



Curriculum & Syllabi Handbook

BSc International Management Double Degree

Start Partner University



Study and Examination Regulations: 22.05.2024
Academic Year: 2026-2027
As of: 01.09.2026

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1. The IMX Study Programme

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Degree awarded

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

Duration of studies

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

2. Competency Goals and Learning Objectives according to AACSB

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

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

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

The defined competency goals and objectives for the ESB programmes include

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

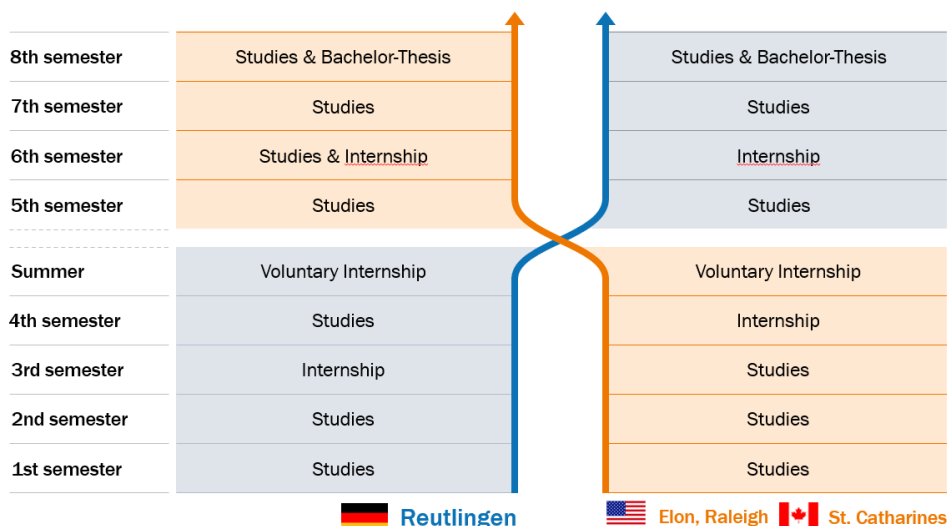
The "competency goals" indicate which competencies the graduates have attained (what graduates are), while the "learning objectives" identify the specific skills of graduates (what graduates can do).

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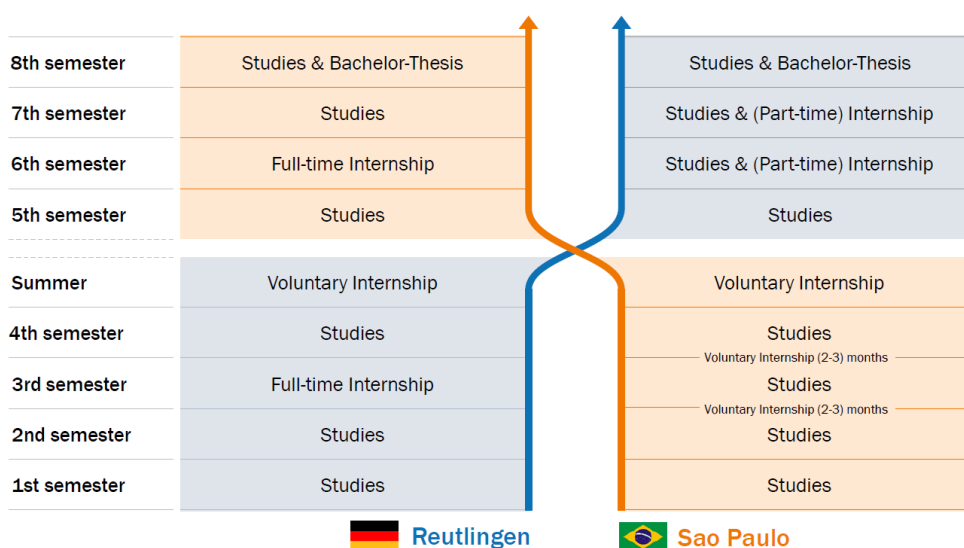
LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	PROBLEM SOLVING COMPETENCE	DIGITAL SKILLS	DIGITAL SKILLS
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IMX graduates are proficient in at least one foreign language	... are intercultural-ly 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 <i>Module A-C-CL3 Communication Skills & Intercultural Competences</i> , Sem4, academic term paper and present	Measure embedded (assessed) through central IES test	Measure embedded (assessed) in <i>Module B-C-ETH1 Business Ethics & Sustainability</i> , Sem7, part of exam	Measure embedded (assessed) in <i>Module B-C-PRO Bachelor Thesis</i> , Sem8	Measure embedded (assessed) in <i>Module B-C-BAL1 Data Analytics & MIS</i> IMIS II Sem5, project work and part of exam	Measure embedded (assessed) in <i>Module B-C-BAL2 Data Analytics & MIS</i> IMIS II Sem7, project work and part of exam

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

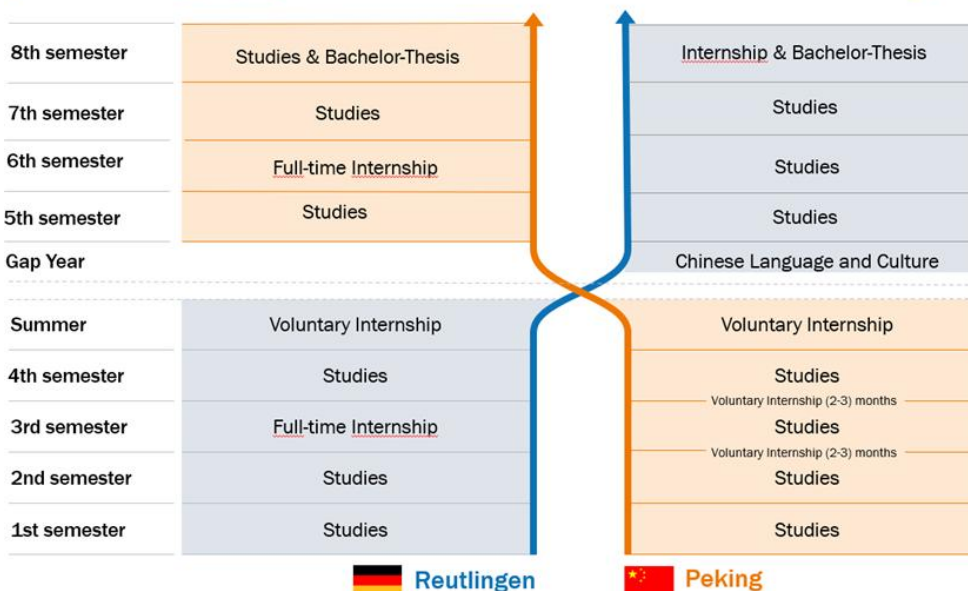
German – North American Study Programme (Start in Reutlingen only)



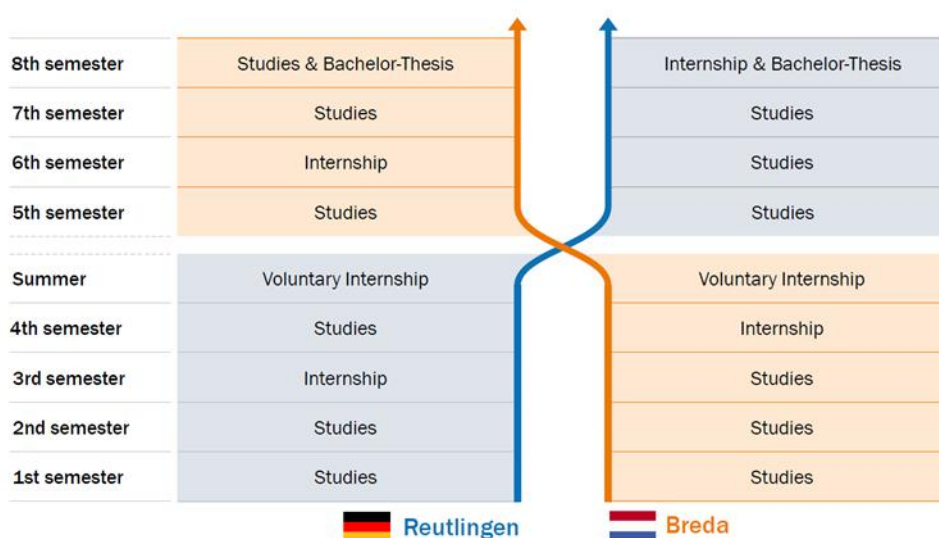
German – Brazilian Study Programme



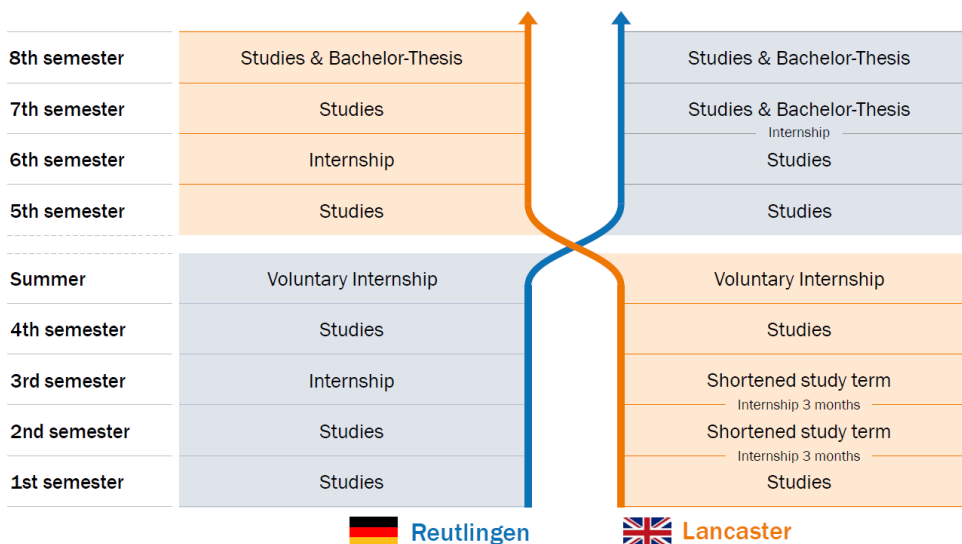
German – Chinese Study Programme (Start in Reutlingen only)



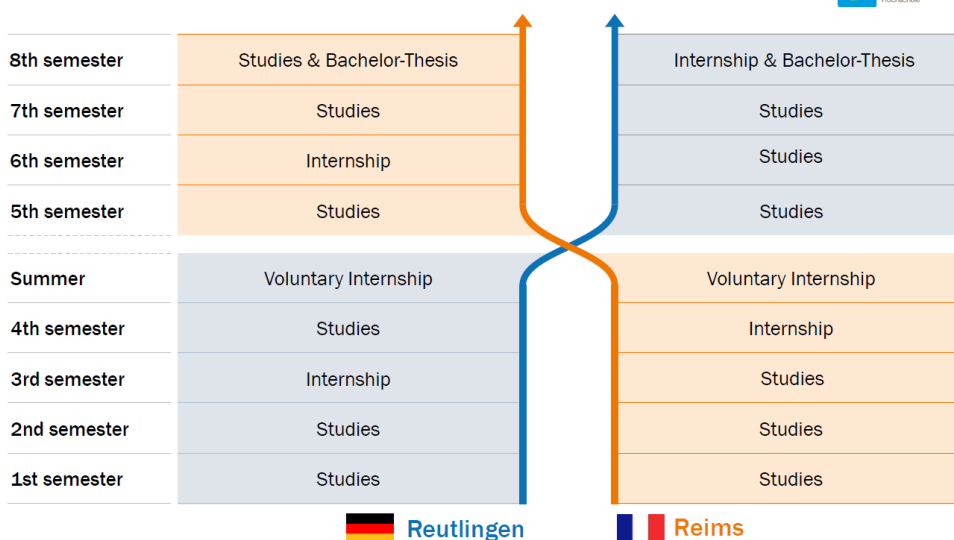
German – Dutch Study Programme



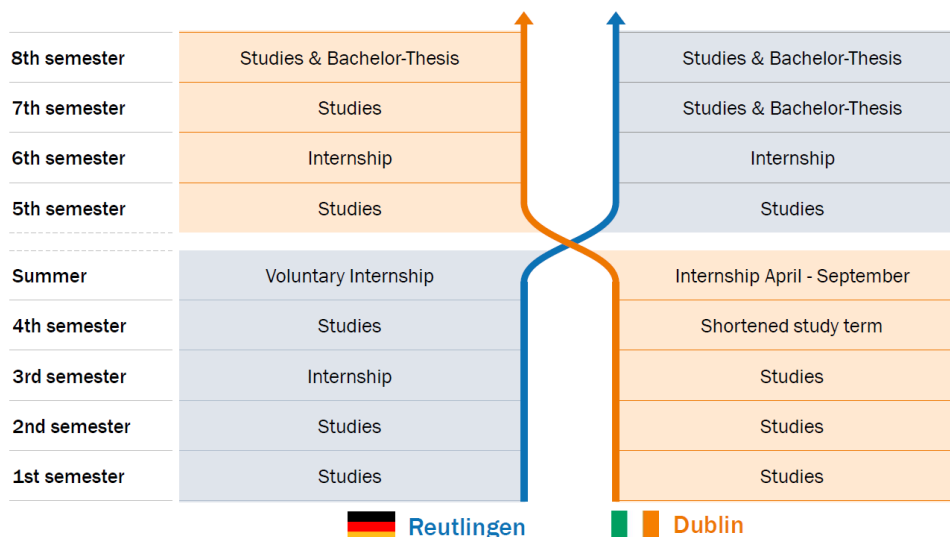
German – English Study Programme



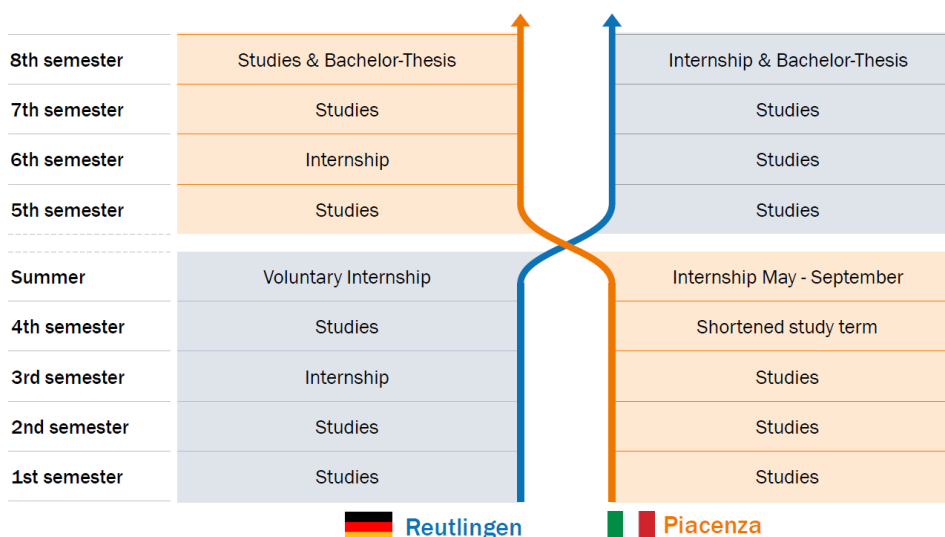
German – French Study Programme



German – Irish Study Programme



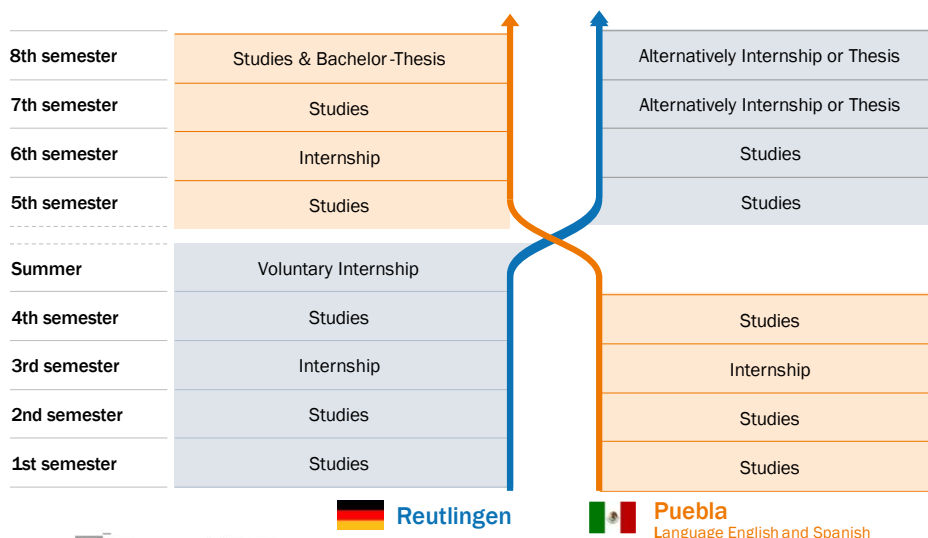
German – Italian Study Programme



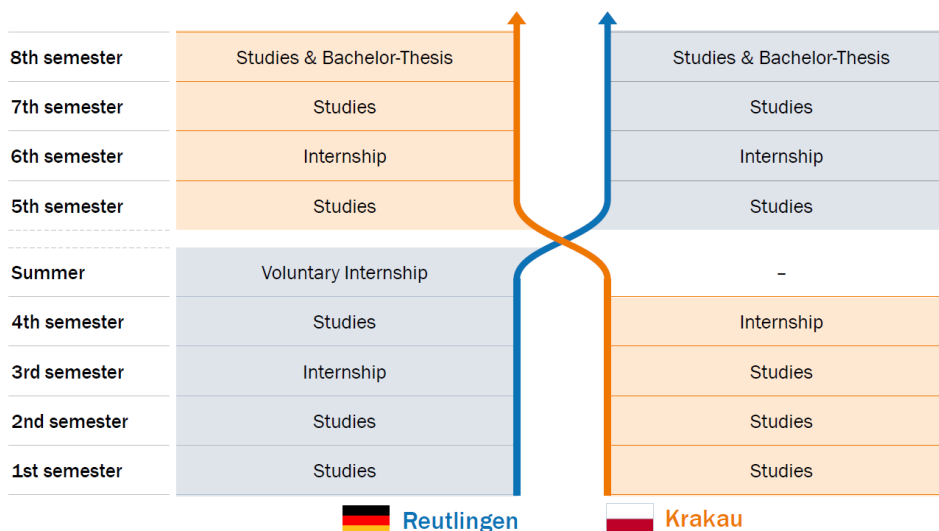
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German – Mexican Study Programme

