in projects by applying their theoretical knowledge to accomplish a project task during the semester.

	• have increased their ability to function effectively in a project team either as project team member or project manager.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Students develop their problem-solving skills by applying project management methods and tools to a real business project.
Contents/Indicative syllabus	This course is intended to be an introduction into the field of project management. The course will familiarize participants to project management standards. It will be conducted as a practical, hands-on workshop that emphasizes discussion and exercises. Participants will get the opportunity to practice by accomplishing a project task during the semester. Course delivery strategy includes: define concepts, explain tools/techniques, practice tools/techniques, discuss & review and transfer to assigned project. Content of theoretical part: introduction to project management, project phases, life cycles & knowledge areas, defining the project, the project manager and the project team, planning the project, monitoring and controlling the project and closing their project.
Teaching and learning methodology	The methods employed to achieve course objectives include: class lectures, highlighting critical course material, reading assignments and transfer: applying theoretical knowledge to an existing project task.
Miscellaneous	Guest speaker
Indicative reading list	<u>Required reading:</u> • Schmid, P. (2023): Erfolgreiches Projektmanagement: einfach - praktisch – agil. Nützliche Methoden für kleine und mittlere Projekte. 8th edition, Metropolitan, Berlin/Regensburg. • Rubin, K. S. (2014): Essential Scrum: Umfassendes Scrum-Wissen aus der Praxis. MITP-Verlag, Frechen. • Timinger, H. (2024): Modernes Projektmanagement: mit traditionellem, agilem und hybridem Vorgehen zum Erfolg. 2nd edition, John Wiley & Sons, Weinheim. <u>In-depth reading:</u> • DeMarco, T. (2007): Der Termin: Ein Roman über Projektmanagement, Hanser, München. • Kuster, J., Bachmann, Ch., Huber, E., Hubmann, M., Lippmann, R., Schneider, E. et al. (2019): Handbuch Projektmanagement, 4th edition, Springer, Berlin/Heidelberg.

	• PMI ed., (2021): A Guide to the Project Management Body of Knowledge, 7th edition, PMI Inc., Newton Square. • PMI ed. (2017): Agile practice guide, PMI Inc., Newton Square.

A-E-L9-11 Chinese Intensive I, II, III (Chinesisch Intensiv I, II, III)

Module	A-E-L9-11
Semester	1, 2, 4
Duration of module	2 academic years
Type of module	Elective
Courses included in the module	Chinese Intensive I (semester 1) Chinese Intensive II (semester 2) Chinese Intensive III (semester 4)
How frequently is the module offered	Annually
Admission requirements	None - Written test at the beginning of the student's studies to determine initial level.
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Niamh O`Mahony Building 17, Room 008, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Credits (ECTS)	15

A-E-L9 Chinese Intensive I (Chinesisch Intensiv I)

Module	A-E-L9
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	5
Semester	1
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment (100%): oral presentations and written assignments
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: • **Professional competences:** The students will build up solid language skills through a systematic introduction of phonetics, the characters, vocabulary and grammar patterns. They can understand and write simple texts in Chinese and communicate simply and directly in Chinese on familiar daily, academic topics and in business situations. • **Methodological competences:** The students are introduced to basic learning strategies for the Chinese language, including pronunciation, character recognition, and vocabulary acquisition. They learn how to deal with simple texts and everyday communication situations, even when some words or expressions are unfamiliar. Emphasis is placed on developing a consistent, self-directed learning routine and using tools such as dictionaries, apps, and guided exercises. • **Social competences:** The Students participate in basic group activities and role plays to develop initial oral and written communication skills. They practice clear, respectful interaction in simple social contexts and begin to recognize differences between their own cultural norms and those of China, including an introduction to Chinese communication styles. • **Personal competences:** The students will begin developing the basic language skills and cul-

	tural knowledge needed for everyday communication in Chinese contexts. They will gain confidence in handling simple interactions related to daily life and business settings, laying the groundwork for further learning.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus is on acquiring essential vocabulary for daily life and business, as well as developing practical writing skills for essential everyday and professional contexts. CG2: Students gain intercultural insights of the specific countries of the target language.
Contents/Indicative syllabus	*Chinese for beginners*: Introduction to the Chinese language, including phonetics, the transcription system „Pinyin“, the writing of characters and development of basic grammar structures and vocabulary (includes all HSK 1 level grammar and vocabulary). Introduction to Business Chinese. *Intercultural Competence*: The students are introduced to everyday aspects of Chinese culture that support basic communication, such as greetings, gestures, politeness norms, and social dos and don’ts. Cultural comparisons with German customs are used to build awareness of differences in behavior and expectations. Students begin to reflect on cultural assumptions and develop openness to unfamiliar practices in daily life.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	• Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Ding, A., Jing, L., Chen, X. (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger, Chinabooks E. Wolf. • Jiang, L. (2014): HSK Standard Course 1-3, Beijing Language & Culture University Press, China.

