



# Curriculum & Syllabi Handbook

## MBA International Management Full-Time



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Academic year: 2022/ 2023

[www.esb-business-school.de](http://www.esb-business-school.de)



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# 1. Qualification Profile

## Aims of the programme

The MBA programme prepares experienced professionals with an undergraduate qualification in disciplines other than business (mainly e.g., engineering and scientific professions) for management tasks in internationally-operating companies. Students are offered an intensive insight into corporate processes. The core modules of the programme provide fundamental competencies in accounting and finance, marketing and strategy and enterprising. These core modules are supported by courses dealing with the legal and economic framework of business management, including relevant aspects of responsible business management. The second study period allows students to focus on specialised fields of business (technology management, marketing and strategy), relating to their future professional careers. The programme includes a company project and a master's thesis demonstrating students' ability to transfer theoretical knowledge into professional practice and to solve complex, international business problems.

## Degree awarded

Master of Business Administration (MBA)

## Duration of studies

2 semesters/ 3 study terms, 1 year

## Competency goals (CGs) according to AACSB

The overall competency goals and objectives of ESB degree programmes have evolved from the ESB Business School **mission** and are subject to continuous quality assurance processes.

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

Derived from this target, ESB Business School is committed to achieving distinct learning outcomes in individual programmes. The quality of teaching and learning is measured along these outcomes. The programme goals are rendered in English and follow the international quality standards of AACSB (Association to Advance Collegiate Schools of Business). On the basis of assessment results, curricular improvements may be deemed necessary and thus implemented to help improve learning and teaching within the degree programme in line with the educational mission of ESB Business School.

The defined competency goals (and objectives) for all ESB programmes include:

- Language proficiency
- Intercultural competence
- Ethical behaviour
- Problem-solving competence
- Functional and methodological competence
- Digital skills in functional and/ or methodological context

Table 1: Competency goals and objectives MBA Full-Time

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM-SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5 DIGITAL SKILLS	COMPETENCY GOAL 6 DIGITAL SKILLS
<p><b>ESB MBA Full-Time graduates</b> are proficient in at least one foreign language and communicate in spoken and written word at C1 proficiency level (admission requirement).</p>	<p>...are interculturally competent.</p>	<p>...are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.</p>	<p>... are experts at solving complex problems in the domain of international management.</p>	<p>...are able to identify, develop and apply methods and tools for digital marketing.</p>	<p>...have the ability to assess and develop digital business strategies.</p>
	<p>...reflect upon the cultural context and its complexities when making decisions in a global business environment.</p>	<p>...are reflexively aware of ethical and legal issues in their professional field. They are able to critically analyse these issues on the basis of normative theory or models.</p>	<p>...develop innovative solutions for entrepreneurial scenarios.</p>		<p>...demonstrate proficiency in the application of appropriate instruments/ frameworks for developing business strategies, especially in the digital environment.</p>
<p>Assessment embedded in admission requirements</p>	<p>Assessment embedded in OB1 'Seminar Organisational Behaviour' by way of self-reflective exercises and IES online test</p>	<p>Assessment embedded in mandatory 'Ethics Workshop' by way of presentation and class discussion</p>	<p>Measure embedded in MT 'Master Thesis'</p>	<p>Measure embedded in MDS1 'Marketing Management' by way of paper and project presentation</p>	<p>Measure embedded in SE2 'Strategic Management' by way of case study and presentation</p>

### Qualification profile of graduates

Graduates of ESB's MBA full-time programme are informed about relevant tools and skills and apply the competencies needed by managers to prepare, evaluate and take management decisions. They have learned to measure the performance of business and have developed skills to face international challenges of a highly competitive, globalized economy. Furthermore, graduates show a deepened understanding of integrated, responsible, company management and the ability to lead professionally in international business. By studying in international teams and building on international professional experience, they gain advanced communication and intercultural competencies.

The programme prepares for careers in all industries and various international organisations, acting as a springboard for entrepreneurial potential.

MBA Full-Time graduates generally pursue careers in the fields of:

- Marketing
- Market research
- Consulting
- Product management
- Key account management
- International sales
- International trade
- International procurement

## 2. Study Structure

The degree programme comprises three study periods in one year and includes a final master's thesis. The core modules take place from October to February and cover four dimensions of international management:

- fundamental company management functions and operations
- the international framework and analytic foundations for management processes
- the management of products and services
- strategic management

The elective modules are scheduled from February to April. Students will specialise in either Technology Management, International Marketing and Sales or Strategy & Corporate Development.

The enterprise project is completed in cooperation with a company, entailing a 2-month company project or by an individual case-based project. The project covers 300 study hours (2 months), in general from May to June. The master's thesis will ideally be finalized within 2 months (July-August).

The medium of instruction for all courses is English.

### 3. Overview: Modules and Courses

Module	Title of module	ECTS per semester/ study term			SWS/ Workload				Type of lecture	Language	Exam	Weighting of grade
		1.	2.	3.	Weekly hours/ SWS	Total contact hours	Self-study	Total workload				
OB	Organisational Behaviour	3	3		2	30	150	180		Engl.	PA	6/75
AF	Accounting and Finance	8			6	90	150	240		Engl.	KL (2h)/ CA	8/75
AF1	Accounting				3	45			seminar			
AF2	Finance				3	45			seminar			
ECLE	Economic and Legal Governance	8			6	90	150	240		Engl.	PA/CA	8/75
ECLE1	Global Economy				3	45			seminar			
ECLE2	Business Law				3	45			seminar			
MDS	Managing Demand and Supply	8			6	90	150	240		Engl.	KL (2h)/ CA	8/75
MDS1	Marketing Management				3	45			seminar			
MDS2	Supply Chain Management				3	45			seminar			
SE	Strategy and Enterprising		8		6	90	150	240		Engl.	PA/CA	8/75
SE1	Entrepreneurship				3	45			seminar			
SI2	Strategic Management				3	45			seminar			
EL1-A	Elective International Technology Management		12		6	90	270	360		Engl.	PA/CA	12/75
A1	Innovation and Technology Management				2	30			seminar			
A2	Intellectual Property Rights Management				2	30			seminar			
A3	Innovation and International Markets				2	30			seminar			
EL 2-B	Elective International Marketing and Sales		12		6	90	270	360		Engl.	PA/CA	
B1	International Marketing and Trade				2	30			seminar			
B2	International Sales and Product Management				2	30			seminar			
B3	International Negotiations				2	30			seminar			
EL 3-C	Elective International Strategy and Corporate Development		12		6	90	270	360		Engl.	PA/CA	
C1	Management Consulting				2	30			seminar			
C2	International Corporate Development				2	30			seminar			
C3	Strategy Execution				2	30			seminar			
EP	Enterprise Project			10	2		300	300	Intern-ship		PA	10/75
MT	Master Thesis			15			450	450			MT	15/75
		27	23	25	34	480	1770	2250				

- CA Continuous Assessment
- KL Klausurarbeit/ written exam
- PA Projektarbeit/ Project work (may include written paper and presentation)
- MT Master Thesis / Master-Arbeit

## 4. Modules and Courses

*Please note: due to Covid-19 regulations, deviations from listed teaching, examination and assessment formats are possible. There are no specific admission requirements for the modules, with the exception of the enterprise project and thesis, which require the successful completion of 24 credits. The modules are not transferable to other degree programmes.*

### 4.1. Organisational Behaviour

Module	OB
Semester/study term	1 and 2
Duration of module	October-March
Type of module	Core
How frequently is the module offered	1 per intake year
Level	Master/ MBA
Module coordinator/ responsible professor	<a href="#">Prof. Dr. Hazel Grünewald</a>
Name(s) of lecturer(s)	<a href="#">Prof. Dr. Julia Hormuth</a> Assoc. Prof. Gaye Özçelik,; <a href="mailto:gaye.oezcelikreutlingen-university.de">gaye.oezcelikreutlingen-university.de</a> <a href="#">Prof. Dr. Hazel Grünewald</a>
Credits (ECTS)	6/75
Total workload and breakdown	180 h (30 class hours, 150 h self-study)
Contact hours per week	2
Learning outcomes of the module	<p><b>Subject-specific competencies</b></p> <p>In this module students will develop competencies for leading, working and dealing effectively with people in different forms of organisations, especially in an international environment. The module will range over the course of two semesters and, step by step, evolve different fields of organizational behaviour.</p> <p>First, challenges and dynamics of working in an intercultural environment will be addressed (part 1: Management &amp; leadership across Cultures). Next, parameters of people at work and dynamics of motivation and teamwork will be discussed (part 2: People at work and working in groups). Concepts, tools and best practices associated with leadership tasks and leadership styles will be examined.</p>

	<p>Students will acquire skills for working effectively with people – from their own and from other cultures. They will learn how to deal successfully with intercultural challenges in interaction, how to work with others in teams, how to motivate and how to lead people. The topic of change management will also be addressed in the course.</p> <p><b>Professional competencies</b></p> <p>Students should demonstrate understanding of key concepts, models and practices within the field of organisational behaviour and intercultural management such as leadership, change management, motivation, team dynamics and effectiveness, decision-making, organisational design and culture. This requires appreciation of how theories can be translated into practical applications in organisations.</p> <p><b>Methodological competencies</b></p> <p>Students will be able to develop and answer specific research questions in accordance with academic standards. They show the ability to stand back and view complex situations from different perspectives and to think critically about organisations and what happens in them. Students demonstrate skills in problem-solving and case-analysis.</p> <p><b>Social skills/ key competencies</b></p> <p>Students show an awareness of interpersonal skills that will be useful in later life (e.g., communication, influencing, resolving conflict, team skills, leadership skills etc); they demonstrate skills in essay writing, general written communication and presentation skills.</p> <p><b>Personal competencies</b></p> <p>Students demonstrate improved self-reflection, self-awareness and self-management, as well as an increase in personal and work effectiveness.</p>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>• CG 2 embedded assessment: Students reflect upon the cultural variables that impact decision making in a global business environment – embedded assessment by way of IES (Intercultural Efficiency Scale) online test and personal development plan.</li> <li>• CG 3 reinforced: Students reflect upon the potential ethical consequences of management decisions from a cultural and personality perspective.</li> <li>• CG 4 reinforced: Problem-solving and application of theory into practice is an essential part of each piece of assessed coursework.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<p><b>Part one: Management &amp; Leadership across cultures (Hormuth)</b></p> <ul style="list-style-type: none"> <li>• The relevance of culture for international business relations</li> <li>• A framework for understanding and analysing human values and behaviours (approach, self-assessment)</li> <li>• Consequences of cultural differences on: work organisation, decision-making, project management, teamwork, motivation, leadership, communication (sample critical incidents)</li> <li>• Developing cultural intelligence for global leadership</li> <li>• How culture affects the development of trust in international business relations</li> </ul>