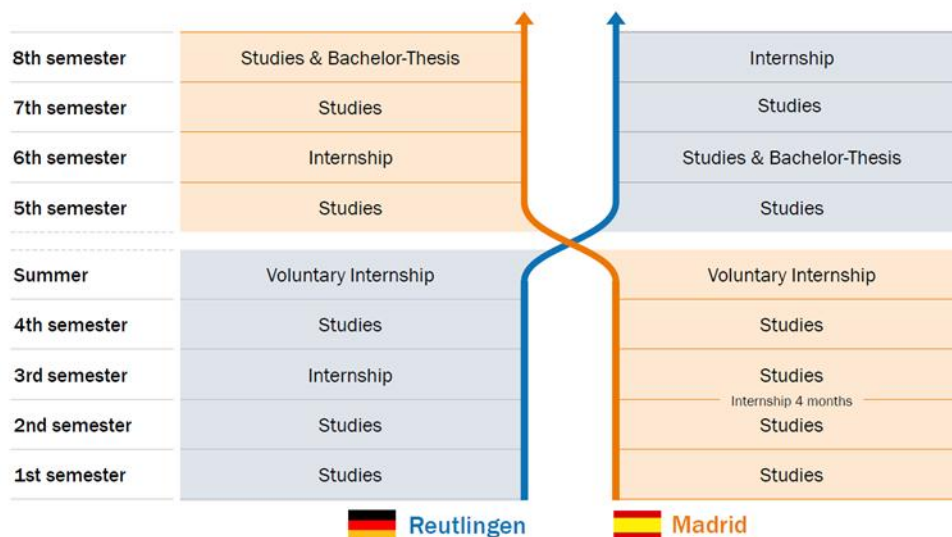
(Start in Reutlingen only)



German – Polish Study Programme



German – Spanish Study Programme



4. Agreed Double Degree Structure

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

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

Core Modules (Pflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbst-studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs-leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
	Betriebswirtschaftslehre / Business												
B-C-STR1	Strategisches Management / Strategic Management	5					4	90	150	L/S	Deutsch oder Englisch*	KL1, PA	g
B-C-POM1	Supply Chain Management / Supply Chain Management	5					4	90	150	L/S	Deutsch oder Englisch*	KL2	g
B-C-ETH1	Wirtschaftsethik & Nachhaltigkeit / Business Ethics & Sustainability			5			4	90	150	L/S	Deutsch oder Englisch*	KL1, PA	g
B-C-HR1	Personalmanagement / Human Resource Management			5			4	90	150	L/S	Deutsch	KL2	g
B-C-ACC1_FIN1	Rechnungswesen & Unternehmensfinanzierung / Accounting & Corporate Finance			5			4	90	150	L/S	Deutsch	KL2	g
	Rechnungswesen / Accounting						2						
	Unternehmensfinanzierung / Corporate Finance						2						
B-C-STR2	Unternehmensführung / Corporate Management				5		4	90	150	L/S/P	Deutsch	PA	g
	Volkswirtschaftslehre / Economics												
B-C-ECO1	Internationale Volkswirtschaftslehre / International Economics	5					4	90	150	L/S	Englisch	KL2	g
	Außenhandel / International Trade						2						
	Wirtschaftspolitik / Economic Policy						2						
	Datenanalyse / Data Analysis												
B-C-DA1	Data Analytics & MIS I / Data Analytics & MIS I	5					4	90	150	L/S/P	Englisch	KL2	g
	Management Informationssysteme I / Management Information Systems I						2						
	Datenanalyse I / Data Analytics I						2						
B-C-DA2	Data Analytics & MIS II / Data Analytics & MIS II			5			4	90	150	L/S/P	Deutsch oder Englisch*	KL2	g
	Management Informationssysteme II / Management Information Systems II						2						
	Datenanalyse II / Data Analytics II						2						
	Recht / Law												
B-C-LAW1	Internationales Wirtschaftsrecht / International Business Law			5			4	90	150	L/S	Deutsch oder Englisch*	KL2	g
	Überfachliche Kompetenzen / Skills												
B-C-SKIL1	Fachkolloquium Internationales II / Colloquium International Matters II	2					1	45	60	C	Deutsch oder Englisch*		u
B-C-SKIL2	Methoden des wissenschaftlichen Arbeitens / Methods of Scientific Work			5			2	120	150	L/S	Englisch	KL1	g
B-C-SKIL3	Management Kompetenzen / Managerial Skills				5		4	90	150	L/S	Deutsch	PA	g
	Praktikum / Internship												
B-C-INT2	Pflichtpraktikum II / Mandatory Internship II		21				2	600	630	S/I/C	Deutsch	PR, PA	u
	Praktikumsvorbereitung II / Preparation for Mandatory Internship II						1						
	Pflichtpraktikum II / Mandatory Internship II						0						
	Kolloquium Pflichtpraktikum II / Colloquium on Internship II						1						
	Bachelorarbeit / Bachelor Thesis												
B-C-PRO	Bachelorarbeit / Bachelor Thesis				12	0	360	360	360	Thesis	Deutsch / Englisch	BT, MP	g
	Partnerhochschule / Partner University												
	Leistungen beim Partner, 1. Hälfte / Credits earned at partner university, 1st half	99											g
	Pflichtpraktikum I (Partnerhochschule) / Mandatory Internship I (Partner university)	21											u
	Summe Pflichtmodule / Sum mandatory courses	120	22	21	30	22	49	2115	2850				

* For students in the German-American, German-Brazilian, German-Chinese, German-Italian, German-Mexican and German-Dutch links, the lecture language in this module is English. For students in the German-English, German-French, German-Irish, German-Polish and German-Spanish links, the lecture language in this module is German.



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

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.							
B-E-CL1	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills & Intercultural Competence - Business German					5		4	90	150	L/S	Deutsch	KL2, CA	g
B-E-CL1-1	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - A2 / Communication Skills & Intercultural Competence - Business German - A2					5		4	90	150	L/S	Deutsch		
B-E-CL1-2	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1 / Communication Skills & Intercultural Competence - Business German - B1					5		4	90	150	L/S	Deutsch		
B-E-CL1-2a	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-1 / Communication Skills & Intercultural Competence - Business German - B1-1					5		4	90	150	L/S	Deutsch		
B-E-CL1-2b	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-2 / Communication Skills & Intercultural Competence - Business German - B1-2					5		4	90	150	L/S	Deutsch		
B-E-CL1-3	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2 / Communication Skills & Intercultural Competence - Business German - B2					5		4	90	150	L/S	Deutsch		
B-E-CL1-3a	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2-1 / Communication Skills & Intercultural Competence - Business German - B2-1					5		4	90	150	L/S	Deutsch		
B-E-CL1-3b	Kommunikationsfähigkeiten & Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2-2 / Communication Skills & Intercultural Competence - Business German - B2-2					5		4	90	150	L/S	Deutsch		

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Electives Business Courses (Wahlpflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
	Management / Management												
B-E-MIS2	Systeme & Lösungen I / Systems & Solutions I	5					4	90	150	L/S/P	Deutsch	PA	g
B-E-MIS3	Systeme & Lösungen II / Systems & Solutions II				5		4	90	150	L/S/P	Deutsch	PA	g
B-E-BUS1	Internationalisierung von Geschäftsaktivitäten / Internationalization of Business Activities			5			4	90	150	L/S	Englisch	PA	g
	Marketing / Marketing												
B-E-MAR1	Marketing Consulting Projektseminar / Marketing Consulting Project Seminar			5			4	90	150	L/S/P	Deutsch	PA	g
B-E-MAR2	Performance Marketing / Performance Marketing			5			4	90	150	L/S/P	Englisch	PA	g
B-E-MAR4	Markenführung / Brand Management				5		4	90	150	L/S	Englisch	KL2, PA	g
	Finanzen & Rechnungslegung / Finance & Accounting												
B-E-FIN2	Wertpapiermanagement / Investment Management			5			4	90	150	L/S	Deutsch	KL1, PA	g
B-E-FIN3	Angewandte Ökonometrie / Applied Econometrics			5			4	90	150	L/S	Englisch	KL1, PA	g
B-E-FIN4	Risikomanagement / Risk Management				5		4	90	150	L/S/P	Englisch	KL1, PA	g
B-E-FIN5	Behavioral Finance / Behavioral Finance				5		4	90	150	L/S	Englisch	KL1, PA	g
B-E-FIN6	Wholesale Banking / Wholesale Banking	5					4	90	150	L/S	Deutsch	KL1, PA	g
B-E-ACC3	Konzernrechnungslegung / Group Accounting				5		4	90	150	L/S	Deutsch	KL1, PA	g
	Wirtschaftsinformatik / Business Informatics												
B-E-MIS5	Digitale Transformation / Digital Transformation			5			4	90	150	L/S	Deutsch	PA	g
	Organisation & Personal / Organisation & Human Resources												
B-E-ORG2	Organisationslaboratorium / Organizational Laboratory				5		4	90	150	L/S	Deutsch	HA	g
	Entrepreneurship / Entrepreneurship												
B-E-ENT2	Gründung von Internet Start-ups / Creating Internet Start-ups				5		4	90	150	L/S/P	Englisch	PA	g
B-E-ENT3	IPBS Summer Institute				5		4	70-90	150	L/S/P	Englisch	PA	g
	Recht / Law												
B-E-LAW1	Arbeitsrecht / Labour Law	5					4	90	150	L/S	Deutsch	KL2	g
	Volkswirtschaftslehre / Economics												
B-E-ECO1	Wettbewerbstheorie & -politik / Competition Theory & Policy				5		4	90	150	L/S	Deutsch	PA	g
B-E-ECO3	Politik, Wirtschaft & Unternehmen in Afrika / Politics, Economics, and Business in Africa			5			4	90	150	L/S	Englisch	PA	g
	Überfachliche Kompetenzen & Sprachen / Skills & Languages												
B-E-SKILL1	Selbstmanagement / Self management	5					4	90	150	L/S	Deutsch	KL2	g
B-E-SKILL4- CL2	Management Kompetenzen & Wirtschaftsdeutsch / Management Competencies & Business German*	5					6	60	150	L/S	Deutsch	PA	g
	Management Kompetenzen / Management Competencies	4					4						
	Wirtschaftsdeutsch / Business German		1				2						
B-E-CL1	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills and Intercultural Competence - Business German**	5					4	90	150	L/S/C	Deutsch	KL2, CA	g
	Summe Wahlpflichtmodule / Sum electives			25			20-22	300-450	750				

* Mandatory for students with B1 German language level and lower.

** Mandatory for students with B2 German language level and lower.

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. Elective B-E-CL1 mandatory for non-native speakers with insufficient language level.

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

B-C-STR1 Strategic Management (Strategisches Management)

Module	B-C-STR1
Semester	5 & 7 (7 only in 2025/26)
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jörg Büechl Building 5, Room 213, phone 07121/271-3058 Joerg.bueechl@reutlingen-university.de
Lecturers	Prof. Dr. Jörg Büechl
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	One-hour written exam, Project assignment
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences: • Professional competences:

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	To understand and discuss the environment and background of today's managers, to analyze processes and methods for scenario planning and developing strategies (e.g., SWOT-analysis, portfolios) • Methodological competences: To develop a perspective about company types, to understand the ways in which a company can create and sustain competitive advantages, to formulate, communicate, implement and control effective business strategies • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and model with peers, to evaluate own contribution to the success of a group • Personal competences: To encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: to understand and discuss the environment and background of today's international manager's tasks. CG 3: to analyze processes and methods for developing strategies; to understand the ways in which a company can create and sustain competitive advantages. CG 4: to formulate, communicate, implement and control effective business strategies; to encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
Contents/ Indicative syllabus	• Understand the strategic importance of purpose, mission, vision, values, and goals as the foundation of corporate strategy. • Analyze how organizational culture and strategic identity influence long-term business success. • Differentiate between key company archetypes: Market Leaders, Differentiators, Disruptors, Re-Inventors and Holdings. • Evaluate competitive positioning using strategic management frameworks. • Apply SWOT Analysis to assess internal strengths and weaknesses as well as external opportunities and threats. • Use Porter's Five Forces to analyze industry attractiveness and competitive dynamics. • Apply the Ansoff Matrix to identify and evaluate growth strategies. • Apply the BCG Matrix to assess business portfolios, allocate resources effectively, and derive strategic implications for Stars, Cash Cows, Question Marks, and Dogs. • Understand how disruptive competitors challenge established business models and industries. • Develop innovative business model alternatives. • Formulate strategic recommendations to strengthen competitiveness and future readiness.

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Teaching and learning methodology	Seminar style teaching with integrated project work. Students will first learn the theoretical background and then apply it to specific business situations.
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Lynch, R. (2021): Strategic Management, 9th edition. SAGE Publications Ltd. • Müller, H., Wrobel, M. (2021): Unternehmensführung: Strategie – Management – Praxis, 1. Aufl.. De Gruyter Oledenburg. • Ramirez, R., Wilkinson, A. (2016): Strategic Reframing: The Oxford Scenario Planning Approach, 1st edition. OUP Oxford. • Schilling, C., Jones, M., Gareth, J. (2019): Strategic Management: An Integrated Approach, 13th edition. South-Western College Publishing. <u>In-depth reading:</u> • Barney, J., Hesterley, W. (2018): Strategic Management and Competitive Advantage: Concepts and Cases. Pearson. • Fink, A., Siebe, A. (2016): Szenario-Management: Von strategischem Vorausdenken zu zukunftsrobusten Entscheidungen, 1. Aufl. Campus Verlag GmbH. • Fortmann, H., Conrad, D. (2020): The Unknown is the New Normal: Was wir aus der Corona-Herausforderung für die digitale Transformation lernen, 1st edition. Frankfurter Allgemeine Buch. • Kotter, J., Klein, K. (2015): Accelerate: Strategischen Herausforderungen schnell, agil und kreativ begegnen, 1. Aufl. Vahlen. • Kudernatsch, D. (2020): Toolbox Objectives and Key Results: Transparente und agile Strategieumsetzung mit OKR, 1. Aufl. Schäffer-Poeschel. • Zornek, W. (2021): Agile Strategieumsetzung: Wirkungsvoll führen durch aktives Selbstmanagement, 1. Aufl. Haufe.

B-C-POM1 Supply Chain Management (Supply Chain Management)

Module	B-C-POM1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Stephan Höfer Building 5, Room 212, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de
Language of instruction	English/German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences: Professional competencies: After successfully attending this lecture, the participants should be able to understand and to evaluate complex international supply chains. They acquire deep knowledge about the wide spectrum of challenges in procurement, production and distribution of goods and services. In addition, they reflect about how to apply new approaches to design flexible and synchronized value streams.

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	• Methodological competences: One key success factor in supply chain management is synchronizing value streams in a rapidly changing environment. They learn tools, measures and techniques to identify potentials and develop improvements. • Social competences: The participants learn to understand how intelligent measures can help to increase the sustainability in supply chains, especially in the field of reverse logistics. • Personal competences: Based on their trained skills the participants are competent partners for specialists in production and logistics. They are able to quickly gain an overview about the coherent elements within a supply chain and are enabled to identify success factors by applying structuring and analytical methods for complex problems.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG 3: Discussion and reflection of ethical issues included in cases. CG 4: Application of theory to case studies; transfer and application of interdisciplinary and module specific concepts and methods using examples
Contents/Indicative syllabus	- Supply Chain Management - Logistic KPI´s - International Procurement - Synchronized Production - International Distribution - Reverse Logistics - Sustainability in Logistics - Business Case
Teaching and learning methodology	Mix between lectures, case studies, and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s).
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> <u>In-depth reading:</u> • Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 15 th. edition, 2017. • Kummer, Sebastian et al (2019): Grundzüge der Beschaffung, Produktion und Logistik. Pearson Deutschland GmbH, 4. Auflage • Werner, Hartmut (2020): Supply Chain Management, 7. Ausgabe, Springer Gabler Verlag, Wiesbaden

B-C-ETH1 Business Ethics & Sustainability (Wirtschaftsethik & Nachhaltigkeit)

Module	B-C-ETH1
Semester	7
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 206, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. habil. Arjan Kozica Prof. Dr. Anna-Lena Kotzur
Language	Englisch/German
Total number of credits	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/Type of assessment	One-hour written exam, Project
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the course the students should have developed the following competences Professional competences: understand and discuss the relevance of ethics and CSR in society and business life and the limitations of our “industrial way of life” in the context of the natural environment and globalization (awareness); ability to analyse ethical business challenges based on theories (analysis);

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	familiar with the main tools and instruments to apply ethics in business situations (implementation). • Methodological competences: discuss and develop complex ethical concepts in real-life situations and apply tools. • Social competences: refine oral and written communication skills; improve the ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: take the initiative for a responsible and future oriented behavior in society and business.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG3: Assessment embedded. In this course, students develop an awareness of ethical impacts, to acquire the ability of analysing ethical impacts and finally they will develop techniques to find a solution to an ethical challenge in a global context. CG4: Students will learn to identify ethical problems in business cases; they will know how to choose the correct theory/approach to tackle a specific challenge. Students will know about the positive and negative consequences of their decision CG5: Students are required to perform simple mathematical calculations and interpret results of analyses.
Contents/Indicative syllabus	Most important conflicts and struggles in business operations and their embeddedness in society, institutional fields, organizations, and individual behaviors. Stakeholder perspective and the analysis of specific business operations based on stakeholder analysis Key actors in the field of CSR, ESG and business ethics and their roles Normative theories of business ethics (discourse or Kantian ethics; applied ethics like business ethics, engineering ethics, ...) Concepts and theories like CSR, sustainability management, ESG Tools for improving ethical behavior in business operations (e.g. reward systems; compliance structures, norms)
Teaching and learning methodology	Interactive lecture
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Crane, A./Matten, D. (2019): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5th edition, Oxford University Press, Oxford.



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Trevino, L./Nelson, K. (2026): Managing business ethics. Straight talk about how to do it right, 9th edition, Wiley: London/New York.

In-depth reading:

Palazzo, G./Hoffrage, U. (2025). The dark pattern. The hidden dynamics of corporate scandals, Basic Venture: New York.

More readings will be provided

B-C-HR1 Human Resource Management (Personalmanagement)

Module	B-C-HR1
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Lecturers	Prof. Dr. Petra Kneip
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	5/196
Learning outcomes	• Professional competencies: students should be able to explain what HRM is and understand its relevance to managers and employees in work organizations, possess a comprehensive review of essential HRM concepts and practices, know current issues in HRM and understand why firms are challenged by them.