A-E-L10 Chinese Intensive II (Chinesisch Intensiv II)

Module	A-E-L10
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	5
Semester	2
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment (100%): oral presentations and written assignments
Weighting of Grade within overall programme	5/192
Learning outcomes	After the successful completion of the module the students should have developed the following competences: • **Professional competences:** The students will build up solid language skills through a systematic introduction of phonetics, the characters, vocabulary and grammar patterns. They will improve their oral and written skills in everyday life, academic and business situations. They can understand and write more complex texts in Chinese, use the language correctly and confidently. They reach a superior level of elementary Chinese. • **Methodological competences:** The students begin to apply strategies for interpreting more complex texts and spoken language, relying on context, structure, and familiar vocabulary. They practice giving short individual and group presentations on familiar topics, gaining confidence in using Chinese in classroom and practical settings. They are also introduced to basic cultural analysis, learning to observe and describe cultural behaviors in Chinese social and business environments. • **Social competences:** The students engage more deeply in collaborative tasks that require teamwork and structured interaction. Role plays and discussions incorporate real-life intercultural scenarios, with a focus on comparing European and Chinese communication patterns. Students begin to reflect on cultural differences and adapt their behavior accordingly in interactions.

	• **Personal competences:** The students will expand their ability to navigate common situations in Chinese daily and business life, and with greater independence. They will practice problem-solving skills and self-management strategies to cope with unfamiliar language or cultural challenges.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their vocabulary for daily life and business, enhance their ability to read and comprehend more complex business texts, develop their speaking skills, and improve both their writing and soft skills in the target language. CG2: Students are introduced to cultural differences between the German mindset and that of the target country.
Contents/Indicative syllabus	*Chinese for beginners*: Acquisition of a solid vocabulary for daily life at the university and basic business situations, focus on colloquial expression and listening strategies. Introduction of more characters and more advanced grammar structures (includes all HSK 2 level grammar and vocabulary). *Intercultural Competence*: With growing language skills, students explore deeper cultural topics relevant to Chinese business and professional life, such as the influence of Confucian values on hierarchy, group orientation, and respect for authority. They analyze how concepts like collectivism, face and harmony shape workplace behavior and communication. Through role plays and case studies, students learn how these cultural norms impact decision-making, teamwork, and leadership in Chinese professional environments. They are also introduced to expected behaviors in study and semi-formal settings, such as appropriate classroom etiquette, business introductions, and group cooperation.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	• Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Ding, A., Jing, L., Chen, X. (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger, Chinabooks E. Wolf. • Jiang, L. (2014): HSK Standard Course 1-3, Beijing Language & Culture University Press, China.

A-E-L11 Chinese Intensive III (Chinesisch Intensiv III

Module	A-E-L11
Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/ 汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 008, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lecturers
Language of instruction	Mandarin
Credits (ECTS)	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 (100%): oral presentations and written assignments
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:

	• **Professional competences:** The students will build up solid language skills through a systematic introduction of phonetics, the characters, vocabulary and grammar patterns. They will develop their communicative competence in listening, speaking, reading and writing in modern Chinese as well as deepen their understanding of Chinese culture, social issues and the business environment. • **Methodological competences:** The students refine their methodological skills by working with authentic materials and handling more ambiguous language situations. Presentation skills are further developed with a focus on clear structure, intercultural sensitivity, and appropriate tone. Students learn how to analyze cultural dimensions of business contexts in China and begin to formulate culturally appropriate responses, demonstrating growing intercultural awareness and problem-solving ability. • **Social competences:** The students demonstrate growing confidence in communication within multicultural settings. They take part in more complex role plays, case studies, and group projects that require nuanced understanding of intercultural behavior. By applying their knowledge of Chinese social and business etiquette, students improve their ability to cooperate effectively and respectfully in Chinese and other culturally diverse environments. • **Personal competences:** The students will be equipped with the essential skills to function effectively in Chinese business environments and everyday life. They will have a solid linguistic foundation and growing cultural competence, preparing them to continue improving fluency and adaptability beyond the course.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students further expand their business vocabulary, strengthen their ability to read and understand business texts, develop their oral expression skills, and enhance both their writing and soft skills in the target language. CG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.
Contents/Indicative syllabus	*Chinese for beginners*: Introduction to formal language. Stronger focus on written language, ability to understand, discuss and write texts in Chinese. Further expansion of vocabulary and introduction of more complex grammatical structures (includes all HSK 3 level grammar and vocabulary). *Intercultural Competence*: The students apply their intercultural knowledge in business-related scenarios, such as formal introductions, meetings, and net-

	working events. Key concepts like Guanxi, hierarchy, and face-saving are practiced in role plays. They explore current trends in Chinese society that influence workplace culture and prepare for internships or academic stays in China by learning appropriate behavior and communication strategies in professional settings.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	n/a
Indicative reading list	• Cremerius, R. (2012): Aussprache und Schrift des Chinesischen, Buske Verlag, Hamburg. • Weber, H. (2015): Lóng neu A1-A2. Chinesisch für Anfänger, Klett Sprachen GmbH, Stuttgart. • Cremerius, R. (2019): Lehrbuch der chinesischen Sprache 1.1 in Kurzzeichen, Buske Verlag, Hamburg. • Ding, A., Jing, L., Chen, X. (2016): China entdecken - Lehrbuch 1: Ein kommunikativer Chinesisch-Kurs für Anfänger, Chinabooks E. Wolf. • Jiang, L. (2014): HSK Standard Course 1-3, Beijing Language & Culture University Press, China.