	<p><b>Part two: People at work and working in groups (Özçelik)</b></p> <ul style="list-style-type: none"> <li>• Understanding people at work <ul style="list-style-type: none"> <li>- Personality dynamics</li> <li>- Values</li> <li>- Perception and learning</li> <li>- Emotions, attitudes and stress</li> </ul> </li> <li>• Motivation and job satisfaction <ul style="list-style-type: none"> <li>- Content and process theories</li> <li>- Reinforcement theories</li> <li>- Designing a motivating work environment</li> </ul> </li> <li>• Group and social processes <ul style="list-style-type: none"> <li>- Change management</li> </ul> </li> <li>• The difference between leadership and management <ul style="list-style-type: none"> <li>- Managing groups and teams, team dynamics</li> <li>- Applied leadership and trust</li> </ul> </li> </ul>
<b>Teaching methodology</b>	Lectures (seminar-style), case studies, video extracts, exercises, self-assessment exercises
<b>Examination/ type of assessment</b>	CA: written paper (50%, Hormuth); written paper (50%, Özçelik); personal development plan (not graded)
<b>Weighting of grade within programme</b>	6/75
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>- Buelens, M., Sinding, K., Waldstrøm, C. et al. (2011), <i>Organisational Behaviour</i>. 4th Edition. McGraw-Hill Higher Education.</li> <li>- Chhokar, J. S., Brodbeck, F. C. &amp; House, R. J. (Ed.) (2008), <i>Culture and Leadership Across the World. The GLOBE Book of In-Depth Studies of 25 Societies</i>. Taylor &amp; Francis.</li> <li>- Duarte, D.L., &amp; Snyder, N.T., (2006). <i>Mastering Virtual Teams: Strategies, Tools and Techniques that Succeed</i>. 3<sup>rd</sup> edition. Jossey-Bass Inc.</li> <li>- Kotter, J. P. (2010). <i>Leading change</i>. Harvard Business University Press</li> <li>- Lauer, T. (2021). <i>Change management: fundamentals and success factors</i>. Springer</li> <li>- Meyer, E: (2014). <i>The Culture Map. Decoding how People Think, Lead, and Get Things Done Across Cultures</i>. Public Affairs.</li> <li>- Northouse, P: G. (2019). <i>Leadership. Theory &amp; Practice</i>. 8th Edition. Sage.</li> <li>- Robbins, S. P., Campbell, T.; Judge, T. A. (2019). <i>Organizational Behaviour</i>. 18th edition, global edition. Pearson.</li> <li>- Yukl, G. (2013). <i>Leadership in Organizations</i>. 8th Edition. Pearson.</li> </ul>

## 4.2. Accounting and Finance

<b>Module</b>	AF
<b>Semester/study term</b>	1
<b>Duration of module</b>	October-January
<b>Type of module</b>	Core
<b>Courses included in the module</b>	Accounting Finance
<b>How frequently is the module offered</b>	1x per intake year
<b>Level</b>	Master/ MBA
<b>Module coordinator/responsible professor</b>	<a href="mailto:andreas.taschner@reutlingen-university.de">Prof. Dr. Andreas Taschner</a> <a href="mailto:andreas.taschner@reutlingen-university.de">andreas.taschner@reutlingen-university.de</a>
<b>Total number of credits (ECTS)</b>	8
<b>Total workload and breakdown</b>	240 h (90 class hours, 150 h self-study)
<b>Learning outcomes of the module</b>	This module is designed to enable students to develop analytical skills required for understanding complex business issues. The fields of accounting and finance are presented to enable students to identify relevant factors in decision-making processes on subjects with which they have not yet been confronted with in their professional lives. Core business issues will be examined in depth in order to understand their financial impact on corporate operations and social responsibility. Students will acquire the accounting skills required for financial statement literacy and operational decision-making. They will also evaluate the suitability of a range of accounting and financial techniques and instruments for different types of situations in companies. Students will also be introduced to key terms in business management and the financial skills required for trade negotiations.
<b>Examination/type of assessment</b>	Written exam (2 h) two-thirds and project / assignment one-third of final grade
<b>Weighting of grade within programme</b>	8/75

#### 4.2.1. Accounting

<b>Course</b>	AF1
<b>Type of course</b>	Core
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Andreas Taschner</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Accounting principles and practices in financial statement preparation and analysis Financial literacy and mastering accounting terminology Recognizing financial impacts of pricing and operational transactions and decisions on financial results; Critical management expectations and governance requirements of the accounting function Performance measurement and benchmarking Accounting and controlling for decision-making</li> <li>• <b>Professional competencies</b> Key elements, formulas and indicators in financial statements Accounting processes and documentation Financial inputs to planning and forecasting Verifying accuracy of accounting and financial values Accounting techniques for operational decision-making Integrative relationship of accounting process, reports, and values to business operations transactions, decisions and obligations</li> <li>• <b>Social skills/ key competencies</b> Role of accounting integrity and ethics in corporate governance and strategy.</li> <li>• <b>Personal competencies</b> Identifying relevant factors in decision-making Anticipating financial impacts of plans and activities for managers at all levels of the organization</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 1 - 6)</b>	<ul style="list-style-type: none"> <li>• CG 3 introduced. Corporate governance, transparency, and fairness are presented and reflected upon as critical underlying principles for socially responsibility and sustainable management practices.</li> <li>• CG 4 introduced: Students are analysing basic methods of financial management of companies by comparative analysis and learn to assess the financial impact of management decisions.</li> </ul>

<b>Content/ indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Business activities and the need for accounting</li> <li>• Conceptual framework of financial accounting</li> <li>• Financial statements 1 – preparing annual accounts</li> <li>• Financial statements 2 – analysing annual accounts</li> <li>• Cost and cost behaviour</li> <li>• Cost accounting system</li> <li>• Cost accounting for decision-making</li> <li>• Budgeting and cost planning</li> <li>• Performance management</li> <li>• Accounting, governance, and ethical decision-making</li> </ul>
<b>Teaching and learning methodology</b>	Lectures (seminar-style), student tutorials, cases & exercises
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Bhimani, A., Horngren, C.T., Datar, S.M. &amp; Rajan, M.V. (2019). Management and Cost Accounting (7th ed.). Pearson Prentice Hall.</li> <li>• Drury, C. (2017). Management and Cost Accounting. Cengage.</li> <li>• Elliott, J. &amp; Elliott, B. (2022). Financial Accounting and Reporting. Pearson.</li> <li>• Taschner, A. &amp; Charifzadeh, M. (2016). Management and Cost Accounting. Wiley.</li> <li>• Weygandt, J. &amp; Kimmel, P. (2022). Financial accounting: with international financial reporting standards. Wiley.</li> </ul>

#### 4.2.2. Finance

<b>Course</b>	AF2
<b>Type of course</b>	Core
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Sebastian Bunnenberg</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students learn fundamentals of the following subjects in finance: <ul style="list-style-type: none"> <li>– capital budgeting, including cash flow estimation, time value of money, DCF-methods, Net Present Value and Internal Rate of Return as financial indicators for investment decisions</li> <li>– capital market theory, including Portfolio Selection Theory and the Capital Asset Pricing Model</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>– market risk management in the context of FX risk, including the use of derivative instruments for FX hedging purposes</li> <li>• <b>Professional competencies:</b> Students learn how managerial decisions can be based on financial criteria in order to meet financial objectives of a business. Students learn to transfer basic principles of mathematics and statistics to the field of corporate finance.</li> <li>• <b>Social skills/ key competencies</b> Students gain a clear understanding of how neoclassical models use assumptions, which may not mirror real life investors' attitudes to ethics, risk or personal gain.</li> <li>• <b>Personal competencies:</b> Students will learn how to develop complex analytical issues in a seminar style interactive environment.</li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>• CG 4 introduced: Students analyse basic methods of financial management of companies by comparative analysis and learn to assess the financial impact of management decisions.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>• Companies and their investment decisions from a financial perspective</li> <li>• Fundamental concepts of capital markets: Competition, price building, arbitrage, and the Law of One Price.</li> <li>• Investments under certainty: Time value of money, discounting, Net Present Value, and Internal Rate of Return</li> <li>• Investments under uncertainty: Estimating cash flows, quantifying risk, Portfolio Selection Theory, Capital Asset Pricing Model</li> <li>• Financing: Sources, forms, and instruments, weighted average cost of capital</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>Lectures (seminar-style)</p>
<p><b>Indicative reading list</b></p>	<p>Basic:</p> <ul style="list-style-type: none"> <li>▪ Berk, J. B., &amp; DeMarzo, P. M. (2020). Corporate Finance (5th edition, global edition). Pearson.</li> </ul> <p>Further reading:</p> <ul style="list-style-type: none"> <li>▪ Brealey, R. A., Myers, S. C., &amp; Allen, F. (2020). Principles of Corporate Finance (13th edition). McGraw-Hill.</li> <li>▪ Eun, C. S., &amp; Resnick, B. G. (2018). International Financial Management (8th edition). McGraw-Hill.</li> </ul>

### 4.3. Economic and Legal Governance

<b>Module</b>	ECLE
<b>Semester/study term</b>	1
<b>Duration of module</b>	October-January
<b>Type of module</b>	Core
<b>Courses included in the module</b>	Global Economy Business Law
<b>How frequently is the module offered</b>	1x per academic intake
<b>Level</b>	Master/ MBA
<b>Responsible professor/ module coordinator</b>	<a href="#">Prof. Dr. Markus Conrads</a>
<b>Total number of credits (ECTS)</b>	8
<b>Total workload and breakdown</b>	240 h (90 class hours, 150 h self-study)
<b>Learning outcomes of the module</b>	This module is an introduction into the economic and social framework conditions of business. Students learn to understand the principles of economic and legal settings and their relevance to managerial decision-making. The students also learn to systematically apply scientific methods and to approach research questions. They will prepare assignments on a variety of different topics in order to train their skills to conduct successful academic analysis and scholarly research.
<b>Examination/ type of assessment</b>	Project work (30%), continuous assessment (70%)
<b>Weighting of grade within programme</b>	8/75