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	• Methodological competencies: students will be familiarized with and applied some of basic techniques and tools of HRM practices. • Social competencies: students have acquired in-depth knowledge of a contemporary HRM topic through self-study and independent research in a small group and are capable to effectively present the key findings of their study project in class. • Personal competencies: students are aware of their own skills in realising an academic project, are able to stand back and view complex situations in perspective and to think critically about organizations and tomorrow's world of work
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Working in groups of students, the students deepen their knowledge about fundamental HRM fields of activities, e.g. recruiting & selection, workplace learning, compensation, as well as HR strategies. They reflect on and evaluate different people management approaches and analyse consequences for managing people issues.
Contents/Indicative syllabus	Introduction to the field, terms, role, responsibilities and the organization of the HR function, current and future challenges for HRM, as well as activities and practices of the employee life cycle.
Teaching and learning methodology	The didactic concept of the course blends lectures, students' presentations, case studies, self-studies and project work together.
Miscellaneous	Guest lectures
Indicative reading list	Recommended textbooks: • Berthel, J., Becker, F. G. (2025): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 13th edition, Schäffer-Poeschel, Stuttgart. • Bröckermann, R. (2021): Personalwirtschaft. Lehr- und Übungsbuch für Human Resource Management, 8th edition, Schäffer-Poeschel, Stuttgart. • Dessler, G. (2024): Human Resource Management, 17th edition, Pearson, Harlow. • Scholz, C., Scholz, T.M. (2019): Grundzüge des Personalmanagements, 3rd edition, Vahlen, München. • Stock-Homburg, R. (2019): Personalmanagement: Theorien - Konzepte – Instrumente, 4th edition, Gabler, Wiesbaden. Additional literature, e.g. journal articles, is introduced throughout the semester

B-C-ACC1_FIN1 Accounting & Corporate Finance (Rechnungswesen & Unternehmensfinanzierung)

Module	B-C-ACC1_FIN1
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written final exam
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: recapitulate their financial and managerial accounting knowledge acquired in the first half of their studies; understand and use the German

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	terminology for key accounting concepts; understand and refine knowledge on calculation methods and expand the interpretation capabilities of cost figures; conduct cost variance analysis and explore more advanced management accounting methods e.g. life-cycle-costing; critically discuss the differences of an accounting and controlling perspective; recapitulate the finance and investment knowledge acquired in the first half of their studies; understand and use the German terminology for key financing instruments and concepts; recapitulate financing instruments and their availability depending for different types of companies; calculate a company's cost of capital (CAPM, WACC) and critically reflect on its limitations; understand the theoretical foundations of the leverage effect, capital structure theories and its practical applications; capital budgeting (incremental cashflows, NPV, IRR), apply different valuation methods and understand their real life limitations; understand the basics of financial hedging with derivatives; understand and apply the goals and instruments of financial planning • Methodological competences: transfer basic principles of mathematics and statistics to the field of corporate finance and accounting. • Social competences: active participation in classroom exercises and discussions and driving team learning experience • Personal competences: improve self-organized learning, independently define own knowledge gaps and proactively use tutorials provided
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students solve small case studies and exercises individually or in small teams, applying accounting, financing concepts and models to specific situation of companies; students identify most relevant concepts and questions in the day-to-day management of a finance and accounting function
Teaching and learning methodology	Lectures (seminar-style), self-tests, student tutorials, articles, quizzes
Miscellaneous	n/a

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Accounting (Rechnungswesen)

Module	B-C-ACC1_FIN1 (Teilmodul Accounting)
Lecturers	Prof. Dr. Christoph Binder
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	Accounting: Cost and profit accounting, management accounting and cost management, introduction to controlling, examples of financial accounting in an international context (HGB/IFRS)
Teaching and learning methodology	Lectures (seminar-style), self-tests, student tutorials, articles
Miscellaneous	n/a
Indicative reading list	<u>Mandatory reading:</u> • Weber, J., Weißenberger, B.E. (2025): Einführung in das Rechnungswesen, 11th edition, Schäffer-Poeschel. • Pre-readings and lecture notes will be provided through MS Teams. <u>In-depth reading:</u> • Coenenberg, A.G., Fischer, T. M., Günther, T. (2024): Kostenrechnung und Kostenanalyse, 10th edition, Schäffer-Poeschel. • Coenenberg, A.G., Haller, A., Schultze, W. (2024): Jahresabschluss und Jahresabschlussanalyse, 27th edition, Schäffer-Poeschel. • Datar, S.M., Rajan, M. (2017): Horngren's Cost Accounting - A Managerial Emphasis, 16th edition, Pearson. • Friedl, G., Hofmann, C., Pedell, B. (2022): Kostenrechnung. Eine entscheidungsorientierte Einführung, 4th edition, Vahlen. • Horváth, P., Gleich, R., Seiter, M. (2024): Controlling, 15th edition, Vahlen. • Weber, J., Schäffer, U. (2026): Einführung in das Controlling, 18th edition, Schäffer-Poeschel.

Corporate Finance (Unternehmensfinanzierung)

Module	B-C-ACC1_FIN1 (Teilmodul Corporate Finance)
Lecturers	Prof. Dr. Julia Brüggemann
Language of instruction	German
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	• Company and financing goals, finance organization • Traditional and innovative financing instruments (eg. PE/VC/BA, IPO/SPO, internal financing, factoring, bonds, loan financing) • Cost of capital (CAPM, WACC, cost of debt) • Capital structure including leverage effect • Capital budgeting (NPV, IRR) • Valuation methods (DCF, multiples) • Financial planning
Teaching and learning methodology	Flipped classroom (self-study videos, self-tests, in-class exercises and discussions, group work, student tutorials, articles, quizzes)
Miscellaneous	n/a
Indicative reading list	<u>Mandatory reading:</u> • Videos and lecture notes will be provided through MS Teams. <u>In-depth reading:</u> • Berk, J, DeMarzo, P. (2025): Grundlagen der Finanzwirtschaft, 6th edition, Pearson. • Brealey, R., Myers, S., Allen, F., Edmans, A. (2022): Principles of Corporate Finance, 14th edition, McGraw-Hill. • Eun, C., Resnick, B., Chuluun, T. (2023): International Financial Management – Global Edition, 10th edition, McGraw-Hill. • Perridon, L., Steiner, M., Rathgeber, A. (2022): Finanzwirtschaft der Unternehmung, 18th edition, Vahlen.

B-C-STR2 Corporate Management (Unternehmensführung)

Module	B-C-STR2
Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
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 Prof. Dr. Jörg Büechl
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 Project including Group Presentations
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: To understand and discuss the environment and background of today's managers to analyse processes and methods for developing strategies, to assess the effects of business decisions and alternative

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	strategies, to understand the central challenges of ecological, and social development as well as the most important concepts of sustainability for effectively addressing them • Methodological competences: To develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantage by structuring problems and storylining/-telling and by implementing and controlling effective business strategies; to assess the sustainable effects of business decisions and alternative strategies, to master various methods of controlling and to apply these independently in a business simulation • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and models with peers, to evaluate own contribution to the success of a team of students (business simulation) • Personal competences: To encourage students to familiarize themselves with complex situations of a company, to act in a team in a problem-solving and decision-oriented manner, to be able to evaluate strategies and to manage change in an evolving business context
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: to understand and discuss the environment and background of today's international manager's tasks. CG 3: to analyze processes and methods for developing strategies; to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages also under consideration of ethical implications. CG 4: to formulate, communicate, implement and control effective business strategies; to encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context.
Contents/ Indicative syllabus	A business simulation covering the environment of today's managers, processes and methods for developing strategies and competitive advantages, strategists and managers in the context of time, sustainable management, strategic and operational planning, management and financial accounting, KPI and reporting.
Teaching and learning methodology	Interactive subject and business simulation
Miscellaneous	n/a
Indicative reading list	• Müller, H., Wrobel, M. (2021): Unternehmensführung: Strategie – Management – Praxis, 1. Aufl.. De Gruyter Oldenburg. • Weber, J., Schäffer, U. (2026): Einführung in das Controlling, 18. Aufl, Schäffer-Poeschel.



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| | <ul style="list-style-type: none">• Weber, J., Schäffer, U., Binder, C. (2026): Einführung in das Controlling. Übungen und Fallstudien mit Lösungen, 6. Aufl, Schäffer-Poeschel. |
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Additional reading material will be provided in class.

B-C-ECO1 International Economics (Internationale Volkswirtschaftslehre)

Module	B-C-ECO1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Lecturers	Prof. Dr. Rolf Daxhammer Prof. Dr. Stephan Seiter
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: Students will gain an overview of the whole spectrum of topics related to international economics and economic policy. At the conclusion of the course, they will be able to understand the theoretical basis of in-

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	ternational economics and policy. Students will also learn how to compare and analyse international economic statistics as well as different economic policy approaches in different countries. • Methodological competences: Students will learn how to analyze thorough theoretical research. They will gain an understanding of analytical tools used in international trade research and they will learn how to apply statistical software tools to international trade problems. They will learn how to apply theoretical concepts in real life policy decisions. Special emphasis will be placed on understanding tools to forecast policy measures with direct impact on business activities. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. They will especially learn how to communicate in a rigorous research environment and how to react to issues of ethics and morality when discussing economic policy measures in written or oral form. • Personal competences: Students should be able to understand how to find an individual perspective on complex issues for which there is no clear “black or white”-answer.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students discuss the concept of “homo economicus” and its implications for economic policy strategies. CG 4: International economic theories are used to discuss implications for international business activities.
Teaching and learning methodology	Lecture and case studies
Miscellaneous	n/a

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International Trade (Außenhandel)

Module	B-C-EC01.1
Lecturers	Prof. Dr. Stephan Seiter
Language of instruction	English
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	1. Introduction to “International Economics and World Trade” 2. International Transactions and the Balance of Payments 3. Gains from Trade 4. Determinants of Trade Flows: Explanations for Trade a. Classical Trade Theory b. New Trade Theory 5. Protectionism a. Instruments of Protectionism b. The Free Trade vs. Protectionism Debate The World Trading System and Economic Integration
Teaching and learning methodology	Lecture
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Krugman, P., Obstfeld, M.; Melitz, M. (2022), International Economics - Theory and Policy, Global Edition, 12th ed., Boston: Pearson Addison-Wesley. (in library) • WTO (2024), World Trade Report 2024 – Trade and inclusiveness: How to make trade work for all. Geneva, www.wto.org under Key Publications • Other international Economics textbooks can also be used

Economic Policy (Wirtschaftspolitik)

Module	B-C-EC01.2
Lecturers	Prof. Dr. Rolf Daxhammer
Language of instruction	English
Credits (ECTS)	2,5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	1. Economic policy and market economies a. Stabilization policy b. Market failure and c. Social policies 2. Public choice a. Legislators b. Bureaucrats c. Special Interest Groups Special interest groups
Teaching and learning methodology	Lecture
Miscellaneous	n/a
Indicative reading list	• Mankiw, G. (2023): Principles of Economics; South-Western College Publish-ing; 10th Edition • Benassy-Quere, A. et al. (2018): Economic Policy: Theory and Practice; Oxford University Press Inc; 2nd Edition • Various Podcasts or Videos on current topics • Klump, R. (2020): Wirtschaftspolitik: Instrumente, Ziele und Institutionen, 4th edition, Pearson Studium, München et al. Additional Reading Material will be provided in class

B-C-DA1 Data Analytics & MIS I (Data Analytics & MIS I)

Module	B-C-DA1
Semester	5
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Tim Straub Building 5, Room 211, Tel.: 07121/271-3149 tim.straub@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Prof. Dr. Tim Straub
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: Understanding of the core principles of economic and technical aspects of the Information/Internet Economy and Information Technology (value and price of information, information as economic good,

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	principles of information processing and computation, decision processes and optimization). Understand the requirements, possibilities and limitations of gathering relevant business information from quantitative data sources. Understanding the principles of Management Information Systems and how to apply them within a company. Be able to differentiate and understand Information Systems used within a company. Understand the fundamentals behind Business Analytics, Business Intelligence, Data Analytics and be able to apply them on business data within a business context. Be able to understand the core principles of programming. Be able to apply the principles of programming in statistical analysis. Understand basic core principles of statistics and data literacy. • Methodological competences: Application of information engineering and software engineering fundamentals (data and information principles, data processing, algorithms, decision making, process modeling, programming). Choose and apply both uni- and multi variate analysis methods to extract relevant information from quantitative data in order to make or support business decisions. Be able to work with current business and statistics tools and apply data analysis. • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints. • Personal competences: Ability to understand and assess the importance (Management) of Data Sources and Information Systems. Object-oriented problem solving. Develop a sound approach to the intuitive interpretation of statistical data (especially measures of position and dispersion) and probabilities and recognize and avoid typical decision-biases.
Course specific contributions to AoL competency goals	CG 3: Discussing and reflecting ethical issues regarding MIS and Information usage and data privacy. CG 4: Application of economic theories in an IT-Business Context; Reflection of organizational challenges resulting from information economics; development of structured problem solving and algorithms; CG 5: Understanding the importance of data and learning skills for data management. CG 6: Understanding the core principles of copyright and data privacy regulations. Be able to use python as a tool for programming and data manipulation.
Teaching and learning methodology	Lectures, case studies, student presentations programming/implementation of software code (Python) software-based (KNIME) data analysis and syntax programming
Miscellaneous	Integrated guest lecturers / case studies

Management Information Systems I (Management Informationssysteme I)

Module	B-C-DA1-1
Lecturers	Prof. Dr. Tim Straub
Language of instruction	English
Credits (ECTS)	2.5
Semester	5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	The lecture introduces students to data-driven thinking and analytical decision-making in a business context. It combines behavioral foundations with applied statistical methods and hands-on tool experience. The course contents include but are not limited to: • Data literacy, KPIs, and measures of central tendency and dispersion • Cognitive biases and decision anomalies in data interpretation • Data visualization: design principles and critical analysis • Introduction to KNIME as a professional data mining environment; parallel application of Excel and KNIME throughout the course • Time series analysis and basic forecasting methods • Fundamentals of statistical testing (T-Tests, Contingency Analysis) • Regression Analysis • Classification methods (Supervised Learning)
Teaching and learning methodology	Lectures, case studies and hands-on exercises with Excel and KNIME
Miscellaneous	Integrated guest lecturers / hands ons with tools
Indicative reading list	• <u>Berthold, M. R., Borgelt, C., Höppner, F., Klawonn, F., & Silipo, R. (2020). Guide to intelligent data science: How to intelligently make use of real data (2nd ed.). Springer. https://doi.org/10.1007/978-3-030-45574-3</u> • <u>Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.</u> • <u>Silipo, R., & Joshi, S. (2023). KNIME beginner's luck (KNIME v5.2 ed.). KNIME Press. https://www.knime.com/knimepress/beginners-luck</u> • <u>Silipo, R., & Joshi, S. (2024). KNIME advanced luck (KNIME v5.2 ed.). KNIME Press. https://www.knime.com/knimepress/advanced-luck</u> Further reading will be recommended in class.

Data Analytics I (Datenanalyse I)

Module	B-C-DA1-2
Lecturers	Prof. Dr. Tobias Schütz
Language of instruction	English
Credits (ECTS)	2.5
Total work load	75 h (30 h contact, 45 h self-study)
Contact hours per week	2 SWS
Contents/Indicative syllabus	The lecture includes fundamentals of data analysis. It focuses on uni- & multi variate methods of data analysis. The course contents include but are not limited to: • Introduction to data types and data sampling • Understanding, interpreting, and dealing with measures of central tendency and dispersion • Data handling and data manipulation • Fundamentals of statistical testing (T-Tests, ANOVA, Contingency Testing) • Regression Analysis • Cluster Analysis
Teaching and learning methodology	Lectures, case studies and hands-on exercises with Python
Miscellaneous	Integrated guest lecturers / hands ons with tools
Indicative reading list	• Backhaus K., Erichson, B., Gensler, S., Weiber, R., Weiber, T. (2023): Multivariate Analysis: An Application-Oriented Introduction, 2nd edition, SpringerGabler. • Hair, J., Black, W., Anderson, R., Babin, B. (2018): Multivariate Data Analysis, 8th edition, Cengage. • McKinney, W. (2022): Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter, 3rd edition, O'Reilly. Further reading will be recommended in class.

B-C-DA2 Data Analytics & MIS II (Data Analytics & MIS II)

Module	B-C-DA2
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor /Module coordinator	Dr. Sebastian Marek Building 5, Room 214, phone +49 7121 271-3144 sebastian.marek@reutlingen-university.de
Lecturers	Dr. Sebastian Marek Prof. Dr. Tim Straub
Language of instruction	English/German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/196
Learning outcomes	This course builds upon Data Analytics & MIS I. After learning the fundamentals of Data Analytics & MIS students now apply this knowledge in a more practical way. They learn how they get the information (information gathering), how they persist it within a company (storing information), how to analyze and visualize it (data pre-processing & data

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	analysis including advanced methods from data science), how to communicate it and use it for decision making. Hence, after the successful completion of the module the students should have developed the following competences: • Professional competences: Understanding of information and data structures and processes used within companies. Be able to apply Information Technology to speed up problem solving; Data Mining and Information retrieval; Software solutions for these problems. Be able retrieve external and internal information using current technologies – such as (Generative) AI, Web Scraping, Social Media, Search Engines. Be able to access data in internal data storages such as Databases using SQL, ERP Systems, Data Warehouses and Business Intelligence Systems. Be able to apply statistical programming using Python to transform data. • Methodological competences: Information retrieval, information storage (SQL, Data Warehousing, Cloud), information transformation (AI, ANOVA, Clustering) and information pricing. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. • Personal competences: Ability to understand and apply information-based business models, technical challenges as well as data driven methods.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Reflection of ethical issues; ethical aspects included in cases and lectures; CG 4: Transfer and application of interdisciplinary and module-specific concepts and methods to business cases, including graded teamwork tasks; CG 5: Application of data analysis and data visualization methods to use cases applying various statistical and programming tools; CG 6: Ability to work with digital content and understanding the concept of copyright law and data privacy law
Teaching and learning methodology	Lectures, case studies, student presentations programming/implementation of software code (Python), and software-based (Tableau, Python) data analysis and visualization
Miscellaneous	Integrated guest lecturers / case studies

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Management Information Systems II (Management Informationssysteme II)

Module	B-C-DA2.1
Lecturers	Prof. Dr. Tim Straub
Language of instruction	Englisch
Credits (ECTS)	2.5
Total work load	75 h (30 h contact, 45h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	The lecture builds upon the laid-out fundamentals of Data Analytics and MIS I and includes elements, structures and processes of information systems. It enables students to design information systems and apply them in business contexts. Further it introduces Concepts, methods and tools for information processing/transformation and data analysis (SQL, Tableau, Python) and lets students apply them in given business use cases. The course includes specifically: • How to gather data: data sources, data quality, Web Scraping, Search Engines • Data Storage: Databases, Data Warehouses, OLAP, Cloud, ERP, Blockchain & Distributed Ledger Technologies • Information Retrieval: SQL, Data Mining • Using Information: Information Economy, Information Pricing, Market Position, Decision Support Systems, Reporting
Teaching and learning methodology	Lectures, case studies, programming/implementation of software code (Python) and syntax programming, and application of tools in hands ons
Miscellaneous	Integrated guest lectures / hands ons with tools
Indicative reading list	• McAfee, A., Brynjolfsson, E. (2008): Investing in the IT that makes a competitive difference, Harvard Business Review. • Laudon, K.C., Laudon, J.P., (2021): Management Information Systems: Managing the Digital Firm, 17th Global Edition, Pearson • Laudon, K.C., Laudon, J.P., Schoder, D. (2015): „Wirtschaftsinformatik – eine Einführung“, Pearson, München. • Ernesti, J., Kaiser, P. (2015): Python 3: Das umfassende Handbuch: Sprachgrundlagen, Objektorientierung, Modularisierung, Rheinwerk Computing • Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy

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Data Analytics II (Datenanalyse II)

Module	B-C-DA2.2
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	The lecture builds upon the laid-out fundamentals of Data Analytics and MIS I and enables students to understand and apply advanced methods of multi-variate data analysis, data visualization, and decision support. The course contents include but are not limited to: • 2-way ANOVA • Multiple regression and logistic regression analysis • Principal component analysis • Cluster analysis • Data mining and exploration • Visual analytics • Decision support and dashboards
Teaching and learning methodology	Lectures, case studies, software-based (Python, Tableau) data analysis and programming
Miscellaneous	Integrated guest lecturers / hands ons
Indicative reading list	Mandatory reading: • Backhaus K. et al (2023): Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 17th edition, Springer, Heidelberg • Wilke C. O. (2019): Fundamentals of Data Visualization (1st ed.), O'Reilly. In-depth reading: • McKinney, W. (2022): Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter, 3rd edition, O'Reilly. • Provost, F., Fawcett, T. (2013): Data science for business. What you need to know about data mining and data-analytic thinking (1st ed.). O'Reilly. • Wexler, S., Shaffer, J., Cotgreave, A. (2017): The Big Book of Dashboards: Visualizing Your Data Using Real-World Business Scenarios (1st ed.), John Wiley & Sons. Further reading will be recommended in class

B-C-LAW1 International Business Law (Internationales Wirtschaftsrecht)

Module	B-C-LAW1
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Markus Conrads, Building 5, Room 212, phone 07121/271-3080 markus.conrads@reutlingen-university.de
Lecturers	Prof. Dr. Markus Conrads Prof. Dr. Jürgen Schulze
Language of instruction	English/German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country

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	• Methodological competences: analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman • Social competences: be open for the proposals of potential contract partners and react on them appropriately • Personal Competence: gain an understanding of and be able to apply ethical theories to managerial decision-making
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 5: The students will learn about recent developments on the contract law regarding software development and the provision of it-services.
Contents/Indicative syllabus	Part 1: Legal framework for interaction with consumers and entrepreneurs General Contract Law I: Conclusion and Validity of Contracts (20%) • Declaration of intent and conclusion of contract • Grounds for avoidance and nullity • Representation General Contract Law II: Breach of Contract (20%) • Withdrawal • Default and refusal of acceptance • Impossibility • Compensation for breach of secondary obligation • Default of the debtor • Pre-contractual Obligation • Obligatory accommodation • Set-off and remission contract Special Contract Law I: Sales Law (7%) • General Sales Law • Sales and Consumer Protection Special Contract Law II: Credit Protection (3%) Part 2: Commercial law (50%) • Merchant and company

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	• Procuration, power of attorney and commercial register • Commercial transaction and purchase • International Commercial Law Part 3: Introduction to Labor Law: (50%) • Introduction to labor law • Establishment of the employment relation (concept of the employee and the employer as well as other parties in the employment relationship, delimitations, job advertisement (AGG), job interview) • Content of the employment relationship (duties, liability) • Special employment relationships • Termination of the employment relationship (In particular: Termination by the employer, types, general and special conditions, protection against unfair dismissal, reference letter) • Collective employment law (overview) • Legal protection (overview) • Posting of employees / expat contract (labor law, social security, taxes)
Teaching and learning methodology	Blended Learning: Classroom teaching is supplemented by content that is made available to the students as videos. In the learning event, basics are taught and case studies are solved online by the individual students.
Miscellaneous	The content of Prof. Conrads' and Prof. Schulze's lectures each accounts for 50% of the lecture and the module grade.
Indicative reading list	<u>Preparatory reading:</u> • Conrads, M. (2017): Internationales Kaufrecht, 1. Aufl., De Gruyter Oldenbourg, Berlin/Boston. <u>In-depth reading:</u> • Conrads, M. (2022): Rügeobliegenheit und Beweislast in Einkaufsbedingungen, in IHR (2022), S. 1 • Conrads, M. (2022): AGB-Vertragsaufhebungsklauseln in CISG-Kaufverträgen, in IHR • Conrads, M. (2018): Zeitliche Schranken der kaufrechtlichen Gewährleistung im Auslandsgeschäft, in RIW, S. 573 • Conrads, Markus (2023): "Vertragsstrafen und Schadenspauschalen wegen verspäteter Lieferung in CISG-Einkaufsbedingungen". In: IHR (Internationales Handelsrecht) (2023-03), S. 104-110. • Textbook Labour Law Recommendations will be given at the beginning of the course, e.g.: • Wörlen, R., Kokemoor, A., (2023): Arbeitsrecht, 14th edition, Vahlen, München.

B-C-SKILL1 Colloquium International Matters II (Fachkolloquium Internationales II)

Module	B-C-SKILL1
Semester	5
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Julia Brüggemann Dr. Anna Dubischar-Krivec All program directors of all IMX-links
Language of instruction	English/German
Total number of credits	2
Total work load	60 h (15 h contact, 45 h self-study)
Contact hours	1 SWS
Examination/Type of assessment	Learning portfolio, participation mentoring session (pass/fail)
Weighting of Grade within overall programme	2/196
Learning outcomes	After successful completion of the module the students should have developed the following competences: • Professional competences: Understand and use different approaches to integrate oneself in new environment at ESB Business School, particularly with regards to new working styles, teaching methods as well as setting of daily priorities

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	for successful studies. 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 should transfer theoretical principles of intercultural management and communication by real life experience in a new, foreign environment. They should 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. Students acquire a wide range of tools to deal with the challenges of studying, such as stress, emotions (especially anxiety) and pressure to perform. • Social competences: Students should participate and integrate in a new environment at ESB Business School, setting own priorities, reduce barriers e.g. in talking in a foreign language as well as driving own priorities to be successful in studies as well as internship. Students learn the importance of social support, also as a stress management technique. • Personal competences: Students should independently define own mode of integration, identification of gaps e.g. in language competencies and overcome barriers to address those gaps in an effective and efficient manner. 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, learning styles and personal limits by becoming more self-aware. Students develop healthier cognitive and behavioral strategies and thus improve their resistance to stress and their ability to concentrate and learn, their (professional) performance and quality of life.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Group mentoring sessions where students express their challenges living and learning in a new cultural environment as well as feedback from mentor as well as peers and higher-up students regarding measures to further facilitate adaption and integration process
Contents/Indicative syllabus	The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students coming or going abroad will facilitate this process e.g. with regards to understanding of lectures, planning of courses, working methodologies, infrastructure as well as integration in a new environment. In addition, students receive 3 lectures each on learning (Learn!) and stress management (Relax!) throughout the semester. Learn! introduces students to relevant concepts of learning, such as learning methods (e.g., desirable difficulties, spaced repetition, interleaving, elaboration), study planning and exam preparation. Relax! teaches students instrumental, mental and regenerative stress management technique to better deal with challenges in the study programme and life in general.



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Teaching and learning methodology	Seminar, group as well as individual mentoring sessions
Miscellaneous	n/a
Indicative reading list	n/a

B-C-SKILL2 Methods of Scientific Work (Methoden des wissenschaftlichen Arbeitens)

Module	B-C-SKILL2
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 5-222a, 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 (30 h contact, 120 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	One-hour written exam (100%)
Weighting of Grade within overall program	5/196
Learning outcomes	- After the successful completion of the course the students Professional competences: The students will learn about how to find a research question and how to derive hypotheses, to structure a thesis, to organize the respective workflow and to find corresponding litera-

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	ture in its foundations and related work, to differentiate between theory and empiricism, to derive a research model, and to present the results in an international standard. • Methodological competences: This module gives an overview of the most important quantitative and qualitative research methodologies for basic research approaches in management studies and explains the fundamentals of testing. Methods include: (structured) literature review, questionnaires, (expert) interviews, observations, economic experiments, grounded theory, econometrics, and more. • Social competences: Methodological abilities and reflection on scientific credibility enables the students to become part of national and international research teams or to apply the methods where insights are needed (e.g. customer surveys, A/B testing, etc.) • Personal competences: By acquiring important methodological competencies which can be applied also in other classes, the students will be empowered for studies towards a Master's degree.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students enhance their knowledge about research methods and build up competencies for analyzing business related questions in a scientific manner. CG 6: Students learn fundamentals of empirical research, and how information systems can help them in gathering and analyzing data.
Contents/ Indicative syllabus	Types, objectives, and quality criteria of scientific work; developing a suitable research question for a Bachelor thesis; structuring a Bachelor thesis as well as problems; literature research and management; conducting a literature review; measuring quantitative phenomena; sampling strategies; creating and understanding research models; deriving hypotheses and hypotheses testing; using survey to obtain quantitative data; conducting (economic) experiments and simulation in business research; overview of methods of quantitative and econometric analysis; estimating causal effects with empirical data; differentiating between correlation and causation; obtaining qualitative data; overview of methods of qualitative data analysis; understanding grounded theory; using interviews to obtain qualitative data
Teaching and learning methodology	Interactive lecture format
Indicative reading list	• Friedman, D., & Sunder, S. (1994). Experimental methods: A primer for economists. Cambridge university press. • Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). Research Methods in Business Studies (Fifth Edition). Cambridge University Press. • Mayring, P., & Fenzl, T. (2019). Qualitative Inhaltsanalyse (pp. 633-648). Springer Fachmedien Wiesbaden. • Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th Edition). Pearson. • Theisen, M. R. (2021). Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (18. Auflage). Verlag Franz Vahlen.

B-C-SKILL3 Managerial Skills (Management Kompetenzen)

Module	B-C-SKILL3
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Prof. Dr. Jörg Büechl
Language of instruction	German/English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	PA
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: Understand the theoretical foundations of leadership can successfully facilitate teamwork Understand how to drive customer-centric innovation processes

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	Understand the basic theories of influencing people and apply them to concrete negotiation situations Understand how to analyze negotiation situations and design negotiation scenarios Methodological competences: Students learn methods of exerting targeted influence on individuals in order to achieve given goals Understand and apply methods of customer-centric innovation techniques (e.g. Design Thinking, Business Model Innovation, Lean Start-up) Understand and apply agile leadership principles Choose and apply negotiation strategies and tactics Social competences: Lead people in the context of business Work in a group to resolve typical business challenges in the fields of negotiations and customer-centric innovations Understand the dimensions of social influence and persuasion and apply methods to both utilize influence principles to their advantage and defend against unfair / unethical forms of influence Personal competences: Evaluate and understand personal leadership behavior and apply reflection techniques to improve personal leadership effectiveness Understand and apply effective conflict management and negotiations skills on a personal level
Course specific contributions to AoL competency goals	CG2: Multicultural teams working together in group assignment CG 4: Understand and apply leadership, team management and negotiation concepts to resolve business challenges.
Contents/Indicative Syllabus	Customer-centric innovation methods (e.g. Design Thinking, Business Model Generation, Leand Start-up) Negotiation skills (e.g. psychological backgrounds for difficult negotiation situations, interpretative and protective negotiation management, success factors in negotiation planning and execution) Leadership principles (e.g. agile leadership, developing high-performing teams)
Teaching and learning methodology	Seminar style teaching with integrated project work. Students will first learn the theoretical background and then apply it to specific business situations. Students apply their learnings of the various fields to a group project which will be presented at the end of the class.
Miscellaneous	

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Indicative reading list

- Chestnut, B. (2017): 9 Types of Leadership: Mastering the Art of People in the 21st Century Workplace, 1st edition. POST HILL PR
- Cialdini, R. B. (2021). Influence, The Psychology of Persuasion, HarperCollins Publishers.
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B-C-INT2 Mandatory Internship II (Pflichtpraktikum II)

Module	B-C-INT2
Semester	6 (5 and 7)
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Preparation for Internship II (Semester 5) Mandatory Internship II (Semester 6) Colloquium on Internship II (Semester 7)
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 jürgen.schulze@reutlingen-university.de
Lecturer	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Total number of ECTS	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.

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Preparation for Mandatory Internship II (Praktikumsvorbereitung II)

Module	B-C-INT2-1
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Semester	6
Total work load	60 h (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	ungraded
Learning outcomes	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, to be able to organize and run any kind of meeting • Methodological competences: Principles of communication, body language, presenting to an audience, dealing with critical situations in communication • Social competences: To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company • Personal competences: Independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Course-specific contributions to AoL competency goals (CG 1 - 6)	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. CG 6: The content of the intern contract contains provisions on the use of company software and confidentiality regulations. These provisions are applied in the intern's practical work and monitored by the employer.

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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

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Mandatory Internship II (Pflichtpraktikum II)

Module	B-C-INT2-2
Lecturers	Prof. Dr. Jürgen Schulze
Language of instruction	German
Semester	6
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 second mandatory internship, 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 complex projects, or parts of such projects, under supervision, to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in international business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. CG 3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision.

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	CG 4: to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes. CG 5: Practical use of enterprise software
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

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Colloquium on Mandatory Internship II (Kolloquium Pflichtpraktikum II)

Module	B-C-INT2-3
Lecturers	Prof. Dr. Petra Kneip
Language of instruction	German
Semester	7
Total work	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB Business School degree; some partner institutions required grade
Learning outcomes	Concise and structured presentation of tasks assumed or projects carried out during the second Internship using professional methods. Assessment of learning results or knowledge gained during the second Internship. Critical analysis of work processes and problem-solving methods in the organizational unit in which the Internship was served and formulation of approaches for improvement. • Professional competences: To be able to give a structured presentation of the projects the students worked on during their second internship. To show how advanced academic knowledge can be transferred to real problems in a company or an organization. Become an idea on structures and processes in profit and non-profit organizations. • Methodological competences: Transfer advanced academic problem solving methods and instruments to more complex real problems in business. Structure real problems/situations in a way to make problem solving instruments and approaches applicable. Be able to apply project management instruments to manage complex projects outside the academic world. To summarize the impressions and experiences from a longer work experience in a written report, to give an oral presentation on it. • Social competences: Improve written and oral communication as well as presentation skills on a higher level. Integrate yourself in a team and work together in a team with experienced professionals. Give and receive feedback by experienced colleagues and by managers. • Personal competences: To derive personal consequences from the work experience in an organization. To become a more detailed idea of own talents and job perspectives and to communicate it in a clear and structured manner.

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

B-C-PRO Bachelor Thesis (Bachelorarbeit)

Module	B-C-PRO
Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programs	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 professors
Language of instruction	German / English
Credits (ECTS)	12
Total workload	360 h self-study
Contact hours per week	None
Examination/ Type of assessment	Bachelor thesis (67%), colloquium / oral examination (33%) Both examinations must be assessed with a grade of 4.0 or better in order to pass the module in its entirety.
Weighting of Grade within overall program	12/196
Learning outcomes	After the successful completion of the course the students • Professional and methodological competences: Students develop a research question within the field of business, management, and economics. They answer this question independently using a self-chosen research methodology. They present and discuss the results of their methodology.

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	Students will design and conduct a scientific analysis of a research question they have developed themselves, thereby acquiring practical methodological experience. • Social and personal competences: Students organize oneself over the course of a four-month research projects.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students will define an appropriate research question that they will attempt to answer through guided self-study, with an emphasis on appropriate methodology, thorough use of relevant literature, and a focus on the applicability of the results. This allows assessment of this competency objective at this point.
Contents/ Indicative syllabus	Individual, depending on topic and research method chosen
Teaching and learning methodology	Individual meetings between student and supervising professor
Miscellaneous	The scope of the Bachelor's thesis is 9,000 to 12,000 words in pure text. The Bachelor's thesis is written in German or English.
Indicative reading list	<u>Preparatory reading:</u> • Guidelines for writing academic papers at ESB Business School

7. Electives CSIC Business German (Wahlpflichtmodule Wirtschaftsdeutsch)

B-E-CL1 Communication Skills and Intercultural Competence – Business German (Kommunikationsfähigkeiten und Interkulturelle Kompetenz – Wirtschaftsdeutsch)

Module	B-E-CL1
Semester	5
Duration of module	1 semester
Type of module	Elective, mandatory for non-native German speakers, who do not have C1 level German
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Ms. Veronika Kronfeld-Hein Ms. Sibylle Raisig
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment and active participation (50%), two-hour written exam (50%)
Weighting of Grade within overall programme	5/196
Learning outcomes	After successful completion of the module the students should have developed the following competences:

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	• Professional competences: an understanding of the workings of the German economy, business culture and business style in Germany. Expansion of business vocabulary relevant to the business modules studied by them on the business side of their degree program. Improved oral and written skills in German. Advanced German grammar knowledge. Job application documentation (depending on level) and interview skills in German. • Methodological competences: Depending on level 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: Improved confidence in oral and written German enabling more effective participation in all German elements of the study programme in Germany
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Students are provided with oral/written German skills to help them to follow and participate in their German business lectures/classes and apply for an internship in Germany. CG2: Students are made aware of the context within which German business functions.
Contents/Indicative syllabus	Insight into the German economy and business culture in Germany. Business vocabulary relevant to the business modules studied by students in the second half of their studies. Improvement of grammar, pronunciation, written and oral German. Depending on level job applications, interviews and presentations. Levels A2/B1 – B2 of the Common European Framework of Languages will be offered.
Teaching and learning methodology	Reading, writing, listening comprehension, role plays, discussions, presentations, interviews, group work, peer-learning.
Miscellaneous	n/a
Indicative reading list	• Newspapers/magazines: Brandeins, Handelsblatt, Wirtschaftswoche, FAZ, DIE ZEIT, Der Spiegel u.a. • Buscha, A., Matz, J., Raven, S., Szita. (2016). Entscheidungen. Deutsch als Geschäfts- und Verhandlungssprache. Schubert-Verlag: Leipzig. • Cornelsen (2020). Grammatik aktiv. Deutsch als Fremdsprache. Verstehen, Üben, Sprechen. B2/C1.1. Ausgabe • Mayr-Sieber, T. (2019). Aspekte neu B1 plus bis C1. Klett. • Nachrichtensendungen im TV bzw. im Internet: Tagesschau, Heute und die didaktisierten Angebote der Deutsche Welle: https://learngerman.dw.com/de/fortgeschrittene/s-62079033 Further reading will be recommended in class

8. Elective Business Course (Wahlpflichtmodule)

B-E-MIS2 Systems & Solutions I (Systeme & Lösungen I)

Module	B-E-MIS2
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First Half)
Transferability of the module to other 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 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
Examination/ Type of assessment	Project Work, details to be provided in one of the first lectures
Weighting of Grade within overall program	5/196
Learning outcomes	Students learn to work with up-to-date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistics and manufacturing)

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	and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of a project, including definition and idea generation, we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs. After the successful completion of the module, the students should have developed the following competences • Professional competences: dependent on the project focus, students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business-related-areas (e.g., Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practically in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasingly digitized business context. • Social competences: Improving oral and written communication skills as well as the ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practice-based case studies, working in international student teams.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Transfer and application of interdisciplinary and module-specific concepts and methods in a case study which includes a graded team presentation
Contents/ Indicative syllabus	Companies expect students to understand businesses, operations, and digital technology. In this course, students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.
Teaching and learning methodology	Highly Interactive use-case-based exercise with students actually running a business (i.e., cafeteria). Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.
Miscellaneous	n/a
Indicative reading list	Reading will be recommended in class

B-E-MIS3 Systems & Solutions II (Systeme & Lösungen II)

Module	B-E-MIS3
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First Half) as well as core module Mandatory Internship I
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	Prof. Dr. Jörg Naeve 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	Project Work, details to be provided in one of the first lectures
Weighting of Grade within overall program	5/196
Learning outcomes	Students learn to work with up-to-date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistics and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of

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	a project, including definition and idea generation, we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs. After the successful completion of the module, the students should have developed the following competences • Professional competences: dependent on the project focus, students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business-related-areas (e.g., Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practically in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasingly digitized business context. • Social competences: Improving oral and written communication skills as well as the ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practice-based case studies, working in international student teams.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Transfer and application of interdisciplinary and module-specific concepts and methods in a case study which includes a graded team presentation
Contents/ Indicative syllabus	Companies expect students to understand businesses, operations, and digital technology. In this course, students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g., Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.
Teaching and learning methodology	Highly Interactive use-case-based exercise with students actually running a business (i.e., cafeteria). Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.
Miscellaneous	n/a
Indicative reading list	Reading will be recommended in class

B-E-BUS1 Internationalization of Business Activities (Internationalisierung von Geschäftsaktivitäten)

Module	B-E-BUS1
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 209, phone 07121/271-3017 philipp.von-carlowitz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two presentations - 1st presentation (40%), 2nd presentation (60%)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences: • Professional competences: gain knowledge on Emerging Markets economies and doing business in lesser developed countries; thinking and acting in foreign cultures; development of coherent and implementable business concepts; development of decision-making skills • Methodological competences: development of a business model, internationalization of business and all its different facets

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	• Social competences: refine oral and written communication skills; give and receive feedback by fellow students in a structured manner • Personal competences: skills in dealing with complex issues, presentation skills
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Understanding the impact of different culture and circumstances on business activities CG4: In a case study, management concepts are applied to develop a specific business model for a start-up company when entering an Emerging Markets
Contents/Indicative syllabus	• Business Model development incl. case • Emerging Markets and doing business • Globalization and market entry and development • Internationalization of SME – what is different • Internationalization of Supply Chains • Finding the right location Students will be asked to develop a business model and Go2Market Approach for a company entering an Emerging market. In general the structure of this elective is in each session: the first part is a lecture, second part is a case study
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	Guest lecture (tbc)
Indicative reading list	<u>Recommended reading:</u> • Gassmann, O.; Frankenberger, K.; Csik, M. (2013). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Hanser Verlag. • Osterwalder, Alexander; Pigneur, Yves (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons. • Schallmo (2013). Geschäftsmodelle entwickeln. Springer Gabler Verlag, Wiesbaden. • Zott, C.; Amit, R.; Massa, L. (2011). The Business Model: Recent Developments and Future Research, in: Journal of Management, Vol. 37, No. 4, pp. 1019-1042. • Zott, C.; Amit, R. (2013). The business model. A theoretically anchored robust construct for strategic analysis, in: Strategic Organization. Vol. 11, No. 4, pp. 403-411. • Various HBR case studies Further relevant readings will be distributed in class.