#### 4.3.1. Global Economy

Course	ECLE1
Type of course	Core
Name of lecturer	<a href="#">Professor Dr. Larissa Zierow</a>
Credits (ECTS)	4/75
Contact hours/week	3
Learning outcomes	<ul style="list-style-type: none"> <li>● <b>Subject specific competencies</b> Students are familiar with the principles of economics and understand the relations between micro- and macroeconomics as well as the role of economic policy in a global economy. They are aware of the economic settings which are relevant for entrepreneurial decision-making. They understand and reflect the market mechanisms in different market forms. Students can appreciate the role and interaction of different economic agents (households and firms) on aggregated markets, as well as the relevance of spill-over and feedback effects between the goods, money and labour markets. They are able to reflect the relevance of fiscal and monetary policy especially for employment and inflation in a global setting.</li> <li>● <b>Professional, interdisciplinary competencies</b> Students are informed about the key characteristics of relevant theoretical approaches in micro- and macroeconomics. They are aware of graphical, mathematical and econometric methods and tools to analyse and reflect market situations. They can describe and evaluate the implications of economic policy for individual and aggregate variables. Students will be able to identify the relations between strategic entrepreneurial goals and the economic surroundings. They can derive and explain the consequences of economic growth and development for firms and are able to develop adequate solutions as a response to changes in the economic surroundings. Students know how to handle and apply complex economic approaches and are able to argue in a logically consistent way and draw conclusions. They will have developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigor needed to work with (economic) theory. They will also understand the relevance of assumptions for the outcome of economic models.</li> <li>● <b>Key and social competencies</b> Students reflect and challenge economic problems and current challenges in a global economy. They deepen their knowledge of economic variables and settings and develop the ability to think as an economist. They apply their knowledge and expertise in business and develop economic questions on their own. They reflect on the ethical dimensions of their economic decisions.</li> </ul>
Course-specific contributions to AoL competency goals (CG 2 - 6)	<ul style="list-style-type: none"> <li>● CG 2 reinforced: Students critically reflect and evaluate economic problems and current challenges in a global economy based on theoretical concepts and empirical studies. This enables them to deal with international and intercultural conflicts in business behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• CG 3 reinforced: Students reflect on the ethical implications of economic decision-making.</li> <li>• CG 4 reinforced: Students analyse an economic problem using an appropriate theoretical framework. They are able to discuss the limitations of a theoretical model and can recognize potential uncertainty of empirical/theoretical analysis in economics.</li> <li>• CG 5 introduced: Students understand the relevance of time series for the analysis of market processes.</li> <li>• CG 6 introduced: Students understand and reflect the importance of digital business strategies for the concentration processes in economies.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ol style="list-style-type: none"> <li>1. The big questions about the economy: The capitalist revolution</li> <li>2. Economic decision making: Scarcity, work, and choice</li> <li>3. Economic relationships and interactions             <ol style="list-style-type: none"> <li>a. Social interactions</li> <li>b. Property and power: Mutual gains and conflict</li> <li>c. The firm: Owners, managers, and employees</li> </ol> </li> <li>4. Markets             <ol style="list-style-type: none"> <li>a. The firm and its customers</li> <li>b. Supply and demand: Price-taking and competitive markets</li> <li>c. The labour market: Wages, profits, and unemployment</li> <li>d. Banks, money, and the credit market</li> </ol> </li> <li>5. How markets work and don't work: Markets, efficiency, and public policy</li> <li>6. The aggregate economy in the short and medium run             <ol style="list-style-type: none"> <li>a. Economic fluctuations and unemployment</li> <li>b. Unemployment and fiscal policy</li> <li>c. Inflation, unemployment, and monetary policy</li> </ol> </li> <li>7. Technological progress, employment, and living standards in the long run</li> </ol>
<p><b>Teaching and learning methodology</b></p>	<p>Lecture, cases, group work</p>
<p><b>Indicative reading list</b></p>	<p>Basic:</p> <ul style="list-style-type: none"> <li>▪ The CORE team (2022), The Economy, open source e-book: <a href="https://www.core-econ.org/the-economy/">https://www.core-econ.org/the-economy/</a></li> <li>▪ The CORE team (2022), The Economy: A South Asian Perspective, open-source e-book: <a href="https://www.core-econ.org/the-economy-south-asia/">https://www.core-econ.org/the-economy-south-asia/</a></li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>▪ Mankiw, N. Gregory / Taylor, Mark P. / Ashwin, A. (2019): Economics, 3rd ed., Andover: Cengage Learning EMEA</li> <li>▪ Varian, Hal R. (2019): Intermediate Microeconomics. A Modern Approach, 9th ed., Norton &amp; Company</li> </ul>



#### 4.3.2. Business Law

Course	ECLE2
Type of course	Core
Name of lecturer	<a href="#">Prof. Dr. Markus Conrads</a>
Credits (ECTS)	4/75
Contact hours/week	3
Learning outcomes	<ul style="list-style-type: none"> <li>• <b>Subject specific competencies</b> After the course the students will be able to <ul style="list-style-type: none"> <li>- identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts</li> <li>- identify and apply the local regulations in order to develop/ manage corporations in a foreign country</li> </ul> </li> <li>• <b>Professional, interdisciplinary and methodological competencies:</b> After the course the students will be able to <ul style="list-style-type: none"> <li>– identify potential obstacles between management decisions and the legal framework</li> </ul> </li> <li>• <b>Social skills, key competencies</b> After the course the students will be able to <ul style="list-style-type: none"> <li>– gain an understanding of and be able to apply ethical theories to managerial decision-making</li> </ul> </li> <li>• <b>Personal and practical competencies</b> After the course the students will be able to <ul style="list-style-type: none"> <li>– be open for the proposals of potential contract partners and react to them appropriately</li> </ul> </li> </ul>
Course-specific contributions to AoL competency goals (CG 2 - 6)	<ul style="list-style-type: none"> <li>• CG 2 introduced: Students compare the content of different legal systems. Students compare and analyse the law-finding-process in different legal systems by solving case studies.</li> <li>• CG 3 introduced: Students learn to identify and to address ethical issues by applying legal frameworks to typical scenarios in international business (conflicting value systems, different governance schemes, etc.).</li> <li>• CG 5 reinforced: Students learn the basics on contracts regarding digital content. They learn which statutory provisions apply and about which European initiatives are used to strengthen consumer protection in this field.</li> </ul>
Content/ indicative syllabus	<b>Part 1: Legal framework for interaction with consumers and entrepreneurs</b>

	<ul style="list-style-type: none"> <li>• <b>General Contract Law I: Conclusion and Validity of Contracts (20%)</b> <ul style="list-style-type: none"> <li>○ Declaration of intent and conclusion of contract</li> <li>○ Grounds for avoidance and nullity</li> <li>○ Representation</li> </ul> </li> <li>• <b>General Contract Law II: Breach of Contract (20%)</b> <ul style="list-style-type: none"> <li>○ Withdrawal</li> <li>○ Default and refusal of acceptance</li> <li>○ Impossibility</li> <li>○ Breach of secondary obligation</li> <li>○ Default of the debtor</li> <li>○ Pre-contractual Obligation</li> <li>○ Obligatory accommodation</li> <li>○ Set-off and remission contract</li> </ul> </li> <li>• <b>Special Contract Law I: Sales Law (12%)</b></li> <li>• <b>Special Contract Law II: Credit Protection (3%)</b></li> </ul> <p><b>Part 2: Legal framework for interaction with merchants, partners, shareholders and insolvency administrators</b></p> <ul style="list-style-type: none"> <li>• <b>Commercial law (45%)</b> <ul style="list-style-type: none"> <li>○ Merchant and company</li> <li>○ Procuration and commercial register</li> <li>○ Commercial transaction and purchase</li> <li>○ International Commercial Law</li> </ul> </li> </ul>
Teaching and learning methodology	Lecture, cases, group work
Indicative reading list	<p>Basic:</p> <p><u>CISG</u></p> <p>Kröll/Mistelis/Perales Viscasillas, UN Convention on Contracts for the International Sale of Goods, 2. Aufl. München 2018, available on beck-online</p>

#### 4.4. Managing Demand and Supply

Module	MDS
Semester/study term	1
Duration of module	October-January
Type of module	Core

<b>Courses included in the module</b>	Marketing Management Supply Chain Management
<b>How frequently is the module offered</b>	1 x per academic intake
<b>Level</b>	Master/ MBA
<b>Responsible professor/ module coordinator</b>	<a href="#">Prof. Dr. Stephan Höfer</a>
<b>Total number of credits (ECTS)</b>	8
<b>Total workload and breakdown</b>	240 h (90 class hours, 150 h self-study)
<b>Learning outcomes of the module</b>	This module informs participants about methods, prerequisites and basic techniques in marketing and supply chain management. On completion of the module, students will be able to understand and to evaluate complex international supply chains and to manage products and enter new markets. They will learn to apply practical tools used in supply chain management and marketing by a mix of lectures, case studies, simulations and self-study phases.
<b>Examination/ type of assessment</b>	Written exam (2h) (1/2), case study presentations (1/2)
<b>Weighting of grade within programme</b>	8/75