B-E-POM1 Lean Enterprise Management (Lean Enterprise Management)

Module	B-E-POM2
Semester	8 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Stephan Höfer Building 5, Room 212, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour exam (100%)
Weighting of Grade within overall program	5/196
Learning outcomes	Professional competences: After successfully attending this lecture, the participants should be able to understand the strong interrelationship between the elements within a supply chain network, the Lean Philosophy and the Lean Enterprise Management strategy and how to apply a large variety of tools and techniques to create lean value streams within manufacturing and administration Methodological Competences: After successfully attending this lecture, the participants should be able to understand how to manage the process of change towards a lean enterprise and which tools can be used to face resistance against change right from the beginning.

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	• Social Competences: After successfully attending this lecture, the participants should be able to reflect to which extend their personal organisation, the style of communication and the way addressing people is a key factor for the success of a lean project. • Personal Competences: “Lean starts with yourself”. If you are not willing to question your own organisation, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization.” This is one of the key learning outcomes, which the participants should understand after having successfully completed this course.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG 4: In small international teams, students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to develop a concept to optimize a holistic supply chain based on lean principles.
Contents/Indicative syllabus	Supply chain management, lean enterprise management, lean manufacturing, lean administration, seven steps toward a successful process optimization, management of change and facing resistance.
Teaching and learning methodology	Seminar style teaching with integrated case studies. After getting the theoretical background, the students will apply the learned subject in exercises and business cases. At the end of the course, it is the task of the students to act as consultants and to provide a concept for a holistic supply chain optimization. Therefore, all topics discussed before have to be applied. Based on this case, potential project management approaches will be discussed and ways to face resistance will be addressed.
Miscellaneous	n/a
Indicative reading list	• Bertagnolli, F. (2018): Lean Management. Springer Gabler Verlag. • Höfer, S. / Mattmann, O. (2023): In sieben Etappen zum Meeting Champion. Wiley Verlag, 2023. • Chiarini, A. (2013): Lean Organization: from the Tools of the Toyota Production System to Lean Office. Springer Verlag. • Goldratt, E. M., Cox, J. (2004): The Goal- A process of ongoing improvement. 20th Anniversary Edition. The North River Press, Great Barrington, MA, USA. • Lunau, S. (2012): Six Sigma & Lean Toolset, 3rd edition, Springer Verlag. • May, C.; Schimek, P. (2008): Total Productive Management: Grundlagen und Einführung von TPM – oder wie Sie Operational Excellence erreichen, CETPM Publishing, Ansbach. • Regber, H., Zimmermann, K. (2007): Change Management in der Produktion. MI Fachverlag Landsberg.



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| | <ul style="list-style-type: none">• Womack, J. P., Jones, D. T. (2003): Lean Thinking – Banish Waste and Create Wealth in Your Corporation, B&T, 2 Rev Upd, Deutsche Übersetzung: Womack, J. P., Jones, D. T. (2004): Lean Thinking – Ballast abwerfen, Unternehmensgewinne steigern, Campus, Frankfurt/Main. |
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B-E-ETH1 Applied Sustainability (Angewandte Nachhaltigkeit)

Module	B-E-ETH1
Semester	7 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Anna-Lena Kotzur Building 5, Room 208, phone 07121/271-3040 anna-lena.kotzur@reutlingen-university.de
Lecturers	Prof. Dr. Anna-Lena Kotzur t.b.a.
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (30 h contact, 120 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	5/196
Learning outcomes	In this module, students will deepen their knowledge regarding current ESG topics together with company representatives. The term ESG encompasses the three pillars of sustainability: environment, social and governance. Students will also learn to analyze and compare sustainability reports. After the successful completion of the course the students

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	• Professional competences: Students will learn about the current implementation stage of ESG-requirements and ESG-projects in different companies. The content is varied between guest lecture impulses, case studies, group work and film or text analysis is used. • Methodological competences: Knowledge and capability to transfer theoretical knowledge on given real problems in daily business • Social competences: Presentation and teamwork skills (through group work and group presentations). • Personal competences: Students will be equipped with the necessary knowledge, experiences and competencies to resume a role in the ESG fields of professional competence.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG3: Students will learn to identify ethical and ESGs-related problems in real business cases; they will know how to tackle a specific challenge. Students will know about the positive and negative consequences of their decision.
Contents/ Indicative syllabus	Theoretical and practical exploration of application-oriented ESG issues This can be implemented in detail by • Discussion of selected key topics • Company visits and discussion rounds • Comparative analysis of the reporting of selected companies • 2-3 company visits
Teaching and learning methodology	Interactive lecture with practical sessions
Miscellaneous	Occasional guest speaker
Indicative reading list	<u>Preparatory reading:</u> • n/a In-depth reading: • n/a Readings will be provided

B-E-MAR1 Marketing Consulting Project Seminar (Marketing Consulting Projektseminar)

Module	B-E-MAR1
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half); successful completion of Module Data Analytics & MIS I
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study/project work)
Contact hours per week	4 SWS (blocked)
Examination/Type of assessment	Solution and presentation of a practical marketing or market analysis project
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of this module, the students are able to... Professional competences: understand the logic and structure of consulting projects in marketing and behavioral research; navigate the full cycle of an applied project - from problem definition to final presentation - while adhering to academic standards and client expectations; reflect

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	critically on the relevance, feasibility, and impact of proposed marketing solutions. Methodological competences: apply qualitative and/or quantitative research methods in a project-specific context; design instruments such as questionnaires or interview guides; conduct structured data analyses (e.g. t-tests, ANOVA, regression, factor and cluster analysis or qualitative coding); work confidently with relevant tools and software such as SPSS, Python, KNIME, MAXQDA, SoSci Survey, or equivalent; utilize frameworks and tools for innovation and service design (e.g. Design Thinking, Service Blueprinting, Value Proposition Canvas). Social competences: collaborate effectively in small, diverse teams under real-world time and performance pressure; assume different roles in a consulting team and engage constructively in peer-to-peer collaboration and feedback processes; communicate professionally and credibly with external stakeholders. Personal competences: structure complex problems, act independently and solution-oriented, and develop a professional consulting attitude; confidently present, argue and defend project results and business recommendations in front of internal and external audiences, including real company clients.
Learning outcomes	After the successful completion of this module, the students are able to... Professional competences: understand the logic and structure of consulting projects in marketing and behavioral research; navigate the full cycle of an applied project - from problem definition to final presentation - while adhering to academic standards and client expectations; reflect critically on the relevance, feasibility, and impact of proposed marketing solutions. Methodological competences: apply qualitative and/or quantitative research methods in a project-specific context; design instruments such as questionnaires or interview guides; conduct structured data analyses (e.g. t-tests, ANOVA, regression, factor and cluster analysis or qualitative coding); work confidently with relevant tools and software such as SPSS, Python, KNIME, MAXQDA, SoSci Survey, or equivalent; utilize frameworks and tools for innovation and service design (e.g. Design Thinking, Service Blueprinting, Value Proposition Canvas). Social competences: collaborate effectively in small, diverse teams under real-world time and performance pressure; assume different roles in a consulting team and engage constructively in peer-to-peer collaboration and feedback processes; communicate professionally and credibly with external stakeholders.

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	Personal competences: structure complex problems, act independently and solution-oriented, and develop a professional consulting attitude; confidently present, argue and defend project results and business recommendations in front of internal and external audiences, including real company clients.
Course specific contributions to AoL competency goals	CG 4: Student teams solving a real-life / an empirical marketing problem
Contents/ Indicative syllabus	The specific contents of the seminar depend on the nature and requirements of the assigned consulting project and are aligned with the practical challenges provided by the company partner. The focus and methodological depth vary accordingly and are communicated in the annually updated project briefing, which is made available via MS Teams prior to the elective course selection. In general, the seminar covers: - Standard consulting skills and tools, including professional communication and presentation techniques, structured problem solving, and client-oriented communication strategies - Basics of empirical research, including research design, hypothesis generation, and critical reflection on methodological choices. Depending on the project type, additional content areas may include: For quantitative research projects - Questionnaire design and experimental planning - Data collection and statistical data analysis - Statistical methods such as t-tests, ANOVA, linear and logistic regression, factor analysis, and cluster analysis - Use of statistical software such as SPSS, Python (pandas, scipy, statsmodels) and KNIME For qualitative research projects - Interview techniques, focus group moderation, etc. - Coding and interpretation of qualitative data - Methodologies s.a. Grounded Theory and Qualitative Content Analysis - Use of software tools like MAXQDA or NVivo For projects focusing on customer orientation and service innovation: - Concepts such as Value Proposition Design, Design Thinking, Persona development, Customer Journey Mapping, and Service Blueprinting - Use of collaborative tools and platforms such as Miro, Canvanizer, or Figma to support ideation and prototyping

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Teaching and learning methodology	Lectures (seminar character), individual project coaching sessions, and regular milestone presentations with feedback. Students work in fixed teams of three, simulating a professional consulting team. The groups tackle a real-life marketing challenge provided by a company partner, applying behavioral and marketing knowledge to develop practical and evidence-based recommendations.
Indicative reading list	• Malhotra, N. K., & Birks, D. F. (2017). Marketing research: An applied approach (5th ed.). Pearson Education. • Mayring, P. (2022). Qualitative Inhaltsanalyse: Grundlagen und Techniken (13., überarb. Aufl.). Beltz. • Minto, B. (2009). The pyramid principle: Logic in writing and thinking (3rd ed.). Pearson Education. • Sarstedt, M., & Mooi, E. (2019). A concise guide to market research: The process, data, and methods using IBM SPSS statistics (3rd ed.). Springer.
Miscellaneous	Top-performing teams are given the opportunity to present their consulting solution directly to the company partner, allowing them to gain real-world presentation experience and receive feedback from professional stakeholders.

B-E-MAR2 Performance Marketing (Performance Marketing)

Module	B-E-MAR2
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, Tel.: 07121/271-3034 philipp.wunderlich@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	Project Work and Presentation
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: thoroughly understand the process elements of performance management (specifically requirements, channels, analyses and utilized technology); gain a deeper understanding of special cases of Performance Marketing as Mobile Marketing and Amazon-Optimization

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	• Methodological competences: gain a basic understanding of web analytics and tracking and be able to use the concept of customer journey attribution • Social competences: understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • Personal competences: critically challenge the influence of (Performance) Marketing on our every-day lives
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Student teams working on a project/ case with the need to present and defend their findings CG 6: Students understanding the impact of digitalization on marketing
Contents/ Indicative syllabus	Introduction to Performance Marketing, Performance Marketing Channels (including SEA and Influencer Marketing), Evaluation and Analyses, Special Cases (Amazon, Mobile Marketing), Technology,
Teaching and learning methodology	Lectures (seminar character) and case study work
Miscellaneous	
Indicative reading list	• Kamps, I., Schetter, D. (2020): Performance Marketing – Der Wegweiser zu einem mess- und steuerbaren Online-Marketing – Einführung in Instrumente, Methoden und Technik, 2nd edition, Springer Gabler, Wiesbaden. • Kotler, P., Kartajaya H., Setiawan, I. (2021): Marketing 5.0 – Technology for Humanity, Wiley, New Jersey. • Kotler, P., Kartajaya H., Setiawan, I. (2017): Marketing 4.0 – Moving from Traditional to Digital, Wiley, New Jersey.

B-E-MAR3 International Marketing (Internationales Marketing)

Module	B-E-MAR3
Semester	8 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 209, Tel.: 07121/271-3034 philipp.wunderlich@reutlingen-university.de
Lecturers	Contracted lecturer
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project Work and Presentation
Weighting of Grade within overall programme	5/196
Learning outcomes	• Subject-specific competencies: Students are able to understand, explain, choose and apply the key approaches of international marketing, planning and brand management. They know to use the instruments for the job requirements of an international product manager focused on the basics of an international brand strategy of fast moving consumer goods. • Methodological competencies: Students know how to methodologically proceed in the single phases of international brand management. They can reflect and analyze the develop-

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	ment of micro and macro factors that influence important decisions of international branding. They know how to develop an international brand intention and an international advertising briefing. • Interdisciplinary competencies: Students are qualified to analyze and evaluate the implications of marketing techniques in an international framework and the consequences for the whole company system. This goes in particular to controlling, finance and production. They know how to handle advertising agencies. • Social competencies: Students are able to reflect and discuss current topics connected to marketing management in a globalized market. They develop a sense for the consequences of their decisions, also of social media, in an international context. They develop a feeling for international media and communication. • Personal competencies: Students can deal with unpredictable events and controversial attitude of international markets. They are capable of dealing with different cultural approaches.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Students reflect upon the cultural context and complexity of markets when making decisions in a global business environment. They work in international teams, reflecting different cultures within the group and discuss dos and don'ts. They work on interculturally different consumer and business behaviour and present their results. CG 4: Students to develop solutions for standardized and globalized brand strategies and the appropriate communication channels and methods and present their solutions in class
Contents/ Indicative syllabus	• Basics of international brand management • Advanced international marketing planning • Analysis of international markets • Effects of digitalization on international marketing and trade • Analysis tools for international brand planning • Analysis tools for online marketing • International consumer behaviour and segmentation
Teaching and learning methodology	Lectures (seminar character) and case study work
Miscellaneous	
Indicative reading list	Handouts, checklists, current articles from marketing magazines and newspapers according to the latest market developments Case studies



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	Further reading: • Richard Rosenbaum-Elliott e.a.: Strategic Brand Management, Oxford 2018 • Keller, Kevin Lane: Strategic Brand Management: A European Perspective, 4th Ed. 2013 • Further literature will be defined at the beginning of the seminar
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B-E-MAR4 Brand Management (Markenführung)

Module	B-E-MAR4
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Pascal Mourier phone 0177/273 23 03 pascal.mourier@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two hours written exam (60%), group project (40%)
Weighting of Grade within overall programme	5/196
Learning outcomes	After having successfully completed the Brand Management seminar it is expected that the students should have developed several competences that can be resumed as follows: Professional competences: The module gives the students the opportunity to understand the relevant environmental elements of a brand, to understand why brands are so important for companies in the current global business reality,

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	how brands are becoming what they are, what brands are, what the ingredients are (brand system), how to professionally manage them, to understand what communication is and how brands communicate, especially in the age of social media and how brands communicate, especially in regard to the current development of social networks. • Methodological competences: Through different teaching and learning methodologies the seminar gives the students the opportunity to apprehend the complexity of brands and through given frameworks (both theoretical and practical instruments used by global corporations) not only how to analyse such complex systems but also how to use the learnt knowledge in business life. The module is giving a high level of methodological competences to enable the students to understand complexity in the context of brand, to transfer knowledge in practical cases and to apply these fundamentals in their future business life. • Social competences: It is expected from the students that they extensively participate in in-class discussion. Furthermore, since of the learning axis is based upon workgroup which will be presented to the class (this is being part of the assessment) the module gives to the students the opportunity to improve their ability to work in a team, to define with the other members of the team the content of the group work, to organize the group, to take a role within the group and finally to assume a responsibility for the other members. This is taking place under time pressure since the groups have only a few weeks to perform and to deliver to the class the results under the form of a structured presentation as well as a written summary. By doing so the students participate to the creation of a collective and participative knowledge. • Personal competences: Through the above-mentioned workgroup and the fact that the module is being very interactive the students have the chance and the opportunity in different situations to invest themselves in creating a piece of knowledge that the module is producing. The students become the chance to work in group, to have an impact on the others, to participate to the quality of the class, to articulate ideas and concepts. The students become a framework to develop their strengths to interact in groups, improve their presentation competences and refine their oral as well as written communication skills.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students' regular analyses, discussions and development of suggestions to improvement observed brand management initiatives
Contents/Indicative syllabus	The module covers: The environmental landscape of brands The trends and insights having major influences on managing brands

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	The brands as social bodies - sociology of brands The brand system (brand- identity, symbiosis, relevance, continuity, and performance) The fundamentals of communication, brand communication, introduction to neuromarketing, change driven by social medias
Teaching and learning methodology	The seminar is built upon a methodology mix made of elements of lectures to transfer ground knowledge to the students, concepts, structures, and interactive elements - including the presentations of brand cases through major global corporations, as well as cases analysis conducted by the students in workgroups.
Miscellaneous	n/a
Indicative reading list	• Aaker, D.A. (2014): Aaker on Branding: 20 Principles That Drive Success, Morgan James Publishing • Baetzgen, A. (Hrsg.) (2022): Brand Purpose: Wie Marken nachhaltig Wert schaffen, 1. Auflage, Schäffer-Poeschel Verlag Stuttgart. • Barthes, R. (2010): Mythen des Alltags, Suhrkamp Verlag, Berlin. • Baudrillard, J. (2007): Das System der Dinge; Über unser Verhältnis zu den alltäglichen Gegenständen, 3rd edition, Campus Verlag, Frankfurt am Main. • Esch, F-R., (Autor), Esch, D. (2024): Strategie und Technik der Markenführung, Verlag Franz Vahlen, 10. Auflage • Gladwell, M. (2002): Tipping Point, Back Bay Books, New York. • Kapferer J-N (2012).: The New Strategic Brand Management: Advanced Insights and Strategic Thinking, 5th edition, Kogan Page, London; Philadelphia. • Lévi-Strauss, C. (1978): Traurige Tropen, Suhrkamp Verlag, Frankfurt. • Luhmanns N. (2024) (Hrsg. v. Dirk Baecker): Einführung in die Systemtheorie, Carl-Auer Verlag, 9. Auflage • Neumeier, M. (2005): The Brand Gap, 2nd Edition, New Riders Publishing. • Ortega y Gasset, J. (2002): Der Aufstand der Massen, 2nd edition, Deutsche Verlags-Anstalt DVA, Stuttgart – München. • Ries, A. and Trout, J. (2001): Positioning: The Battle for Your Mind, McGraw-Hill, New York. • Roberts, K. (2005): Lovemarks, The future beyond brands, Revised edition, Power House Books, New York. • Wheeler, A. and Meyerson, R. (2024): Designing Brand Identity. A Comprehensive Guide to the World of Brands and Branding, 6th edition, Wiley John + Sons; 6. Edition



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| | <ul style="list-style-type: none">• Zyman, S. (2000): The End of Marketing as we know it, Revised Edition, Harper Business, New York. |
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B-E-FIN1 Strategic Management of (geo-)political Risks (Strategisches Management (geo)politischer Risiken)

Module	B-E-FIN1
Semester	5 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
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
Weighting of Grade within overall programme	5/196

B-E-FIN2 Investment Management (Wertpapiermanagement)

Module	B-E-FIN2
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One hour written exam (1/3) and various small assessment throughout the semester (2/3)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: Students will learn how to apply the principles of portfolio management and where their limitations are. At the end of the course, they will be able to understand the complex interaction of different financial markets and the government is trying to regulate these markets. All topics will be discussed in the framework of Private and Investment Banking activities. Students will thus gain insight into both professional environments.

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	• Methodological competences: Students will learn how to give presentations in a professional environment, and, at the end of the course, they will have learned how to build efficient portfolios applying statistical tools in excel. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback from fellow students in a structured manner. • Personal competences: Students will build their own portfolio, and they will learn to explain the rationale behind their selection to a professional audience.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: In student presentations, the ethical implications of dealing with risky financial assets are addressed and discussed. Students are encouraged to use different perspectives when assessing the “profitability” of different financial asset classes. CG 4: Students practice valuation techniques for different asset classes; they compare different approaches of dealing with the riskiness of relevant cash flows.
Contents/Indicative syllabus	Economics of financial markets, financial intermediaries and financial services, overview of financial markets, money markets, debt markets, equity markets, foreign exchange markets, security exchanges, asset management and behavioral finance.
Teaching and learning methodology	Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters. Cases/exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real-time cases or market developments. Presentations will help students improve their communication skills both with a professional and an academic target audience in mind. Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.
Miscellaneous	Discussions, external presentations/field trips
Indicative reading list	• Bodie, Z., Kane, A., Marcus, A. (2024): Investments, McGraw-Hill Publ.Comp., Chicago et al. • Daxhammer, R. J., Resch, A., Schacht, O. (2018): IPO – an inside view, uvk, Konstanz-München. • Spremann, K./Ganterbein, P. (2022): Finanzmärkte: Wertpapiere, Investitionen, Finanzierungen; utb; München • Steiner, M., Bruns, Ch., Stöck, S (2023): Wertpapiermanagement; Schäffer-Pöschel, Stuttgart



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	• Podcasts and Videos on current topics Additional Reading Material will be distributed in class
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B-E-FIN3 Applied Econometrics (Angewandte Ökonometrie)

Module	B-E-FIN3
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 222a, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	
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	One-hour exam (50%) and project work (50%)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: Students are able to critically discuss empirical analyses of others with respect to their scientific validity. • Methodological competences: Students are able to measure causal effects using observational data

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	• Social competences: Students reinforce solving complex analytical problems in groups. • Personal competences: Students reinforce their analytical and discursive skills.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students are able to autonomously select statistical procedures for empirical analyses of causal relationship. They are able to critically assess the internal and external validity of own empirical analyses or those executed by others. CG 6: Students gain digital skills by conducting, interpreting, and discussing different analysis of empirical data, such as panel data analysis, error clustering, and analysing causal effects of treatments and interventions on markets and individuals.
Contents/Indicative syllabus	In the lecture “Applied Econometrics”, students will learn how to apply fundamental and advanced statistical methods of empirical analyses in business and economics. The course focuses on the application of methods of cross-sectional and panel regression analysis in R. As these methods are essential tools in empirical research, the lecture prepares students for seminars and graduation theses in many fields of business and economics, as well as for Master study programs in Business, management and economics that have an empirical focus. The lecture focuses on regression methods and their applications in business as well as micro- and financial economics. The statistical assumptions underlying regression analysis and the impact of the violation of these assumptions are discussed, as well as the statistical and economic interpretation of estimation results in the context of specific applications. As part of the course, students will apply these methods to empirical research questions in management, microeconomics, capital markets and public interventions, amongst others.
Teaching and learning methodology	Lectures and exercises
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Angrist, J.D., Pischke, J.-S. (2015): Mastering ‘metrics: The Path from Cause to Effect, Princeton University Press. <u>Main literature:</u> • Stock, J.H., Watson, M.W. (2020): Introduction to Econometrics, 4th edition, Pearson. <u>In-depth reading:</u> • Greene, W.H. (2020): Econometric Analysis, 8th edition, global edition) Pearson. • Hayashi, F. (2000): Econometrics, Princeton University Press



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| | <ul style="list-style-type: none">• Wooldridge, J. M. (2025). <i>Introductory Econometrics: A Modern Approach</i> (8th edition). Cengage Learning. |
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B-E-FIN4 Risk Management (Risikomanagement)

Module	B-E-FIN4
Semester	8 (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 programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Julia Brüggemann
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 risk modelling project with written report and presentation (85%), one-hour final examination on key risk management concept (15%)
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the course the students Professional competences: critically discuss the relevance and limitations of risk management for different situations and settings; recapitulate and apply the overall ERM concept; use various risk identification frameworks in specific situations; calculate a Value@Risk/CF@Risk; understand the profitability and risk drivers for a specific industry/company

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	• Methodological competences: use @Risk to riskify an Excel model; synthesize complex quantitative information for a high-level presentation; transfer and apply theoretical risk, finance and accounting knowledge to a real-life-setting • Social competences: refine the oral and written communication skills; further build ability to work in teams under time pressure • Personal competences: take the initiative to convince a company to participate in this risk modelling effort; further build time management and project management skills
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: students discuss the reasons and implications of a company's risk culture failure CG 4: students conduct a risk identification and risk modelling exercise for a real-life company; based on this project students understand the value drivers for this company CG 6: students learn how to use the excel add-in @Risk in order to riskify a company's P&L/CF statement with a monte-carlo-simulation; student
Contents/ Indicative syllabus	Introduction to risk management: risk definition, risk categories Introduction to the Enterprise Risk Management Framework (ERM) including risk identification, risk measurement, risk documentation, risk strategy, risk organization, risk processes and risk culture
Teaching and learning methodology	Lectures, risk modelling (with @Risk), case studies, group project
Miscellaneous	External guest lecture
Indicative reading list	Recommended reading: • Brüggemann, J. & Binder, C., (2025): Geopolitisches Risikomanagement in KMUs, Controlling & Management Review 69, p. 34-39. • Brüggemann, J. & Binder, C., (2023): Geopolitische Risiken strukturiert identifizieren, Controlling & Management Review 67, p. 48-53. • Brüggemann, J. & Binder, C., (2021): Über das Finden von Grauen Schwänen, Controlling & Management Review, No. 2, p. 46-51. • Brüggemann, J., Binder, C., Högsdahl, N., (2017): Bei Entscheidungen Risiken berücksichtigen, Controlling & Management Review, No. 3, p. 64-69. • COSO (2017): Enterprise Risk Management – Integrating with Strategy and Performance, https://www.coso.org/Documents/2017-COSO-ERM-Integrating-with-Strategy-and-Performance-Executive-Summary.pdf. • HBR's 10 Must-Reads (2020): On Managing Risk, Harvard Business Review Press, Boston.



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| | <ul style="list-style-type: none">• Vanini, U. & Rieg, R. (2026): Risikomanagement: Grundlagen – Instrumente, Unternehmenspraxis, 3. Auflage, Schäffer-Poeschl. |
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B-E-FIN5 Behavioral Finance (Behavioral Finance)

Module	B-E-FIN5
Semester	8 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 206, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour exam (1/3) and various other assessments (e.g., assignments/quizzes, presentation) (2/3)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences Professional competences: Students will learn why the concept of economic rationality has its limits in Financial Markets. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a behavioral Prospect Theory approach. Students will be able to explain phases of financial bubbles and list the most important ones.

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	• Methodological competences: Students will learn how to give presentations in a professional environment, and, at the end of the course, they will be able to understand the complex environment of financial decision making from a behavioral perspective. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback from fellow students in a structured manner. • Personal competences: Students will be involved in ongoing research projects like experiments and simulations. They will learn about research methodologies in a “hands on” fashion.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students will learn about the implications of heuristics in financial market decision making and about the ethical consequences of exploiting the biases, which result from these heuristics. CG 4: In groups of 2 students prepare research agendas which address the implications of introducing behavioral concepts into standard neoclassical financial theory. Thus, they get a solid understanding of the limitations of some of the standard problem-solving tools in investment management.
Contents/Indicative syllabus	Basics and Limits of rational Behavior in Financial Markets Phases of and Examples for Speculative Bubbles Information Processing and Decision Making from an Organizational Perspective Applications of Behavioral Finance Limitations of and Challenges for Behavioral Finance
Teaching and learning methodology	Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters. Cases/Exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real-time cases or market developments. Presentations will help students improve their communication skills both with a professional and an academic target audience in mind. Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets
Miscellaneous	Discussions 15-30%, external presentations/field trips 15-30%
Indicative reading list	• Ackert, L.F., Deaves, R. (2010): Behavioral Finance, Cengage, Mason. • Daxhammer, R.J., Facsar, M., Papp, Z. (2023): Behavioral Finance, 3rd edition, UVK, Konstanz-München.



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	• Nofsinger, J.R. (2022): The Psychology of Investing, 7th edition, Routledge, London. • Additional material (podcasts, videos, articles on current topics) will be distributed in class
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B-E FIN6 Wholesale Banking (Wholesale Banking)

Module	B-E-FIN6
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Dr. Sebastian Marek Building 5, Room 214, phone +49 7121 271-3144 sebastian.marek@reutlingen-university.de
Lecturers	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	One-hour written exam and project work
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 describe and assess the business models of wholesale banks. They understand the key products on the asset and liability side and can analyze their implications for profitability, funding,

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	and risk. They are able to apply regulatory frameworks — in particular capital and liquidity requirements — to wholesale banking decisions. • Methodological competences: Students are able to interpret market and product data in the context of macroeconomic developments and apply analytical techniques to wholesale banking problems, including bond pricing, credit assessment, liquidity metrics, and capital optimization. • Social competences: Students are able to discuss and evaluate complex wholesale banking decisions — such as pricing, structuring, or risk transfer — as part of a team, integrating perspectives from risk, regulation, and client management. • Personal competences: Students are able to navigate uncertainty in financial markets and develop sound judgment in business decisions that involve trade-offs between profitability, risk, and regulatory constraints.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students understand the business models of wholesale banks and are able to assess wholesale banking activities in a holistic view — covering profitability, regulatory constraints and capital management implications. CG 5: Students interpret market and product data in the context of (macro-) economic developments and apply appropriate analytical techniques to derive implications for wholesale banking decisions.
Contents/ Indicative syllabus	• Banking Markets and the role of Wholesale Banks • Interest Rates and Bond Markets • Wholesale Banking Business Models • Wholesale Banking Products • Corporate Clients and Coverage • Payments and Transaction Banking for Corporate Clients • Funding and Liquidity • Capital Management
Teaching and learning methodology	Lectures combined with group work and applied exercises. Selected sessions are supported by leading industry experts and executives.
Miscellaneous	n/a
Indicative reading list	• Thomas Hartmann-Wendels, Andreas Pfingsten, Martin Weber, (2019), Bankbetriebslehre

B-E-ACC1 Strategy Execution (Unternehmenssteuerung)

Module	B-E-ACC1
Semester	5 (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 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
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 Project (50%) and individual paper (50%)
Weighting of Grade within overall program	5/196
Learning outcomes	Will be updated
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Will be updated CG 4: Will be updated CG 5: Will be updated

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Contents/ Indicative syllabus	Will be updated
Teaching and learning methodology	Will be updated
Miscellaneous	n/a
Indicative reading list	Will be updated

B-E-ACC2 Management Accounting & Control (Controlling & Unternehmenssteuerung)

Module	B-E-ACC2
Semester	8 (currently not offered)
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of accounting and finance related core courses and strong interest in management control & accounting related topics
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
Language of instruction	German
Credits (ECTS)	5
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 (70%) and group presentation (30%)
Weighting of Grade within overall program	5/196
Learning outcomes	Gain further knowledge and competencies in management accounting and management control systems, allowing students to integrate the controlling function into the corporate environment, understand and scrutinize the underlying controlling concepts and systems on the basis of state-of-the-art research.

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	After the successful completion of the module the students should have developed the following competences • Professional competences: Critically discuss the relevance and limitations of management accounting & management control for different companies and settings (e.g., ethical aspects, implications of SDGs etc.); use different controlling tools in specific situations; master general cost calculation and cost control systems; get to know the broad application possibilities of controlling concepts and systems to learn more about their practical relevance and limitations. • Methodological competences: Develop integrated controlling systems including key performance indicators (performance measurement), analyze and synthesize quantitative information for high-level presentations and recommendations ("from insight to impact"); transfer and apply conceptual thinking to real-life settings • Social competences: Develop abilities to work in teams under time pressure; improve oral and written communication as well as structure problem-solving skills; give and receive feedback by fellow students in a structure manner • Personal competences: They independently define own knowledge gaps and take the initiative to find and own relevant topic and explore it further
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students solve small case studies and exercises, applying fundamental accounting concepts and their implications also on ethical issues facing business in a globalized world CG 4: Students solve real-life like case studies and exercises, applying fundamental accounting & control concepts. They analyze cost data in the context of cost theory to determine optimal cost levels in different situations
Contents/ Indicative syllabus	The module provides an understanding of the essential concepts and practices in Management Control & Accounting. It aims to equip students with the expanded 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	Pre-readings, lectures (seminar-style), students' presentations and discussions as well as case studies.

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Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Weber, J., Schäffer, U. (2026): Einführung in das Controlling, 18th edition, Schäffer-Poeschel, Stuttgart <u>In-depth reading:</u> • Friedl, G., Hofmann, C., Pedell, B. (2022): Kostenrechnung. Eine entscheidungsorientierte Einführung, 4th edition, Vahlen, München • 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 • Weber, J., Weißenberger, B.E. (2025): Einführung in das Rechnungswesen, 11th edition, Schäffer-Poeschel, Stuttgart

B-E-ACC3 Group Accounting (Konzernrechnungslegung)

Module	B-E-ACC3
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other 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	5/196
Learning outcomes	The module provides students with an overview of consolidated financial statements. Starting with the scope and the principles of consolidated financial statements they will learn to apply in-depth the consolidation process for investments, joint ventures, and associates both in theory and in practice. After the successful completion of the course the students • Professional competences: In this seminar-style course, students get a detailed understanding of consolidated financial statements. Besides, students are guided

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	through all relevant areas of the preparation of consolidated financial statements according to local and international GAAP. • Methodological competences: Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the fields of consolidated financial statements. • 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. The course will train students for both a specialist career in accounting and auditing and a role in general management.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students will understand, apply and interpret the conceptual and technical aspects of consolidated financial statements. The underlying theoretical concepts are elaborated and discussed.
Contents/ Indicative syllabus	Overview about the topics covered in this module: • Duty to prepare consolidated financial statements • Scope of a group • Consolidation of investments • Debt consolidation • Consolidation of interim results • Deferred taxes in consolidated financial statements
Teaching and learning methodology	Seminar-style teaching with discussions, case studies and coaching by the instructor
Miscellaneous	Guest lectures
Indicative reading list	<u>Preparatory reading:</u> • Küting, P./Weber C.-P. (2018): Der Konzernabschluss, 14th edition, Schäffer-Poeschel, Stuttgart. • Baetge, J./Kirsch, H.-J./Thiele, S. (2024): Konzernbilanzen, 15th edition, IDW, Düsseldorf. <u>In-depth reading:</u> • Coenenberg, A. G. & others (2024): Jahresabschluss und Jahresabschlussanalyse, 27th edition, Schäffer-Poeschel, Stuttgart. • Pellens, B. & others (2021): Internationale Rechnungslegung, 11th edition, Schäffer-Poeschel, Stuttgart.

B-E-MIS1 Platform Economics (Plattformökonomie)

Module	B-E-MIS1
Semester	5 (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 first two years of study at partner university (module: Credits Earned at Partner University, First Half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Tim Straub Building 5, Room 211, Tel.: 07121/271-3149 tim.straub@reutlingen-university.de
Lecturers	Prof. Dr. Tim Straub
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Group assignment incl. presentation (1/3) and one-hour written exam (2/3)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module, the students should have developed the following competences • Professional competences: Understanding of the economics of (internet) platforms (digital goods, markets, two-sided markets, peer to peer platforms, etc.); Engineering & managing (new) platforms • Methodological competences: Application of economics on platform models; understanding how plat-

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	forms can be engineered from an economic side; basic knowledge of game theory • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints • Personal competences: presentation skills; working with time constraints; economic thinking
Course-specific contributions to AoL competency goals (CG 1 - 6)	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 CG 6: Students are able to reflect basic data protection laws within digital platforms and are able to design extensions to such platforms.
Contents/ Indicative syllabus	This lecture provides an overview of the central role of platforms (peer to peer, two sided markets, digital platforms, etc.) in many new (internet) businesses. They are analyzed from a business, microeconomic, and behavioral perspective. It focuses on the exchange of two trading partners via an intermediary on internet platforms (e.g. AirBnB, eBay, etc.) and applies an engineering approach for applying economics in analyzing, understanding, and testing of (new) platforms. Topics include network effects, peer-to-peer markets, crowdsourcing, and market mechanisms. Beyond the lecture part, the course imparts knowledge by means of a case study, in which students are asked to analyze a platform themselves in groups.
Teaching and learning methodology	Interactive lecture, interactive exercise and group work
Miscellaneous	n/a
Indicative reading list	• Belleflamme, P., & Peitz, M. (2021). <i>The Economics of Platforms</i>. Cambridge University Press. • Cardoso, J., Fromm, H., Nickel, S., Satzger, G., Studer, R., & Weinhardt, C. (Eds.). (2015). <i>Fundamentals of service systems</i>. Springer International Publishing. • Easley, D., and Kleinberg, J. 2010. "Network Effects," in <i>Networks, Crowds, and Markets: Reasoning about a Highly Connected World</i>, Cambridge University Press, pp. 509–542. • Eisenmann, T., Parker, G., and Van Alstyne, M. W. 2006. "Strategies for two-sided markets," <i>Harvard Business Review</i> 84(10), pp. 1–11.



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- 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.
- Gimpel, Henner, et al. (2021). Market Engineering: Insights from Two Decades of Research on Markets and Information.
- Straub, T., Kohler, M., Hottum, P., Arrass, V., & Welter, D. (2013). Customer integration in service innovation: An exploratory study. Journal of technology management & innovation, 8(3), 25-33.
- Teubner, T., and Hawlitschek, F. (in press). "The economics of P2P online sharing," in The Sharing Economy: Possibilities, Challenges, and the way forward, Praeger Publishing.
- Weinhardt, C., Holtmann, C., Neumann, D., Market Engineering. Wirtschaftsinformatik, 2003. Wolfstetter, E., 1999. "Topics in Microeconomics - Industrial Organization, Auctions, and Incentives," Cambridge, Cambridge University Press.