#### 4.4.1. Marketing Management

<b>Course</b>	MDS1
<b>Type of course</b>	Core
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Philipp Wunderlich</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3
<b>Learning outcomes</b>	<p>The course provides the students with the strategic and operative marketing management tools to manage products and enter new markets. In particular, the students will acquire the following competencies:</p> <ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> <ul style="list-style-type: none"> <li>– the basics of marketing and marketing philosophy</li> <li>– the basics of b2b marketing and digital marketing</li> <li>– consumer/customer behaviour</li> <li>– different types marketing strategies</li> <li>– understanding of how the strategic process is being managed</li> <li>– be able to identify and handle competitive advantages in a highly competitive business environment</li> <li>– be aware of marketing instruments and apply them in a strategic process</li> <li>– manage a strategic process in marketing</li> <li>– develop an operative approach in marketing in order to transfer strategy into market relevant practical measures</li> </ul> </li> <li>• <b>Professional competencies</b> <ul style="list-style-type: none"> <li>– practical use of tools being used in marketing strategies</li> <li>– become familiar with digital marketing tools such as e-procurement</li> <li>– understand digital marketing success factors</li> <li>– become familiar with and be able to use and apply strategic management models and tools to analyse and solve problems in a competitive environment</li> <li>– formulate and assess international marketing strategies and demonstrate this by solving business case studies</li> <li>– understand the impact of cultural, administrative, geographic and economic distance on strategic marketing management decisions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- demonstrate insight of the processes of strategic marketing management and corresponding disciplines like R&amp;D, controlling and production management</li> <li>- align marketing strategies with corporate objectives and translate these into operational measures</li> <li>- develop a holistic view on marketing management decisions and impact on functional decision-making (corporate/ business segment strategy vs. functional strategies)</li> <li>• <b>Social skills, key competencies</b> <ul style="list-style-type: none"> <li>- develop critical thinking and reflection skills</li> <li>- analyse and segment markets</li> <li>- identify and find target groups</li> <li>- develop target group-oriented strategies</li> <li>- develop and assess communication strategies</li> <li>- develop social skills through case study group work – coordination of tasks, working with different cultures and time management</li> </ul> </li> <li>• <b>Personal competencies</b> <ul style="list-style-type: none"> <li>- take responsibility for and structure their own learning</li> <li>- analyse and structure the complex set of information provided by case studies, identify key pieces of relevant information and key success factors and apply structuring and analytical methods and techniques to complex problems</li> <li>- develop complex problems and penetrate complex multi-layered facts of a case under time pressure</li> <li>- develop presentation skills through working out complex facts of a case and potential solutions and structuring analysis and implementation in an easy-to-digest way using the structure of existing management tools.</li> </ul> </li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>• CG 2 introduced: Students reflect upon intercultural aspects when making decisions in a global business environment. They work in international teams, reflecting the respective homeland’s conventions in consumption and business in general. They discuss and develop solutions using basic marketing instruments.</li> <li>• CG 3 introduced: Students reflect upon the potential ethical consequences of marketing and product decisions, in particular by solving case studies (e.g., on different environmental / social standards between countries, etc.).</li> <li>• CG 4 introduced: Students develop innovative solutions for entrepreneurial scenarios in the B2B and B2C business. They develop strategies for different kinds of products based on real case studies and present their results in international groups.</li> </ul>

	<ul style="list-style-type: none"> <li>CG 5 embedded assessment: Students identify, develop and apply methods and tools for digital marketing and present their viable solutions by way of a paper and project presentation.</li> </ul>
<b>Content/ indicative syllabus</b>	<p>Basics of marketing management. Students</p> <ul style="list-style-type: none"> <li>understand competitive markets</li> <li>understand the customer</li> <li>understand the importance of thinking and acting from the customers perspective and point of view</li> <li>understand how to cluster customers (segmentation)</li> </ul> <p>Strategic marketing management tools</p> <ul style="list-style-type: none"> <li>tools for analysing the company's own situation</li> <li>market-oriented strategic analysis tools</li> <li>decision-making tools in marketing</li> </ul> <p>Transferring strategies into operative action</p> <ul style="list-style-type: none"> <li>developing and handling products</li> <li>developing and handling communication measures</li> <li>developing and handling prices</li> <li>developing and handling distribution tools</li> </ul>
<b>Teaching and learning methodology</b>	<p>Mix between lectures and self-learning phases and presentations</p> <p>Case studies and discussion topics will be handed out during the session to be prepared by the students.</p> <p>Particular focus will be given on the applicability of tools. The final exam will contain questions which have to be answered according to practical examples or application of tools, which have been applied during the course.</p>
<b>Indicative reading list</b>	<p><b>Textbooks:</b></p> <ul style="list-style-type: none"> <li>Hollensen, Svend: Global Marketing, 7th Edition, Prentice Hall 2016</li> <li>Kotler, Philip ea.: Marketing Management, 3rd Edition, Prentice Hall 2016</li> </ul>

#### 4.4.2. Supply Chain Management

<b>Course</b>	MDS2
<b>Type of course</b>	Core
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Stephan Höfer</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3

<p>Learning outcomes</p>	<ul style="list-style-type: none"> <li> <p>● <b>Subject-specific competencies</b></p> <p>After successfully attending this lecture, the students should be able to understand and to evaluate complex international supply chains. They will acquire deep knowledge about the wide spectrum of challenges in procurement, production and distribution of goods and services. In addition, they will reflect on how to apply new approaches to design flexible and synchronized value streams. They will understand the significance of digitalization to manage wide range complexity, to reduce uncertainty, and to synchronize partners within supply chains.</p> </li> <li> <p>● <b>Professional competencies</b></p> <p>One key success factor in supply chain management is managing changes in a rapidly changing environment. The participants understand the importance of lean leadership to create a sustainable change culture in their organization. They learn tools, measures and techniques to identify potentials for improvement, to develop new solutions and to implement them.</p> <p>The students are able to understand how individual goals of different departments will differ, which kind of conflicts this can create and how these can be addressed, e.g. the need for product variations in marketing and product rationalization in logistics, the need for individualization in sales and the need for levelling and economy of scales in production.</p> </li> <li> <p>● <b>Social skills, key competencies</b></p> <p>Based on their trained skills the students will be competent partners for specialists in production and logistics. They will be able to quickly gain an overview about the coherent elements within a supply chain and will be able to identify success factors by applying structuring and analytical methods for complex problems. They will be able to motivate their employees towards change.</p> </li> <li> <p>● <b>Personal competencies</b></p> <p>Based on case studies, students learn to apply tools and techniques to optimize supply chain processes. Based on a Kanban simulation, they experience the potential of pull systems versus push systems and learn how to design the change process towards a synchronized supply chain.</p> </li> </ul>
<p>Course-specific contributions to AoL competency goals (CG 2 - 6)</p>	<ul style="list-style-type: none"> <li> <p>● CG 3 introduced: Students discuss the sustainability of material flow chains in the context of reverse logistics.</p> </li> <li> <p>● CG 4 &amp; CG 6 introduced: In small international teams, students analyse, discuss, and solve in each of the lectures small business cases in the field of international logistics and supply chain management. In a half-day simulation game, students apply tools and techniques they have learned to synchronize a holistic supply chain by changing it from push to pull.</p> </li> </ul>

<b>Content/ indicative syllabus</b>	<p>Content of this course:</p> <ul style="list-style-type: none"> <li>- Supply Chain Management</li> <li>- International Procurement</li> <li>- Synchronized Production</li> <li>- International Distribution</li> <li>- Change management towards lean processes within a supply chain</li> </ul>
<b>Teaching and learning methodology</b>	<p>Mix between lectures, case studies, simulations and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s).</p> <p>Particular focus will be given on the applicability of tools. The final exam will either contain minor case studies with a number of assignment questions or problem-solving tasks asking for the application of tools and methods to concrete practical examples.</p>
<b>Miscellaneous</b>	Business simulation
<b>Indicative reading list</b>	<p>Basic:</p> <ul style="list-style-type: none"> <li>▪ Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 15 th. edition, 2017.</li> </ul> <p>Further reading:</p> <ul style="list-style-type: none"> <li>▪ Paul Myerson: Lean Supply Chain and Logistics Management. McGraw Hill New York, 2012.</li> </ul>

## 4.5. Strategy and Enterprising

<b>Module</b>	SE
<b>Semester/study term</b>	2
<b>Duration of module</b>	October-January
<b>Type of module</b>	Core
<b>Courses included in the module</b>	Entrepreneurship Strategic Management
<b>How frequently is the module offered</b>	1x per academic intake
<b>Level</b>	Master/MBA
<b>Responsible professor/ module coordinator</b>	Prof. Dr. Elizabeth Hofvenschioeld <a href="mailto:Elizabeth.Hofvenschioeld@Reutlingen-University.DE">Elizabeth.Hofvenschioeld@Reutlingen-University.DE</a>
<b>Total number of credits (ECTS)</b>	8



<b>Total workload and breakdown</b>	240 h (90 class hours, 150 h self-study)
<b>Learning outcomes of the module</b>	The module provides students with the tools to found and run a business: the student is confronted with obstacles in the field of decision-making in all stages of the life of a business undertaking, from the business idea creation to the turnaround of an international company.
<b>Examination/ type of assessment</b>	Project report and continuous assessment
<b>Weighting of grade within programme</b>	8/75

#### 4.5.1. Entrepreneurship

<b>Course</b>	SE1
<b>Type of course</b>	Core
<b>Name of lecturer</b>	Prof. Dr. Elizabeth Hofvenschioeld <a href="mailto:Elizabeth.Hofvenschioeld@Reutlingen-University.DE">Elizabeth.Hofvenschioeld@Reutlingen-University.DE</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Learn about entrepreneurial thinking and behaviour; understand (digital) business models and innovation, become familiar with agile innovation management approaches, etc.; business design.</li> <li>• <b>Professional, methodological competencies</b> Start-up methods such as design thinking, lean start-up development, customer-centralized development, problem-solving and decision-making competence, lean prototyping, project agility, early customer- and market centric validation of hypothesis.</li> <li>• <b>Social skills and key competencies</b> New forms of cooperation (working in a start-up mode, working in sprints), training of team and communication skills when developing a business idea.</li> <li>• <b>Personal competencies</b> Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of (new) solutions to problems.</li> </ul>
<b>Course-specific contributions to AoL</b>	<ul style="list-style-type: none"> <li>• CG 3 introduced: Students reflect upon the social responsibility of business development projects. They learn the concept of Social</li> </ul>