B-E-MIS4 Green Information Systems (Digitalisierung & Nachhaltigkeit)

Module	B-E-MIS4
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. 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
Weighting of Grade within overall programme	5/196
Learning outcomes	The participants should develop competencies in the following fields • Professional competences: thoroughly understand international perspectives on the role of information systems in environmental sustainability • Methodological competences: understand how IS shapes environmental sustainability

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	• 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 a differentiated view on how IS influences our planet and personal lives – positively and negatively
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students will learn how IS influences our planet and personal lives and what consequences this has on an ethical level e.g. data protection CG 4: Student teams working on a project with the need to pitch their ideas to the group CG 5: Students will understand how digitization can help to develop more sustainable lives CG 6: Students transfer the learned knowledge on digitization to create more sustainable lives
Contents/ Indicative syllabus	• Introduction to Energy informatics • Data collection and exploitation strategies for Green IS • IS and circular economy • Digital technology affordances for sustainable business practices • Green IS in IT Services • Digital nudging and eco-sustainable behavior • Comfort vs. money in sustainable energy consumption • Smart homes and smart grids
Teaching and learning methodology	Blended lecture and team exercises/ project work
Miscellaneous	
Indicative reading list	• Cooper, V. A., Kranz, J. J., Mathew, S. K., & Watson, R. T. (Eds.). (2023). <i>Research Handbook on Information Systems and the Environment</i>. Edward Elgar Publishing.

B-E-MIS5 Digital Transformation (Digital Transformation)

Module	B-E-MIS5
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tim Straub Building 5, Room 211, phone 07121/271-3149 tim.straub@reutlingen-university.de
Additional lectures	Markus Schmidt
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS (sessions of each 0,5 day)
Examination/Type of assessment	Project
Weighting of Grade within overall programme	5/220
Learning outcomes	After the successful completion of the module the students should have developed the following competences: Professional competences: Business Transformation of companies, business drivers, success factors. Why, What and How to do it Focus on Globalization, Digitization and Sustainability, special focus on AI, and geopolitics Many concrete examples of corporates, SMEs and Start-ups

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	• Methodological competences: successful management of Business Transformation with focus on hard factors (Organisation, Processes, New Technologies) and soft factors (leadership, people, culture) Insights into Business Modell Innovation and disruptive Innovation • Social competences: leadership, modern ways of collaboration feedback culture, failure culture, risk taking, entrepreneurial mindset, • Personal competences: AI+human, lead myself, resilience, agility, team performance, personal development
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG5 (importance of data, data management): Data Business Models, Big Data&AI, Data Analytics, Moore's law, Platform Business CG6 (understanding and working with digital content): the course covers almost all aspects of digital content.
Contents/Indicative syllabus	This course will mainly address and answer the following questions: • Why does the digital transformation have such a ground breaking impact on the global business world, both on the global economy and international companies? • Why is the digital transformation so important for the economy and all companies? Why are digitization and sustainability closely linked? • Why is AI highly impacting Business Transformation? • Why is know how in geopolitics getting such important for business transformation? • How to organize best in a company modern Innovation Management for disruptive products/ solutions? • What should be the content of an excellent digital strategy? • How to implement a successful digital transformation? • How to do it successfully in the areas of Organisation, Processes, New Technologies, Leadership, People and Culture?
Teaching and learning methodology	Good balance of content lecturing and interactivity (polls, breakout sessions, Vodcast, Podcast, ...) Presentation with PP, breakout session/working groups, polls, vodcasts/podcasts/videos/life spots from experts. Use of Concrete Business Cases.
Miscellaneous	Lecturing based on a concept out of the book "The Digital Transformer's Dilemma and long practical experience in Business (Executive, Non-Executive, Advising, Coaching) All new insights and learnings from COVID-19 will be included

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Indicative reading list	Preparatory reading: • Frankenberger, K., Mayer, H., Reiter, A., & Schmidt, M. (2021). Das Digital Transformer's Dilemma: Wie Sie Ihr Kerngeschäft digitalisieren und gleichzeitig innovative Geschäftsmodelle aufbauen. John Wiley & Sons.The • Gassmann, O., Frankenberger, K., & Choudury, M. (2020, 3.Auflage). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler business model navigator. Carl Hanser Verlag GmbH Co KG. • Christensen, C. M. (2011). The innovator's dilemma: Warum etablierte Unternehmen den Wettbewerb um bahnbrechende Innovationen verlieren. Vahlen. • Edmondson Amy (2023), Right kind of wrong, Wertvolle Fehler, die praktische Wissenschaft des klugen Scheiterns, Vahlen Verlag
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B-E-ORG1 Organizational Development & Change Management (Organisationsentwicklung & Change Management)

Module	B-E-ORG1
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. habil. Arjan Kozica Building 5, Room 206, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Multiple assessments (presentation and article summary)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the course the students should have developed the following competences: Professional competences: familiar with theories and best practices about organizational development (OD) and change management, able to critically reflect upon mainstream thinking on OD and change management, understand how concepts such as power, politics, communication and sensemaking influence dynamics of organizations

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	• Methodological competences: tackling change challenges by develop-ing appropriate change plans and using methods and tools (“best practices”) • Social competences: improve social influence tactics (motivation, com-munica-tion), enhance ability to cope with paradoxical situations and ambiguity • Personal competences: presentation skills, improve reflexive capacity
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students develop their competence to manage organizational change by applying methods of change management so specific text-based case studies.
Contents/Indicative syllabus	Resulting from evermore dynamic and complex environments, researchers and practitioners see organization development (OD) and change of organizations as an important factor for achieving sustainable competitive advantages. Hence, planning and managing change and fostering organisational development is crucial for organizations to survive. Following an individual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations change, and discusses management models/frameworks and tactics of intentional change (“Best practices” for coping managing change as project, coping with resistance, leadership styles, effective communication) and elaborates methods of organizational development. Yet, organizational change unfolds through personal and organizational resistance, and is a fuzzy and paradox endeavor. Managing change in an instrumental sense is hence limited. Therefore, the course also discusses limits of change, put normative models of “change management” and OD into context and discusses managerial scope and appropriate behavior in face of ever-changing environments and organizations.
Teaching and learning methodology	Lectures, mini-presentations, self-study with assigned readings
Miscellaneous	n/a
Indicative reading list	<u>Recommended textbooks</u> • Crosby, G. (2021). Planned Change: Why Kurt Lewin's Social Science Is Still Best Practice for Business Results, Change Management, and Human Progress, Routledge, London/New York. • Hayes, J. (2022). The Theory and Practice of Change Management, 6th Edition, Palgrave MacMillian, New York. • Hodges, J. (2020). Organization Development. How Organizations Change and Develop Effectively, Macmillan international/Red Globe Press, London.



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	• Kotter, John P., Akhtar, Vanessa, Gupta Gaurav (2023). Change. How Organizations Achieve Hard-To-Imagine Results in Uncertain and Volatile Times, Wiley: New York.
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B-E-ORG2 Organizational Laboratory (Organisationslaboratorium)

Module	B-E-ORG2
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. habil. Arjan Kozica Building 5, Room 206, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Individual Paper
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the course the students should have developed the following competences: Professional competences: understand organizations as complex, dynamic and socially constructed systems beyond formal structures; develop a differentiated understanding of organizational processes such as hierarchy formation, functional differentiation, self-organization and environmental relations; critically reflect on underlying assumptions of organizing, leadership and change in real-time settings; understand how

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	concepts such as power, politics, communication and sensemaking shape organizational dynamics in practice • Methodological competences: analyze and interpret ongoing organizational processes in a real-time, experiential learning setting; experiment with the design of structures, roles and processes under conditions of uncertainty; apply observation, reflection and feedback methods to make sense of complex organizational situations; derive actionable insights for organizational development from lived experience rather than purely from “best practices” • Social competences: enhance ability to cope with paradoxical situations and ambiguity enhance ability to collaborate across groups and functions in a dynamic organizational setting; improve communication and influence in situations of ambiguity, conflict and evolving roles; develop sensitivity for group dynamics, intergroup relations and organizational boundaries; cope constructively with tension, paradox and uncertainty in collective settings • Personal competences: strengthen reflexivity regarding one’s own role, behavior and impact in organizations; increase tolerance for ambiguity and capacity to act under uncertain and evolving conditions; develop self-awareness in leadership and followership situations; improve ability to integrate feedback into personal and professional development
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students develop their competence to manage organizational change by applying methods of change management so specific text-based case studies.
Contents/Indicative syllabus	Organizations are increasingly confronted with dynamic, complex and ambiguous environments. Rather than treating organizational structures and their development as primarily planned and instrumentally managed processes, this course conceptualizes organizations as evolving, socially constructed systems shaped by ongoing interactions. Building on an individual, group and organizational level of analysis, the course introduces key perspectives on organizing and leadership, with a particular focus on emergent processes such as sensemaking, power, politics, communication and self-organization. Participants engage with fundamental tensions of organizing, including hierarchy versus participation, differentiation versus integration, and stability versus change. A defining feature of the course is its highly interactive and experiential design: during an intensive seminar week, participants collectively create and develop their own organization. Within this real-time setting, they are required to establish structures, define roles, negotiate goals and coordinate activities under conditions of uncertainty. The process unfolds without predefined solutions

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	and confronts participants directly with the dynamics, tensions and paradoxes of organizing. Through the integration of experience, reflection and conceptual input, the course supports participants in developing a deeper and practice-oriented understanding of organizing and leadership in contemporary organizations.
Teaching and learning methodology	Lectures, interactive large group format
Miscellaneous	The module is offered as a joint seminar with partner universities and will mainly take place as a blocked course. Full attendance is required during the interactive seminar sessions. Further details will be provided prior to the start of the module.
Indicative reading list	<u>Recommended textbooks</u> • Duwe, D.H. (2018). Zur Entwicklungsgeschichte des Klagenfurter Organisationstrainings. In: Von der Systemabwehr zur Organisationsbewusstheit. Schriften zur Gruppen- und Organisationsdynamik, vol 11. Springer, Wiesbaden. https://doi.org/10.1007/978-3-658-18957-0_2 • Forsyth, D. R. (2018). Group dynamics (7th ed.). Cengage Learning. • Tsoukas, H., & Chia, R. (2002). On organizational becoming. Organization Science, 13(5), 567–582. • Vince, R. (2008). ‘Learning-in-action’ and ‘learning inaction’: advancing the theory and practice of critical action learning. Action Learning: Research and Practice, 5(2), 93–104. https://doi.org/10.1080/14767330802185582 • Weick, K. E. (1995). Sensemaking in organizations. Sage.

B-E-HR1 Work & Organisational Psychology (Arbeits- & Organisationspsychologie)

Module	B-E-HR1
Semester	8 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Project
Weighting of Grade within overall programme	5/196

B-E-HR2 Organisational Transformation & Strategy (Organisationale Transformation & Strategie)

Module	B-E-HR2
Semester	8 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jörg Büechl Building 5, Room 213, phone 07121/271-3058 Joerg.bueechl@reutlingen-university.de
Language of instruction	German
Lecturers	Prof. Dr. Jörg Büechl Prof. Dr. habil. Arjan Kozica
Credits (ECTS)	5
Total work load	150 h (60 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Project
Weighting of Grade within overall programme	5/196

B-E-ENT1 Management of Innovations (Innovationsmanagement)

Module	B-E-ENT1
Semester	7 (not offered in 2026/27)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturer	Dr. Steffen Wütz steffen.wuetz@lba.reutlingen-university.de
Language of instruction	Deutsch
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous assessment consisting of active in-class participation, case study presentation as well as project work and project presentation. Further details are provided at the beginning of the semester.
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences: Professional competences: students understand, critically discuss, and apply principles of and current developments in innovation management. They will be able to understand the complex interaction of stakeholders during an innovation project.

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	• Methodological competences: students transfer and apply theoretical knowledge to practical experience; work with case studies; combine scientific and practical insights to project work. • Social competences: students refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner. • Personal competences: students learn how to work in an innovation project and solve a complex innovation project.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Students adopt a global perspective on innovation management by discussing business examples and case studies. CG 3: Students discuss and reflect on the ethical implications of innovations. CG 4: Students discuss, reflect on, and apply (case studies) innovation management concepts. CG 5: Students understand the digital prerequisites and uses of innovations.
Contents/Indicative syllabus	The module covers the principles of and recent developments in innovation management: definition of innovation, importance of innovations for company success, innovation strategy, culture of innovation, innovation process, success drivers of innovation, and tools for managing the innovation process (e.g., design thinking). The focus of the seminar may vary from semester to semester.
Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, exercises, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, company presentations, company co-operations will be integrated in the course.
Indicative reading list	Tailor-made lecture notes and reading list will be distributed in class.

B-E-ENT2 Creating Internet Start-Ups (Gründung Internet Start-Ups)

Module	B-E-ENT2
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other 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	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	Project Work (incl. presentation)
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences: • Professional competences: Business Plan development; constituent parts of a business plan; managing a start-up enterprise • Methodological competences: Project management; creativity techniques; Canvas-approach; business model development process from innovation to design, prototyping; group coaching

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	• Social competences: working in a team; communication skills • Personal competences: presentation skills; working with time constraints; entrepreneurial thinking
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Application of theory to invent and develop an internet start-up business plan CG 5: Students invent and develop an internet start-up and thereby apply their skills in analyzing markets CG 6: Students invent and develop an internet start-up and thereby apply their skills in building digital mockups of apps and websites, have to include data protection in their business in order to work with personal data
Contents/ Indicative syllabus	In this course groups of 4 students invent and develop an individual business plan for an online start-up. The business plan is presented in front of a jury of practitioners and academics. The presentation follows a typical venture-capital presentation design (limited time, short assessment). The module covers: • Creativity Methods • Developing a business plan • Project management and Leadership • Assessment of basic internet specific business models and characteristics • Team work
Teaching and learning methodology	Lecture and group work
Miscellaneous	n/a
Indicative reading list	• Bloch, M., Pigneur, Y. and Segev, A. (1996): On the Road of Electronic Commerce - a Business Value Framework, Gaining Competitive Advantage and Some Research Issues, March. Institut D'Informatique et Organization, Ecole des HEC, Université Lausanne. • Osterwalder, A. and Pigneur, Y. (2010): Business Model Generation – ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Campus Verlag, Frankfurt/New York. Picot, A., Reichwald, R. and Wigand, R. T. (1998): Die grenzenlose Unternehmung: Information, Organisation und Management; Lehrbuch zur Unternehmensführung im Informationszeitalter. Gabler Verlag. Wiesbaden. • Ries, E. (2012): Lean Startup – Schnell, risikolos und erfolgreich Unternehmen gründen, Redline Verlag. München.

B-E-ENT3 IPBS Summer Institute (IPBS Summer Institute)

Module	B-E-ENT9
Semester	8
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; available for exchange students
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	5/196
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”.

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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

B-E-LAW1 Labour Law (Arbeitsrecht)

Module	B-E-LAW1
Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Two-hour written exam (100%)
Weighting of Grade within overall programme	5/196
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

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	• 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. CG 4: Students learn to develop legally correct and practical solutions based on simple to moderately difficult labour law issues.
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.

B-E-LAW2 Legal Management (Management rechtlicher Angelegenheiten)

Module	B-E-LAW2
Semester	5 (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 first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Markus Conrads, Building 5, Room 212, phone 07121/271-3080 markus.conrads@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Continuous Assessment
Weighting of Grade within overall programme	5/196

B-E-ECO1 Competition Theory and Policy (Wettbewerbstheorie und -politik)

Module	B-E-ECO1
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 211, phone 07121/271-3071 joerg.naeve@reutlingen-university.DE
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	Group presentation (1/3) and individual term paper (2/3)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: Students should know the legal and institutional basics of competition policy in Germany and Europe and be able to assess them also in comparison to US competition law and policy. • Methodological competences: Students should have a basic feeling for how economic theory and models enter competition policy decisions and the legal framework

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	and understand the merits and limitations of economic theory in this area. Also, they should have a basic understanding about questions of law as well as law and economics in the field. • Social competences: Cooperation in a diverse group. • Personal competences: Students should develop their presentation skills as well as getting acquainted to scientific writing.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students develop an awareness that they might get into situation involving infringements of competition law. We discuss the possible role as whistle blower and resulting conflicts of interest. CG 4: Students understand the tensions between competition policy and other areas such as industrial policy or structural or regional policies.
Contents/Indicative syllabus	The institutional and legal framework of competition policy in Germany, Europe (and the US); Antitrust Policy (cartels, leniency policies); Merger control; Abuse of a dominant position (e.g. predatory pricing); State Aid
Teaching and learning methodology	Lecture and reading (legal texts and case decisions), students' presentations and discussion.
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Schmidt, I. and Haucap, J.: Wettbewerbspolitik und Kartellrecht: Eine interdisziplinäre Einführung, 10th edition, De Gruyter Oldenbourg, München, 2013. <u>In-depth reading:</u> • Motta, M. (2004): Competition Policy: Theory and Practice, Cambridge University Press, Cambridge. • Schwalbe, U. and Zimmer, D. (2021): Kartellrecht und Ökonomie: Moderne ökonomische Ansätze in der europäischen und deutschen Zusammenschlusskontrolle, 3rd edition., Fachmedien Recht und Wirtschaft, Frankfurt. Additional literature and documents are distributed in class or via Teams.

B-E-ECO2 Growth and Comparative Development (Wachstums- und Entwicklungsökonomik)

Module	B-E-ECO2
Semester	8 (not offered in 2026/27)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Larissa Zierow Building 5, Room 207, phone 07121/271-6035 larissa.zierow@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/Type of assessment	One-hour written exam (30%), group project (70%)
Weighting of Grade within overall programme	5/196
Learning outcomes	After the successful completion of the module the students should have developed the following competences • Professional competences: understand traditional and modern approaches of economic growth theory, reflect and analyze the concepts of technological progress and its implications for economic growth as well as income distribution, explore the key drivers of technological progress and globalization • Methodological competences: analyze the economic situation of economies, develop a growth and

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	development strategy for these countries, present a report on economic growth and generate a review of important economic indicators, • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed economic policy strategy, focus on key economic problems.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Students reflect the relevance of international differences in economic policy and evaluate the different concepts. CG 3: Students explore the ethical dimensions of growth and economic inequality. They reflect on issues such as environmental externalities, social inequality, and the impacts on democracy, gaining a comprehensive understanding of the moral implications associated with economic development. CG 4: Students understand the relation between growth and international trade in a globalized economy. CG 5: Students know to interpret and to reflect time series describing long run economic trends and development processes. CG 6: Students are aware of the relevance of different data sources for developing strategies for economic growth and technological progress.
Contents/Indicative syllabus	The following contents are taught in class: post-Keynesian growth theory, neo-classical growth theory, the role of technological progress, the role of education, endogenous growth theory, growth in a global economy, globalisation and digitalization, modern development economics.
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	
Indicative reading list	• Blanchard, O. (2021). <i>Macroeconomics</i>, 8th edition, Global Edition. • Core Project (2023). <i>The Economy 2.0</i>. Open-source e-book: CORE Econ - Economics for a changing world (core-econ.org) • Hanushek, E. A., & Woessmann, L. (2023). <i>The knowledge capital of nations: Education and the economics of growth</i>. MIT Press. Additional readings will be distributed in class.

B-E-ECO3 Politics, Economics, and Business in Africa (Politik, Wirtschaft und Unternehmen in Afrika)

Module	B-E-ECO3
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university.
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, phone 07121/271-3017 philipp.von-carlowitz@reutlingen-university.de
Lecturers	Prof. Dr. Philipp von Carlowitz and guest lecturers (Simon Züfle, Alara Yaman)
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (48 h contact, 102 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project work – developing a short country profile and developing a market entry approach into a specific African country
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the course, the students will strengthen the following competences. - Professional competences: - A nuanced understanding of the political, economic, and business landscapes across different African countries.

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	○ The ability to critically assess current developments and trends within African states from a multidisciplinary perspective. ○ Competence in applying theoretical concepts to real-world case studies within the African context. • Methodological competences: ○ Skills in conducting structured country analyses using political, economic, and business frameworks. ○ Proficiency in researching and synthesizing diverse sources of information to support evidence-based arguments. ○ Experience in presenting complex issues clearly and effectively in both written and oral formats. • Social competences: ○ Ability to work collaboratively in diverse groups, contributing constructively to discussions and group tasks. ○ Sensitivity to differing perspectives and contexts, particularly when engaging with topics involving cultural, social, and historical dimensions. ○ Skills in giving and receiving feedback within an academic setting. • Personal competences: ○ Increased awareness of the complexities and heterogeneity of the African continent. ○ Development of independent thinking and initiative in exploring new topics and forming reasoned positions. ○ Enhanced intercultural understanding and appreciation for global diversity.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Learn about different business and national culture in African markets CG 4: Students will have to come up with a realistic Go2Market approach despite many challenges in navigating African countries' business environments
Contents/ Indicative syllabus	This interdisciplinary seminar explores the intersections of politics, economics, and business across the African continent. Drawing on perspectives from political science, economics, and business studies, the course examines key issues shaping African countries, including geopolitics, governance, regional integration, doing business conditions, and market entry forms. The seminar will have the following structure: • Introduction • Africa in the geopolitical context • Africa strategies of various countries • Governance issues

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	• Regional integration and AfCFTA • Macroeconomic situation and international trade structure • Drivers of economic growth and prospects • Doing business conditions • Market entry forms • Business models for African markets • Usage of new technologies in business activities • Country presentations
Teaching and learning methodology	This seminar will follow an interactive teaching and learning format that combines diverse methodologies to foster active student engagement and critical analysis. Sessions will alternate between instructor-led presentations and collaborative group work, creating space for both guided input and peer-to-peer learning. Each student will take on the role of a country expert, selecting one African nation to study in depth. Over the course of the seminar, students will explore and analyze the political systems, economic structures, and business environments of their chosen countries, sharing their insights through presentations and discussions that enrich the comparative and thematic dimensions of the course. In the end they will need to put the knowledge to use in a case of Going2Market in one specific African country.
Miscellaneous	
Indicative reading list	<u>Preparatory reading:</u> • Carlowitz, Philipp von & Züfle, Simon (Eds.) (2024). Business Success in Africa. Academic and Managerial Insights, Springer: Cham, https://doi.org/10.1007/978-3-031-70384-3. <u>In-depth reading:</u> • Züfle, Simon & Carlowitz, Philipp von (2025): The geopolitics, government-business relations, and triangular cooperation of 'Africa+1' conferences, Globalizations, https://doi.org/10.1080/14747731.2025.2467518. Further Readings will be provided in the course

B-E-SKILL1 Self Management (Selbstmanagement)

Module	B-E-SKILL1
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other 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
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	5 SWS
Examination/ Type of assessment	Two hour written exam
Weighting of Grade within overall program	5/196

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Learning outcomes	After the successful completion of the course the students - Professional competences: - Apply psychological and behavioral concepts (e.g., personality models, habit formation, persuasive communication) to strengthen their professional presence - Use structured decision-making, goal-setting, and self-management tools in dynamic business environments - Develop and communicate a coherent personal brand aligned with long-term career goals and values - Methodological competences: - Analyze and optimize behavioral routines using evidence-based frameworks (e.g., habit loops, identity-based change, time management techniques) - Structure arguments, presentations, and learning processes in a logical and goal-oriented way - Apply suitable methods for decision-making, prioritization, and personal resource allocation (e.g., matrices, heuristics, learning strategies) - Social competences: - Communicate effectively in both verbal and non-verbal ways, showing empathy and clarity in interpersonal interactions - Build trust and resonance through active listening, persuasive techniques, and presence - Collaborate constructively within a fixed triad setting, giving and receiving feedback and practicing self-disclosure - Personal competences: - Increase self-awareness by reflecting on values, personal goals, character traits, and internal obstacles - Cultivate a growth mindset and intrinsic motivation to pursue personal and professional development - Establish sustainable habits and routines that support resilience, well-being, and long-term identity formation
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: The module promotes ethical self-leadership and responsible personal positioning in professional environments. CG 4: The module strengthens students' ability to solve managerial challenges by applying behavioral, structural, and reflective techniques in complex self-management contexts.
Contents/ Indicative syllabus	Personality Developing self-awareness through psychological models such as the OCEAN Big Five, the Inner Team (CTI Coaching model), Saboteurs (Positive Intelligence framework), and the Gallup StrengthsFinder

- Engaging in guided personality development, including the creation of a personal vision board, defining an aspirational target personality, and identifying & leveraging individual resources and strengths
- Building a personal brand as a long-term orientation tool
- Reflecting on one's life and goals with tools such as "Begin with the end in mind" (Covey), understanding what it means to stay motivated (growth mindset), and exploring the connection between happiness, career planning, and personal values

Routines

- Understanding how habits are formed and changed; applying strategies to build, break, and redesign behavioral routines intentionally
- Establishing effective daily habits for physical and mental performance, including:
 - Sleep quality and rhythm
 - The balance of pain and pleasure as drivers of change
 - Focus and memory through structured attention practices
 - Deliberate learning techniques and cognitive optimization
 - Reflecting on how micro-routines contribute to long-term identity development and self-leadership

Skills

- Making a strong first impression through self-awareness, posture, and intentional interaction design
- Developing verbal communication skills:
 - Active and empathetic listening
 - Formulating clear and persuasive core messages
 - Developing vocal presence and effective presentation techniques
- Mastering non-verbal communication, including:
 - Reading and using body language consciously
 - Understanding contextual signals such as proxemics, timing, and space (e.g., chronemics per Edward T. Hall)
- Learning to influence and persuade effectively, based on:
 - Principles (e.g., reciprocity, authority, scarcity, social proof)
 - Insights on behavioral friction, framing, and ethical persuasion
- Improving analytical and structural thinking to organize ideas, arguments, and workflows logically and efficiently
- Applying essential techniques of time management, including the strategic use of calendars and task management tools; avoiding precrastination and procrastination through planning and reflection

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	Building decision-making competence through structured approaches (e.g., heuristics, decision matrices, values-based prioritization)
Teaching and learning methodology	This course includes elements of experiential learning and encourages active participation beyond the classroom. Students are expected to engage with the course content not only intellectually but also personally. To ensure a rich and reflective learning experience, participants will work in stable triads throughout the semester. A willingness to engage in honest self-reflection, to share personal insights, and to embrace change is essential for benefiting fully from this course format. The course also requires substantial reading and discussion. At the end of each session, students will record a short voice reflection, summarizing key insights, learnings, and personal takeaways. These weekly voice logs are a core part of the assessment process.
Miscellaneous	The course follows a flipped classroom approach in which students actively shape the learning process by selecting topics from an extensive list of content areas, allowing for individualized focus and shared responsibility for in-depth exploration.
Indicative reading list	- Carnegie, D. (2022). How to win friends and influence people: Updated for today. New York, NY: Simon & Schuster. - Christensen, C. M., Allworth, J., & Dillon, K. (2012). How will you measure your life? New York, NY: Harper Business. - Cialdini, R. B. (2021). Influence: The psychology of persuasion (New & expanded ed.). New York, NY: HarperCollins. - Clear, J. (2018). Atomic habits: An easy & proven way to build good habits & break bad ones. New York, NY: Avery. - Covey, S. R. (2019). The 7 habits of highly effective people: 30th anniversary edition. New York, NY: Free Press. - Heath, C., & Heath, D. (2007). Made to stick: Why some ideas survive and others die. New York, NY: Random House. - Knigge, A. F. F. (Freiherr von). (2016). Über den Umgang mit Menschen. Stuttgart: Reclam. - Navarro, J., & Karlins, M. (2008). What every BODY is saying: An ex-FBI agent's guide to speed-reading people. New York, NY: Harper Collins.

B-E-SKILL2 Trust, power and micropolitics (Vertrauen, Macht & Mikropolitik)

Module	B-E-SKILL2
Semester	7
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. habil. Arjan Kozica Building 2, Room 207, phone 07121/271-1009 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. habil. Arjan Kozica
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, multiple assessments (presentation and article summary)
Weighting of Grade within overall program	5/196
Learning outcomes	After the successful completion of the course the students Professional Competences: Understanding the concept of power, organizational politics and trust in organizations Understanding of the impact of power and micropolitics on decision-making processes and organizational culture.

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	Strategies for fostering a trustful organizational environment. Ability to identify and analyze power dynamics and their effects on organizational behavior Methodological Competences: Ability to conduct research on power dynamics, trust issues, and political behaviors. Competence in critically analyzing political behaviors and power structures. Ability to build and maintain professional relationships in the context of power, micropolitics and trust in organizations. Skills in working collaboratively by addressing power and trust issues. Awareness of the ethical implications of power, trust and politics in organizations. Personal Competences: Ability to reflect on one's own micropolitical behavior and its impact. Skills in self-assessment and personal growth in relation to power and trust dynamics. Proficiency in critically evaluating micropolitical situations and developing effective solutions. Ability to lead with integrity and foster a culture of trust and transparency.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 2: Students reflect on the influence of intercultural differences on gaining trust, receiving a powerful social position, and exerting micropolitics in organizations. CG 3: Students understand the relevance of power in the context of ethical behavior.
Contents/ Indicative syllabus	This course explores the intricate dynamics of power, politics, and trust within organizational settings. Students will examine how these elements influence organizational behavior, decision-making, and change processes. By understanding the theories and practical applications of power and politics, as well as the critical role of trust, students will be equipped to navigate and manage complex organizational landscapes. Upon successful completion of this course, students will: - Understand the fundamental concepts of power, politics, and trust in organizations. - Analyze the impact of power dynamics and political behavior on organizational outcomes.

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	- Develop strategies to build and maintain trust within teams and across the organization. - Critically evaluate management models and frameworks related to organizational change. - Apply practical skills to manage power and political challenges in professional settings.
Teaching and learning methodology	Lectures, mini-presentations, self-study with assigned readings
Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Geramanis, Olaf (2024). Vertrauen und Vertrautheit in Organisationen, Beziehung gestalten zwischen Stabilität und Wagnis, Vandenhoeck & Ruprecht Verlage. • Volk, Theresia (2019). Spielen, um zu gewinnen. Macht und Wirksamkeit in Organisationen. • Pfeffer, Jeffrey (2023). 7 Rules of Power. Surprising – but true – Advice to Get Things Done and Advance. • Gruenfeld, Deborah (2020). Acting with Power. Why we are more Powerful Than We Believe, Penguin Random House: New York. <u>In-depth reading:</u> • Anderson, Cameron, Brion, Sebastien (2014). Perspectives of Power in Organisations, Annual Review of Organizational Psychology and Organizational Behavior, Vol. 1, 2014, pp. 67-97. • Sturm, Rachel, Antonakis, John (2015). Interpersonal Power: A Review, Critique, and Research Agenda, Journal of Management, Vol. 41, No 1, pp. 136-163. • Ferrari, Fabian, Graham, Mark (2021). Fissures in algorithmic power: platforms, code, and contestation, Cultural Studies, Vol. 35, Nos 4-5, pp- 814-832. • Hochwarter, Wayne et al. (2020). Perceptions of Organisational Politics Research: Past, Present, and Future, Journal of Management, Vol. 46, No. 6, pp. 879-097.

B-E-SKILL3 Leadership (Führung)

Module	B-E-SKILL3
Semester	8 (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 programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. habil. Arjan Kozica Building 2, Room 207, phone 07121/271-1009 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. habil. Arjan Kozica
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	multiple assessments (presentation and article summary)
Weighting of Grade within overall program	5/196
Learning outcomes	Upon successful completion of this leadership course, students will develop the following competences: • Professional Competences: Gain insights into how leadership is constructed through social interactions, and how it influences organizational culture and group dynamics.

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	Understand the influence of leadership on decision-making processes and organizational behavior. Develop strategies to create a collaborative and supportive team environment through leadership interactions. Methodological Competences: Research on leadership practices, group dynamics, and the social construction of leadership within organizations. Critically analyze leadership behaviors and structures within various organizational contexts. Develop skills to build and maintain professional relationships within the framework of leadership and group dynamics. Recognize and address the ethical implications of leadership practices in organizational settings. Personal Competences: Reflect on personal leadership styles and their impact on group dynamics and organizational culture. Cultivate the ability to lead with integrity and foster a culture of trust and transparency within organizations.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students understand the relevance of leadership behavior in the context of ethical behavior.
Contents/ Indicative syllabus	This leadership course explores the dynamic processes that shape leadership within groups and organizations. Emphasizing a social interactionist, pragmatist perspective as well perspectives from social systems theory and group dynamics, we will delve into how leadership is constructed and negotiated through everyday interactions. The course will provide an in-depth understanding of the subtle, yet powerful, ways in which leaders influence group dynamics, cultivate trust, and navigate power structures. Upon successful completion of this course, students will: - Understand how leadership emerges from social interactions, and the key role of communication, symbolic exchanges, and the construction of shared meanings within leader-follower relationship and within groups. - Analyze the iterative nature of leadership and understand how leaders adapt their strategies based on feedback from their environment. - Apply practical skills how to manage group processes, such as cohesion, conflict, and collective decision-making, to enhance group performance and achieve organizational goals.
Teaching and learning methodology	Lectures, mini-presentations, self-study with assigned readings

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Miscellaneous	n/a
Indicative reading list	<u>Preparatory reading:</u> • Richter, Timm, Groth, Torsten (2023). Wirksam führen mit Systemtheorie. Kernideen für die Praxis, Carl-Auer: Heidelberg. • Svalgaard, Lotte (2023). The Elephant in the Room. Engaging with the Unsaid in Groups and Organisations, Routledge: New York. <u>In-depth reading:</u> • Banks, George C. et al. (2022). Leadership in the digital era: A review of who, what, when, where, and why, The Leadership Quarterly, Vol. 33, Issue 5, https://doi.org/10.1016/j.leaqua.2022.101634 • McCauley, Cynthia, Palus, Charles (2021). Developing the theory and practice of leadership development: A relational view, The Leadership Quarterly, Vol. 32, No. 5 https://doi.org/10.1016/j.leaqua.2020.101456 • Raelin, Joseph (2016, Eds). Leadership-as-Practice. Theory and Application, Routledge: New York.

B-E-SKILL4-CL2 Management Competencies & Business German (Management Kompetenzen & Wirtschaftsdeutsch)

Module	B-E-SKILL4-CL2
Semester	5
Duration of module	2 semesters (5th semester + weekly 90 min online during 6 th internship semester)
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half). Students with a German level B1 or lower.
Transferability of the module to other programmes	None; available for exchange students
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. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Niamh O'Mahony Mrs. Sibylle Raisig
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (90 h contact, 60 h self-study)
Contact hours per week	6 SWS (4 SWS during 5th semester; 2 SWS during internship 6 th semester)
Examination/ Type of assessment	5 th semester: active participation 10%, presentation 30%, 1 hour in-class test 30% 6 th semester (online course during internship): continuous assessment 30%
Weighting of Grade within overall programme	5/198

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Learning outcomes	After the successful completion of the course Professional Competences: Students acquire a better understanding of the German business environment and language by: gaining insights into the German business environment and economy; learning to profile and analyse the key elements of German national culture using leading intercultural models; understanding how the German mindset differs to their own specific national cultural mindset and specifically how this pertains to the world of work; learning to structure, write and deliver management presentations and convey key messages in a way that is audience appropriate. understanding and knowing the basic financial terms and accounting concepts and being able to apply them in a business simulation Methodological competences: Students learn how to use digital tools appropriately to support and advance their learning of the German language. to hold professional presentations in basic German following research on a specific business topic. Social competences: Students develop their ability to work in multicultural teams. Personal competences: Students will improve their self-confidence in their language skills which will enable them to participate more effectively in other elements of their study programme and in their internship while in Germany by expanding and improving their overall oral and written competence in Business German
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Students expand their active and passive business German vocabulary. Speaking, writing and comprehension skills in German will be developed. Particularly oral German competence will be improved through the presentation, business simulation and in-class exercises. CG2: The intercultural element of the module will use well-known intercultural frameworks to provide students with an insight into the German mindset and business culture CG4: Students learn to structure, visualize and communicate complex information to an audience with limited or no prior knowledge of the specific subject area. Students understand how business activities are represented in P&L, balance sheet and cashflow statements.
Teaching and learning methodology	Seminar-style lecture, exercises, business simulation, lectures, critical incidents, mini case studies, group work, homework, class discussions, also online teaching in parallel to internship semester.
Miscellaneous	Business Simulation

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Management Competencies (Management Kompetenzen)

Module	B-E-SKILL4
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Niamh O'Mahony
Language of instruction	German
Credits (ECTS)	3.5
Total work load	105h (60h contact, 45h self-study)
Contact hours per week	4 SWS
Contents/ Indicative syllabus	<u>Presentation skills</u> - Preparing, structuring, writing and delivering business presentations in German <u>Intercultural Management</u> - Using leading intercultural models to understand the German cultural mindset to facilitate working successfully with the Germans <u>German Business Environment & Business Management</u> - Insights into key areas of the German business environment - Overview of core business management topics - Development of wide vocabulary covering business management
Teaching and learning methodology	Seminar-style lecture, exercises, business simulation, lectures, critical incidents, mini case studies, group work, homework, class discussions
Miscellaneous	Business Simulation
Indicative reading list	A detailed script will be provided at the beginning of the module. <u>Recommended Reading:</u> - Borbonus, R. (2016). Die Kunst der Präsentation. Junfermann Verlag. 4th Edn. - Mentzel, W. (2020). BWL Grundwissen. Haufe. 7th Edn. - Riemhofer, A. (2019). Doing Business in Germany: A Concise Guide to Understanding Germans and Their Business Practices. Business Expert Press

Business German (Wirtschaftsdeutsch)

Module	B-E-CL2
Lecturers	LBA
Language of instruction	German
Credits (ECTS)	1.5
Total work load	45 h (30 h contact, 15 h self-study)
Contact hours per week	2 SWS
Contents/ Indicative syllabus	<u>Business German</u> • Development of wide vocabulary covering business management • Discussion of work-related tasks & challenges during the internship
Teaching and learning methodology	Online teaching in parallel to internship semester 6
Miscellaneous	n/a
Indicative reading list	A detailed script will be provided at the beginning of the module. <u>Recommended Reading:</u> • Riemhofer, A. (2019). Doing Business in Germany: A Concise Guide to Understanding Germans and Their Business Practices. Business Expert Press