<b>competency goals (CG 2 - 6)</b>	<p>Entrepreneurship. Their business models are challenged with respect to economic, ecological and social dimensions.</p> <ul style="list-style-type: none"> <li>• CG 4 reinforced: Students generate business ideas in teams, develop business models and write a first business blueprint. By presenting their ideas in a pitch-event, they learn to convince the audience of how their product or service solves a specific problem.</li> <li>• CG 5 introduced: Students understand the role of digital marketing in the context of entrepreneurship and are able to incorporate different digital marketing tools into their business idea.</li> <li>• CG 6 assessed: Students demonstrate proficiency in the application of appropriate instruments/frameworks for developing business strategies, especially in the digital environment.</li> </ul>
<b>Content/ indicative syllabus</b>	<ul style="list-style-type: none"> <li>- Kickstart</li> <li>- Entrepreneurial Mindset and Skills</li> <li>- Business Model (Innovation)</li> <li>- Ideation</li> <li>- Business Design</li> <li>- Validation</li> <li>- Innovation Management</li> <li>- Wrap-up</li> </ul>
<b>Teaching and learning methods</b>	<p>Lectures, discussions, workshops, literature studies, group work, real-life project with interviews, customer interactions and presentations.</p>
<b>Indicative reading list</b>	<p>Basic :</p> <ul style="list-style-type: none"> <li>▪ Blank &amp; Dorf (2012): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. K &amp; S Ranch.</li> <li>▪ Gassmann, Frankenberger &amp; Csik (2014): The Business Model Navigator: 55 Models That Will Revolutionise Your Business. Pearson.</li> <li>▪ Humble, Molesky &amp; O'Reilly (2015): Lean Enterprise: How High Performance Organizations Innovate at Scale</li> <li>▪ Kawasaki (2015): The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything.</li> <li>▪ Lewrick, Link &amp; Leifer (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses. John Wiley &amp; Sons.</li> <li>▪ Maurya (2012): Running Lean: Iterate from Plan A to a Plan That Works</li> <li>▪ Newport (2016): Deep Work: Rules for Focused Success in a Distracted World</li> <li>▪ Osterwalder &amp; Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley &amp; Sons.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Plattner (2010): Design Thinking: Understand – Improve – Apply. Springer.</li> <li>▪ Ries (2011): The Lean Startup. How today’s entrepreneurs use continuous innovation to create radically successful businesses. Currency.</li> <li>▪ Roam (2012): Blah Blah Blah: What To Do When Words Don't Work</li> <li>▪ Schrage (1999): Serious Play: How the World's Best Companies Simulate to Innovate</li> <li>▪ Schrage (2014): The Innovator's Hypothesis (The MIT Press)</li> </ul>
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#### 4.5.2. Strategic Management

<b>Course</b>	SE2
<b>Type of course</b>	Core
<b>Name of lecturer</b>	Prof. Dr. Elizabeth Hofvenschioeld <a href="mailto:Elizabeth.Hofvenschioeld@Reutlingen-University.DE">Elizabeth.Hofvenschioeld@Reutlingen-University.DE</a>
<b>Credits (ECTS)</b>	4/75
<b>Contact hours per week</b>	3
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Acquisition of an actionable end-to-end approach for carrying out strategic analysis and recommendations, reflecting changes in the business environment, in particular digitalization</li> <li>• <b>Professional, methodological competencies</b> Familiarisation techniques for strategic analysis Exploration of interfaces to other business disciplines including organisational behaviour, marketing, operations and finance</li> <li>• <b>Social skills and key competencies</b> Ability to repeatedly work successfully in multi-cultural teams under time constraints, also in online environments</li> <li>• <b>Personal competencies</b> Ability to present and to design a strategic presentation in a practical way, also in online environments</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<ul style="list-style-type: none"> <li>• CG 2 introduced: Students learn to reflect their working in international teams. They know how to integrate cultural differences into a working business strategy for an international firm.</li> <li>• CG 3 introduced: Through case studies and role plays students are made aware of ethical problems and dilemmas when leading and managing diverse organisations. They learn to identify potential goal</li> </ul>

	<p>conflicts between stakeholder groups and set up appropriate governance structures to cope with them.</p> <ul style="list-style-type: none"> <li>• CG 4 reinforced: Students acquire the conceptual foundations for developing and implementing strategies that ensure viable business operations.</li> <li>• CG 6 embedded assessment: Students demonstrate proficiency in the application of appropriate instruments/frameworks for developing business strategies, especially in the digital environment.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<p>Strategy position</p> <ul style="list-style-type: none"> <li>- Deep understanding of the impact changes in the business environment, in particular digitalization, have on the strategy of a firm</li> <li>- Clarification of the strategy concept and process at different levels (corporate / business unit / functional)</li> <li>- The impact on strategy of the macro-environment, the industry environment, the organisation's strategic capability (resources and competences), the organisation's stakeholders and the organisation's culture</li> <li>- Strategic analysis tools (generic strategies, value disciplines, value chain, vertical integration, etc.)</li> </ul> <p>Strategic choices</p> <ul style="list-style-type: none"> <li>- Generation and evaluation of strategic options to reach strategic goals</li> <li>- Corporate and business level</li> <li>- Innovation, internationalization, M&amp;A</li> </ul> <p>Strategy in action</p> <ul style="list-style-type: none"> <li>- Options for implementing strategies: process, organization, change</li> <li>- Critical links between strategies and leadership in the execution context</li> </ul> <p>Strategic thinking</p> <p>Understanding how strategic thinking is crucial for the implementation of strategy</p>
<p><b>Teaching and learning methods</b></p>	<ol style="list-style-type: none"> <li>1. Interactive lectures</li> <li>2. Case studies</li> <li>3. Group work</li> <li>4. Online format</li> </ol>
<p><b>Indicative reading list</b></p>	<p><b>Basic reading:</b></p> <ul style="list-style-type: none"> <li>▪ Johnson, G., Scholes, K. &amp; Whittington, R., (2017). Exploring Corporate Strategy. Essex: Pearson Education.</li> </ul> <p><b>Additional reading:</b></p> <ul style="list-style-type: none"> <li>▪ Krupp, S., &amp; Schoemaker, P. J. H. (2014). Winning the Long Game: How Strategic Leaders Shape the Future. New York: Public Affairs.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Porter, M.E. (1985): Competitive advantage. Creating and sustaining superior performance. New York: The Free Press.</li> <li>▪ Schoemaker, Paul J. H. 2002. Profiting from Uncertainty: Strategies for Succeeding No Matter What the Future Brings. New York: Free Press.</li> <li>▪ Ross, J. W, Beath, C. M. &amp; Mocker, M. (2019). Designed for Digital: How to Architect Your Business for Sustained Success. Management on the Cutting Edge. Cambridge: MIT Press.</li> </ul>
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#### 4.6. ELECTIVE: International Technology Management (A1-A3)

<b>Module</b>	A
<b>Semester/study term</b>	2
<b>Duration of module</b>	February-March
<b>Type of module</b>	Elective
<b>Courses included in the module</b>	A1 Innovation and Technology Management A2 Intellectual Property Management A3 Innovation and International Markets
<b>How frequently is the module offered</b>	1x per academic intake
<b>Level</b>	Master/MBA
<b>Responsible professor/module coordinator</b>	<a href="#">Prof. Dr. Markus Conrads</a>
<b>Total number of credits (ECTS)</b>	12/75
<b>Total workload and breakdown</b>	Total workload is composed of class hours and self-study. Contact hours: 90; Self learning: 270 h
<b>Learning outcomes of the module</b>	<p>After the completion of the module, the students understand and apply principles of and current developments in innovation management. Students – with expertise in other disciplines than business – gain an interdisciplinary view on the fields of innovation and its impact on management and economics.</p> <p>The first lecture deals with the challenges on the field of management, the second lecture highlights the legal framework of innovation and the third lecture shows the relevance of innovation and technological progress for economic growth and development.</p> <p>Students reflect and challenge economic problems and current challenges in a global, digitalizing economy. They reflect the ethical dimension of their own economic decisions and of others related to the use of new</p>

	technologies in business. They also reflect the social implications of technological trends.
<b>Examination/ type of assessment</b>	Project work, continuous assessment (A1-A3 each 1/3)
<b>Weighting of grade within programme</b>	12/75

#### 4.6.1. Innovation and Technology Management

<b>Course</b>	A1
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	Dr Felix von Held
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students understand, critically discuss and apply principles of and current developments in innovation management. They will be able to reflect on different thinking, schools of innovation and to apply innovation methodologies in project settings. Furthermore, they will understand key aspects of how to build innovation teams and units such as accelerators. Specific focus will be on agile work-settings, its principles and benefits. The students will enhance their leadership skills by exploring the role of leaders for creating innovation cultures. A key aspect of the course will be to understand the dynamics of organizational transformation as part of innovation management.</li> <li>• <b>Professional, methodological competencies</b> Students transfer and apply theoretical knowledge to practical experience, work with case studies, combine scientific and practical insights to project work.</li> <li>• <b>Social skills and key competencies</b> Students are enabled to apply innovation patterns and principles in innovation projects. They will develop the competencies to support the creation of innovation teams and units. Furthermore, they will have the skill to support transformation processes in companies. Socially, the students will understand and cope with the interdisciplinarity of teams in innovation projects.</li> <li>• <b>Personal competencies</b> Students refine their oral and written communication skill, improve their ability to work in teams under time pressure; give and receive feedback to and from fellow students in a structured manner.</li> </ul>

<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<ul style="list-style-type: none"> <li>CG4 reinforced: Students specialize their management skills by gaining competencies in strategic management of innovation processes.</li> </ul>
<b>Content/ indicative syllabus</b>	<ol style="list-style-type: none"> <li>Drivers for innovation and innovation principles</li> <li>A systematic approach to innovative thinking to drive technology (Innovative Thinking I)</li> <li>Customer centred innovation, design thinking and business model innovation (Innovative Thinking II)</li> <li>Some call it agile: Principles of agile working and setting up innovation teams and units</li> <li>A leadership perspective on innovation</li> </ol> <p>Driving transformation to build an innovation culture</p>
<b>Teaching methodology</b>	Lecture, cases, group work
<b>Indicative reading list</b>	<p>Basic:</p> <ul style="list-style-type: none"> <li>Boyd, D., Goldenberg, J. (2014): Inside the Box: A Proven System of Creativity for Breakthrough Results, Simon and Schuster, New York.</li> <li>Morgan, G. Images of Organization (2006): Images of Organization, Sage Publications, Thousand Oaks.</li> <li>Amabile, T. (1983): The social psychology of creativity, Springer, New York.</li> </ul>

#### 4.6.2. Intellectual Property Rights Management

<b>Course</b>	A2
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	Dr Torsten Duhme
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li><b>Professional competencies</b></li> </ul> <p>Students learn about the legal framework of IP-management: They are confronted with the main aspects of a successful IP strategy: the relevant IP- Rights (trademarks, patents and license agreements) will be introduced. The main topics are the protection of trade marks, their duration and national and international registration. As far as patents are concerned the national and international patent system, the rights of the proprietor and the effects of patents are explained. The next part of the lecture deals with the creation and structure of license-agreements.</p>

	<ul style="list-style-type: none"> <li>• <b>Methodological competencies</b> The students should be able to create a successful IP strategy at the end of the course: They will be confronted with a case study containing several inventions they shall be able to protect. They will be able at the end of the course to identify the correct type of protection for the intellectual property.</li> <li>• <b>Interdisciplinary competencies</b> Students will be able to identify the relations between technology and law. They shall be able to connect technical with legal know-how as far as the protection of intellectual property is concerned.</li> <li>• <b>Personal and practical competencies</b> Students should be able to interact in the IP-protection process between engineers on the one hand and lawyers on the other hand. They should have the practical knowhow to combine innovation and legal protection.</li> <li>• <b>Key and social competencies</b> Students should be able to interact with engineers and lawyers, understand the individual train of thought and develop strategies for the management of IP rights.</li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>• CG 2 introduced: Students deal with international entry modes by solving case studies on intellectual property rights and learn about cultural and national differences in the way IP issues are handled.</li> <li>• CG 3 reinforced: By analysing contract drafts, students learn to respect different legal frameworks and to find a sustainable trade-off between different stakeholder interests.</li> <li>• CG 4 reinforced: Students analyse contract drafts in international business transactions and learn how to guarantee worldwide protection of intellectual property rights by developing case-study based solutions.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ol style="list-style-type: none"> <li>1.Introduction to IP-Strategy</li> <li>2.Trademarks</li> <li>3.Patents</li> <li>4.License agreements</li> <li>5.Civil Procedure and IP-Protection</li> <li>6.Negotiating Contracts in IP-cases Innovation</li> </ol>
<p><b>Teaching and learning methodology</b></p>	<p>Lecture, cases, group work</p>
<p><b>Indicative reading list</b></p>	<p>Basic:</p> <ul style="list-style-type: none"> <li>▪ Pila, Justine / Torremans, Paul, European Intellectual Property Law, 2016</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Kur, Annette / Dreier, Thomas, European Intellectual Property Law: Text, Cases, Materials, 2013</li> </ul>
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#### 4.6.3. Innovation and International Markets

<b>Course</b>	A3
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	Dr Steffen Wütz
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students know the key approaches to explain innovation and growth in a global economy. They are aware of the relevance of innovation and technological progress for economic growth and development. They understand and reflect the innovation policy. Students can appreciate the role of entrepreneurial behaviour in markets for innovations. They are able to reflect on the tools to protect know-how in the absence of legal protection.</li> <li>• <b>Methodological competencies</b> Students know the key characteristics of relevant theoretical approaches in innovation management. They transfer and apply theoretical knowledge to practical experience, work with case studies and combine scientific and practical insights to project work. They know graphical, mathematical and econometric methods and tools to analyse and reflect economic growth. They can describe and evaluate the implications of innovation policy for individual and aggregate variables.</li> <li>• <b>Interdisciplinary competencies</b> Students can identify the relations between strategic entrepreneurial goals and the global economy. They can derive and explain the consequences of economic growth, innovation and development for firms and are able to develop adequate solutions as a response to changes in the economic surrounding.</li> <li>• <b>Personal and practical competencies</b> Students know how to handle and apply complex economic approaches and are able to argue in a logically consistent way and draw conclusions. They will have developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigor needed in innovation management and to work with (economic) theory. They also understand the relevance of assumptions for the outcome of economic models.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Key and social competencies</b> Students apply their knowledge and expertise in business and develop economic questions on their own. They 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. Students reflect and challenge economic problems and current challenges in a global economy. They know the importance of innovation and technological progress for economic growth as well as their consequences for employment. They deepen their knowledge of economic variables and settings and develop the ability to think as an economist. They apply their knowledge and expertise in business and develop economic questions on their own. They reflect the ethical dimension of their economic decisions.</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<ul style="list-style-type: none"> <li>• CG 2 reinforced: Students demonstrate by seminar contributions their awareness of the relevance of innovation and technological progress for economic growth and development in a national and international environment.</li> <li>• CG 4 reinforced: Students analyse the implications of innovations at the company level as well as the macroeconomic level and include their knowledge while developing strategic decisions.</li> <li>• CG 5 reinforced: Students reflect and know how to interpret time series of economic indicators.</li> <li>• CG 6 reinforced: Students are able to assess business strategies based on their understanding of innovation processes.</li> </ul>
<b>Content/ indicative syllabus</b>	<ol style="list-style-type: none"> <li>1. Case: Post-War Economic Growth</li> <li>2. Explaining Economic Growth</li> <li>3. The Economics of Innovation</li> <li>4. Importance of innovation management</li> <li>5. Innovation strategy and trend scouting</li> <li>6. Innovation process and governance</li> <li>7. Innovation ecosystem and culture of innovation</li> <li>8. Innovation methods and tools</li> </ol>
<b>Teaching and learning methodology</b>	Lecture in seminar style, cases, group work, project work, presentations and discussions
<b>Miscellaneous</b>	If applicable guest lectures, company presentations, company co-operations will be integrated in the course
<b>Indicative reading list</b>	<p>Basic:</p> <ul style="list-style-type: none"> <li>▪ Aghion, P./ Howitt, P. (2009), Economics of Growth, Cambridge (Mass.): MIT Press.</li> <li>▪ Fagerberg, J., Mowery, D.C., Nelson, R.R. (2013/2005), The Oxford Handbook of Innovation (reprint), Oxford: OUP.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Niosi, J. (ed.) (2018), Innovation Systems, Policy and Management, Cambridge: CUP.</li> <li>▪ Dogson, Mark et al. (2015), The Oxford Handbook of Innovation Management, Oxford: OUP</li> </ul> <p>Further reading will be distributed in class.</p>
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#### 4.7. ELECTIVE: International Marketing and Sales (B1-B3)

<b>Module</b>	B
<b>Semester/study term</b>	2
<b>Duration of module</b>	January-March
<b>Type of module</b>	Elective
<b>Courses included in the module</b>	B1 International Marketing and Trade B2 International Sales and Product Management B3 International Negotiations
<b>How frequently is the module offered</b>	1x per academic intake
<b>Level</b>	Master / MBA
<b>Responsible professor/ module coordinator</b>	<a href="#">Prof. Dr. Philipp Wunderlich</a>
<b>Total number of credits (ECTS)</b>	12/75
<b>Total workload and breakdown</b>	Total workload is composed of class hours and self-study. Contact hours: 90; Self learning: 270 h
<b>Learning outcomes of the module</b>	<p>Students gain a more encompassing and detailed view on market-oriented management. Students have learned the techniques to successfully manage projects in international marketing and sales. They understand how to develop strategies in international marketing and sales, to launch a product internationally, to build and manage international brands, to prepare and to manage negotiations with international trade partners and to manage international teams.</p> <p>The students improve their intercultural skills, improve their problem-solving and leadership skills and are able to transfer their knowledge into practice by activating methods such as group work, presentations, project work and discussions of scenarios.</p>
<b>Examination/ type of assessment</b>	Project work and continuous assessment (B1-B3 each 1/3)

Weighting of grade within programme	12/75
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#### 4.7.1. International Marketing and Trade

Course	B1
Type of course	Elective
Name of lecturer	<a href="#">Prof. Dr. Philipp Wunderlich</a>
Credits (ECTS)	4
Contact hours per week	2
Learning outcomes of the course	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> 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. Thus, focusing on the basics of an international brand strategy of fast-moving consumer goods.</li> <li>• <b>Methodological competencies</b> Students know how to proceed in the single phases of international brand management. They can reflect and analyse the development 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.</li> <li>• <b>Interdisciplinary competencies</b> Students are qualified to analyse and evaluate the implications of marketing techniques in an international framework and the consequences for the whole company system; in particular for controlling, finance and production. They also know how to handle advertising agencies.</li> <li>• <b>Social competencies</b> 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.</li> <li>• <b>Personal competencies</b> Students can deal with unpredictable events and controversial attitude of international markets. They are capable of dealing with different cultural approaches.</li> </ul>
Course-specific contributions to AoL competency goals (CG 2 - 6)	<ul style="list-style-type: none"> <li>• CG 2 introduced: 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</li> </ul>

	<p>interculturally different consumer and business behaviour and present their results.</p> <ul style="list-style-type: none"> <li>• CG 3 introduced: Students reflect on the ethical dimensions of brand management and communication in international markets.</li> <li>• CG 4 reinforced: Students to develop solutions for standardized and globalized brand strategies and the appropriate communication channels and methods and present their solutions in class.</li> <li>• CG 5 reinforced: Students critically discuss the relevance and success factors of digital marketing, especially recapitulating and applying the business model canvas concept; i.e., understanding the importance of digital marketing.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>- Basics of international brand management</li> <li>- Advanced international marketing planning</li> <li>- Analysis of international markets</li> <li>- Effects of digitalization on international marketing and trade</li> <li>- Basics of eCommerce</li> <li>- Analysis tools for online marketing</li> <li>- International consumer behaviour and segmentation</li> <li>-</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>The core of the course is input phases of different length and case studies, part of which will be solved by self-study or group work. The results of the case studies will be presented by the students and discussed in the plenary.</p> <p>The detailed programme of the course will be specified in the kick-off session.</p>
<p><b>Indicative reading list</b></p>	<p>Handouts, checklists, current articles from marketing magazines and newspapers according to the latest market developments</p> <p>Case studies</p> <p>Further reading:</p> <ul style="list-style-type: none"> <li>▪ Richard Rosenbaum-Elliott ea.: Strategic Brand Management, Oxford 2018</li> <li>▪ Keller, Keving Lane: Strategic Brand Management: A European Perspective, 4<sup>th</sup> Ed. 2013</li> <li>▪ Further literature will be defined at the beginning of the seminar</li> </ul>

#### 4.7.2. International Sales and Product Management

<b>Course</b>	B2
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Marco Schmäh</a>
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students are able to understand, explain, choose and apply the key approaches of sales management. They know to use the instruments for the job requirements of an international product manager.</li> <li>• <b>Methodological competencies</b> develop a pricing/negotiation strategy; synthesize complex information for an executive C-level sales presentation; transfer and apply theoretical sales knowledge to real-life business cases</li> <li>• <b>Interdisciplinary competencies</b> Students are qualified to analyse and evaluate the implications of sales techniques in an international framework and the consequences for the whole company strategy.</li> <li>• <b>Social competencies</b> refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex sales situation; give and receive feedback by fellow students in a structured manner</li> <li>• <b>Personal competencies</b> develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<ul style="list-style-type: none"> <li>• CG 2 reinforced: Students learn the systematic approach to develop a sound sales strategy.</li> <li>• CG 3 introduced: Students reflect upon the potential ethical consequences of management decisions. They discuss ethical questions in marketing and sales.</li> <li>• CG 4 reinforced: Students work on a comprehensive case study on international sales, reinforcing their competencies in project and process management.</li> <li>• CG 5 reinforced: Students critically discuss the relevance and success factors of digital marketing, especially recapitulating and applying the business model canvas concept; i.e understanding the importance of digital marketing.</li> </ul>
<b>Content/ indicative syllabus</b>	<ul style="list-style-type: none"> <li>- Basics of Sales, Sales Management, Value Based Selling</li> <li>- Sales call, Sales training, Role play Selling</li> </ul>

	<ul style="list-style-type: none"> <li>- International Product Launch: Methods and Tools</li> <li>- Setting objectives</li> <li>- Case Study: Developing an International Marketing &amp; Sales Strategy</li> </ul>
<b>Teaching and learning methodology</b>	The core of the course is input phases of different length and case studies, part of which will be solved by self-study or group work. The results of the case studies will be presented by the students and discussed in the plenary.
<b>Indicative reading list</b>	<p>Backhaus, K., Voeth, M. (2014): Industriegütermarketing, 10th edition, Vahlen, München.</p> <p>Meffert, M., Bruhn, M., (2018): Dienstleistungsmarketing, 9th Edition, Springer</p> <p>Gabler, Wiesbaden.</p> <p>Ryan, D.: Understanding Digital Marketing, 5th edition, London Kogan Page 2020</p> <p>Handouts, Checklists, current articles from marketing magazines and newspapers according to the latest market developments</p> <p>Case studies</p>

#### 4.7.3. International Negotiations

<b>Course</b>	B3
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	<p><a href="#">Prof. Dr. Hazel Grünewald</a></p> <p><b>Assoc. Prof. Gaye Özçelik</b> gayeozcelik@gmail.com; gaye.oezcelik@reutlingen-university.de</p>
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students learn and practise methods and techniques that can be effectively used in cross-cultural negotiations. They become familiar with how to deal with the obstacles and complicating factors that might appear while applying them. Students gain insight into the dynamics of negotiating and structuring international business transactions.</li> <li>• <b>Professional, methodological competencies</b> Students learn to determine if a negotiation is position-based or interest-based. They can differentiate between integrative and distributive bargaining and gain an understanding of which game to play depending on the situation. Students analyse the different stages of a negotiation and get acquainted with / practise relevant strategies</li> </ul>

	<p>and tactics to successfully manage cross-cultural communications and business negotiations.</p> <ul style="list-style-type: none"> <li>• <b>Social skills and key competencies</b> Students are able to reflect and discuss current topics connected to making deals in an international environment. They develop a sense of how to separate substantive issues (the deal) from broader relationship issues. Students understand and experience the impact of culture on the international negotiation process. They learn about different personality and management styles and how these can impact negotiations. Students are confronted with ethical implications in negotiations. They are also made aware of some of the cognitive biases likely to confront negotiators.</li> <li>• <b>Personal competencies</b> Students can analyse and understand their own personalities and tendencies in bargaining situations. They learn how to move out of their comfort zones and adapt to situations.</li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>• CG 2 reinforced: Students reinforce their intercultural competence, their communication and presentation skills by practising, self-reflection and feedback processes.</li> <li>• CG 3 reinforced: Students learn and practice principled negotiation. They reflect upon the potential ethical consequences of management decisions from a cultural and personality perspective – reinforced in the context of group exercises, simulation and a self-reflective essay.</li> <li>• CG 4 reinforced: Students apply their problem-solving skills to varying conflict situations. They analyse the root causes and work out potential solutions.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Cross-cultural communication <ul style="list-style-type: none"> <li>• Recapping cultural frameworks</li> <li>• The role of culture for negotiations</li> <li>• National culture, organizational culture, functional culture</li> <li>• Cultural differences relevant for negotiations</li> </ul> </li> <li>2. Introduction to Negotiations <ul style="list-style-type: none"> <li>• Distributive versus integrative negotiations</li> <li>• The Harvard method: principled negotiations</li> <li>• Dealing with obstacles and complicating factors</li> <li>• Different personalities and styles</li> <li>• Rationality and Cognition</li> <li>• Cross-cultural negotiation</li> </ul> </li> </ol>
<p><b>Teaching and learning methodology</b></p>	<ul style="list-style-type: none"> <li>- Case study</li> <li>- Video</li> </ul>



	<ul style="list-style-type: none"> <li>- Interactive with continuous simulations</li> <li>- Exercises/simulations in groups</li> </ul>
<b>Indicative reading list</b>	<p>Indicative Reading List:</p> <ul style="list-style-type: none"> <li>▪ Cialdini, R. B. (2021). <i>Influence. The psychology of persuasion.</i> (Expanded ed.), Collins.</li> <li>▪ Fisher, R., &amp; Ertel, D. (1995). <i>Getting Ready to Negotiate: The Getting to Yes Workbook.</i> Penguin.</li> <li>▪ Fisher, R., &amp; Shapiro, D., (2005). <i>Beyond reason. Using emotions as you negotiate.</i> Viking.</li> <li>▪ Harvard business essentials. <i>Negotiation</i> (2003). Harvard Business School Press (The Harvard business essentials series).</li> <li>▪ Lewicki, R. J., Barry, B., &amp; Saunders, D. M. (2010). <i>Negotiation.</i> (6th ed.). McGraw-Hill/Irwin.</li> <li>▪ Ury, W. (1993). <i>Getting past no. Negotiating your way from confrontation to cooperation.</i> (Rev. ed.). Bantam Books</li> </ul>

#### 4.8. ELECTIVE: International Strategy and Corporate Development (C1-C3)

<b>Module</b>	EL C
<b>Semester/study term</b>	2
<b>Duration of module</b>	February-March
<b>Type of module</b>	Elective
<b>Courses included in the module</b>	C1 Management Consulting C2 International Corporate Development C3 Strategy Execution
<b>How frequently is the module offered</b>	1x per academic intake
<b>Level</b>	Master/ MBA
<b>Transferability of the module to other programmes</b>	Not transferable to other semesters in the programme or to non-MBA programmes, but to other MBA programmes of Reutlingen University in the areas of entrepreneurship and strategy.
<b>Responsible professor/ module coordinator</b>	<a href="#">Prof. Dr. Hermann Lassleben</a>
<b>Total number of credits (ECTS)</b>	12/75
<b>Total workload and breakdown</b>	Total workload is composed of class hours and self-study. Contact hours: 90; Self learning: 270 h

<b>Learning outcomes of the module</b>	<p>After completion of the module, students understand the core competencies for professional consulting and strategic decision making, especially in change management processes.</p> <ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b>              Ability to work on problems specific to internationally active corporations               Mastery of the full problem-solving cycle from business analysis, evaluation of strategic options to the implementation of recommendations</li> <li>• <b>Professional competencies</b>              Development of business advisory skills              Enhanced structured thinking skills</li> <li>• <b>Social skills, key competencies</b>              Improved awareness of social responsibility towards customers and employees</li> <li>• <b>Personal competencies</b>              Improved self-reflection abilities, strengthening of holistic business thinking, ability to balance hard and soft skills</li> </ul>
<b>Examination/ type of assessment</b>	<p>Project work and continuous assessment (C1 - C3 each 1/3)</p>
<b>Weighting of grade within programme</b>	<p>12/75</p>

#### 4.8.1. Management Consulting

<b>Course</b>	C1
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	Nnamdi Oguji, Ph.D.: <a href="mailto:Nnamdi.Oguji@KONE.com">Nnamdi.Oguji@KONE.com</a>
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> Students learn the key tools and frameworks utilized by management consultants. This includes strategy formulation frameworks, company performance analysis tools and process modelling approaches. The theoretical aspects of the course are reviewed in practical exercises and assignments. The course includes discussions of a number of case studies. In addition, a number of real client situations are reviewed and different approaches analysed.</li> <li>• <b>Professional, methodological competencies</b> The students should be able to understand and internalize how the management consulting profession operates. The students should be in the position to apply correct consulting frameworks and tools to specific client situations and business problems including formulation of new strategies, restructuring and investment decisions. They should also be able to perform process modelling engagements. As the result of the final project, they should exercise how to structure, prepare and deliver executive level client presentations.  Students are enabled to understand the workings of the management consulting profession. Concepts thought in courses like strategic management and controlling are leveraged. They should be able to connect various tools and frameworks and personal competencies to client situations.</li> <li>• <b>Social skills, key competencies</b> Students should be able to decide if the management consulting profession is of interest to them. They should have learned and absorbed some of the best practices of consultant-client interactions and exercised aspects of teamwork and presentation techniques.</li> <li>• <b>Personal competencies</b> Students should be able to interact with clients, structure consulting engagements and perform key activities associated with the delivery of engagements.</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<ul style="list-style-type: none"> <li>• CG2 Introduced: Students are introduced to the intercultural perspective in management consulting. In managing consultant-client interface, tools on how to manage clients from diverse cultural background are presented and discussed</li> </ul>

	<ul style="list-style-type: none"> <li>• CG 3 Introduced: students are introduced to ethical issues in management consulting, specifically the independence of the management consulting as well as Sarbanes-Oxley Act 2002 prohibiting multiple mandates for consulting firms.</li> <li>• CG 4 reinforced: Students gain reinforced competence in analysing and solving complex management problems by taking the perspective of a professional consultant.</li> <li>• CG5 assessed: Students reflect upon two methodological approaches to problem diagnosis in management consulting vis-à-vis top-down problem diagnosis (hypothesis driven problem diagnosis) and bottom-up problem diagnosis and are reflected in both formative and summative assessment.</li> <li>• CG 6 assessed: Students are introduced to digital strategies and digital business models and the frameworks management consulting use in solving clients' problems. Students' assessment is based on outcome of their consultancy work to real life case of a digital startup firm (Two-sided platform firm) seeking for growth.</li> </ul>
<b>Content/ indicative syllabus</b>	<ol style="list-style-type: none"> <li>1. Business consulting: definition, industry and aspects</li> <li>2. Key tools and frameworks</li> <li>3. Aspects of workshops</li> <li>4. Process modelling</li> <li>5. Structuring engagements</li> <li>6. Consultant-client communication and presentations</li> </ol>
<b>Teaching and learning methodology</b>	Lecture, cases, group work
<b>Indicative reading list</b>	<p>Initial reading:</p> <ul style="list-style-type: none"> <li>▪ Kipping, M., &amp; Clark, T. (2012). <i>The Oxford Handbook of Management Consulting</i>. Oxford University Press</li> <li>▪ O'Mahoney, J., &amp; Markham, C. (2010). <i>Management Consultancy</i>, Oxford University Press</li> </ul>

#### 4.8.2. International Corporate Development

<b>Course</b>	C2
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	Dr Cornelius Maas: <a href="mailto:cm@shs-capital.eu">cm@shs-capital.eu</a>
<b>Credits (ECTS)</b>	4
<b>Contact hours per week</b>	2

<p>Learning outcomes of the course</p>	<ul style="list-style-type: none"> <li>● <b>Subject-specific competencies</b>            As innovation being a time and corporate size independent constant across industries and decades, focus of this corporate development lecture is on how to boost internal and external innovation into organizations in order to gain competitive advantage and enable future business growth. To enable students to get a comprehensive view, both perspectives, the corporate as well as the start-up view on this topic should be taken into account within the lecture.</li> <li>● <b>Methodological competencies:</b>            Students learn the framework and key tools to enhance corporate innovation activity as the key driver for sustainable corporate development. This includes the effects and relevance of innovation as one of the most important long-term competitive advantages. Students also get taught how to draft a financial plan for a business idea.</li> <li>● <b>Professional competencies:</b>            Students are enabled to understand the structural challenges of effectively integrating and transferring external and internal innovation initiatives, i.e., into large organizations and how distinct stakeholders could be involved and convinced.</li> <li>● <b>Social skills/ key competencies</b>            Students should get an understanding of how various stakeholder needs should be addressed when it comes to transferring innovation activities into large organizations and why change management is an important topic in this case.</li> <li>● <b>Personal competencies:</b>            Students should be encouraged to realize (independently) future innovation initiatives as they understand the basic relevance of the topic, independent of the specific organization or firm they will work for in the future.</li> </ul>
<p>Course-specific contributions to AoL competency goals (CG 2 - 6)</p>	<ul style="list-style-type: none"> <li>● CG 2 reinforced: Students understand the influence of culture and organisational frameworks for the operations of an international corporation.</li> <li>● CG 3 reinforced: Students learn about potential conflicts of interest between organisational units and between change-related necessities and employee expectations.</li> <li>● CG 4 reinforced: Students reinforce their interdisciplinary competencies by developing strategies for change management and innovation with an international perspective based on a live case.</li> </ul>
<p>Content/ indicative syllabus</p>	<ol style="list-style-type: none"> <li>1. Corporate development</li> <li>2. Innovation as a constant across industries and decades</li> <li>3. Intrapreneurship: Corporate Innovation</li> <li>4. Entrepreneurship: Start-up Innovation</li> </ol>

	<p>5. Case study: Deriving a corporate development strategy for a start-up</p> <p>6. Financial planning of a business idea</p> <p>7. Convincing stakeholders / boards / investors with own ideas</p>
<b>Teaching and learning methodology</b>	Lecture, case study, financial planning, presentation at the end of the course (pitch of a business idea to a fictive board, individual work)
<b>Indicative reading list</b>	<p>Students are highly encouraged to read introductory literature on corporate accelerators, corporate venturing and entrepreneurship (venture capital literature) to gain a good knowledge base for the lecture.</p> <ul style="list-style-type: none"> <li>• Drover W, Busenitz L, Matusik S, Townsend D, Anglin A, Dushnitsky G. A Review and Road Map of Entrepreneurial Equity Financing Research: Venture Capital, Corporate Venture Capital, Angel Investment, Crowdfunding, and Accelerators. <i>Journal of Management</i>. 2017;43(6):1820-1853. <a href="https://doi.org/10.1177/01491206317690584">https://doi.org/10.1177/01491206317690584</a></li> <li>• Phillip H. Phan, Mike Wright, Deniz Ucbasaran, Wee-Liang Tan, Corporate entrepreneurship: Current research and future directions, <i>Journal of Business Venturing</i>, Volume 24, Issue 3, 2009, Pages 197-205, <a href="https://doi.org/10.1016/j.jbusvent.2009.01.007">https://doi.org/10.1016/j.jbusvent.2009.01.007</a></li> <li>• Gutmann, T. Harmonizing corporate venturing modes: an integrative review and research agenda. <i>Manag Rev Q</i> 69, 121–157 (2019). <a href="https://doi.org/10.1007/s11301-018-0148-4">https://doi.org/10.1007/s11301-018-0148-4</a></li> <li>• Charlotte Pauwels, Bart Clarysse, Mike Wright, Jonas Van Hove, Understanding a new generation incubation model: The accelerator, <i>Technovation</i>, Volumes 50–51, 2016, Pages 13-24, <a href="https://doi.org/10.1016/j.technovation.2015.09.003">https://doi.org/10.1016/j.technovation.2015.09.003</a>.</li> <li>• Cohen, Susan and Hochberg, Yael V., <i>Accelerating Startups: The Seed Accelerator Phenomenon</i> (March 30, 2014), <a href="http://dx.doi.org/10.2139/ssrn.2418000">http://dx.doi.org/10.2139/ssrn.2418000</a></li> <li>• Maas, Cornelius, <i>Innovation Actors: Intentions and Interactions</i> (2019), <a href="https://nbn-resolving.org/urn:nbn:de:bsz:14-qucosa2-354664">https://nbn-resolving.org/urn:nbn:de:bsz:14-qucosa2-354664</a> (Pages 1-11 + 58-87)</li> </ul>

#### 4.8.3. Strategy Execution

<b>Course</b>	C3
<b>Type of course</b>	Elective
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Philipp Wunderlich</a>
<b>Credits (ECTS)</b>	4

<p><b>Contact hours per week</b></p>	<p>2</p>
<p>Learning outcomes of the course</p>	<ul style="list-style-type: none"> <li>● <b>Subject-specific competencies</b> Students learn the key tools and frameworks utilized in the successful execution of strategy with focus on management of change and transformation. The theoretical aspects of the course are reviewed in practical exercises, design and reviews of change projects and best practices and assignments. The course includes case study discussions and the practical application of different approaches either in the classroom or with external partners, such as companies and consulting firms.</li> <li>● <b>Professional, methodological competencies</b> The students should be able to understand how strategy execution is driven by focusing on the human side of change and utilize appropriate frameworks and tools. Students should understand the aspects of resistance to change and approaches to communicate all aspects of organizational change and transformations. Based on the different exercises and assignments, the students should be able to plan, structure and support the execution of change programmes in multi-cultural environments.  Students will be able to understand the dynamics of change process as part of strategy execution. Conceptual thought in strategy management and management consulting is leveraged and enhanced. The students will be prepared to support senior executives in strategy execution and in support of major change programmes.</li> <li>● <b>Personal competencies</b> Students should be able to interact with change targets, structure and support major strategy execution initiatives and change initiatives. Understanding of human elements of change, motivating for change and successful communication techniques are key competencies, which will be improved.</li> <li>● <b>Social skills, key competencies</b> Students should significantly enhance their change agent capabilities including communication, empathy and understanding of human dynamics.</li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<ul style="list-style-type: none"> <li>● CG 2 introduced: Students understand the culture-dependence of change processes (resistance to change, how to manage change in different cultural environments) and can adapt their behaviour accordingly.</li> <li>● CG 3 introduced: Students learn to consider different stakeholder interests in change management processes.</li> <li>● CG 4 (problem-solving for entrepreneurial scenarios) reinforced: Students learn to manage change management processes by integrating their business and management competencies.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<p>The following topics will be discussed based on the current changes in the health sector:</p>

	<ol style="list-style-type: none"> <li>1. Basics of strategy execution and success factors</li> <li>2. Management of change as a critical competency</li> <li>3. Theories of change and transformation</li> <li>4. Aspects of resistance and communication</li> <li>5. Planning and driving change programs</li> <li>6. Best practices</li> </ol>
<b>Teaching and learning methodology</b>	Lecture, cases, group work
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Dan S. Cohen &amp; John P. Kotter (2005) The Heart of Change Field Guide, HBS Press, 2005</li> </ul>

#### 4.9. ENTERPRISE PROJECT

<b>Module</b>	EP
<b>Semester/ study term</b>	2/3
<b>Duration of module</b>	2 months
<b>Type of module</b>	Core
<b>How frequently is the module offered</b>	1x per academic intake
<b>Admission requirements</b>	Successful completion of 24 ECTS
<b>Level</b>	Master/ MBA
<b>Responsible professor/ module coordinator</b>	<a href="#">Prof. Dr. Hermann Lassleben</a>
<b>Name of lecturer</b>	<a href="#">Prof. Dr. Hermann Lassleben</a>
<b>Language of instruction</b>	English/German
<b>Credits (ECTS)</b>	10/75
<b>Total workload and breakdown</b>	300 h (company project and report)
<b>Learning outcomes of the module</b>	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> The Company Based Project (CBP) report shall deepen the understanding of a key business problem both from an academic and practical perspective.</li> <li>• <b>Professional competencies</b></li> </ul>



	<p>Students should critically reflect the contents of the previous modules from a practical perspective: They should apply their methodological skills in their practical work/ implementation. The CBP report should reflect a key business problem from both practical and theoretical context.</p> <ul style="list-style-type: none"> <li>• <b>Social skills/ key competencies</b> Students should improve social skills, ideally in a leading position of a project they will be managing.</li> <li>• <b>Personal competencies</b> Students will be enabled to acquire new perspectives and fields of interest for their future professional life.</li> </ul>
<p><b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b></p>	<p>As a concluding module, the company project will help to integrate knowledge and skills acquired throughout the MBA and to apply these in a practical setting.</p> <ul style="list-style-type: none"> <li>• CG 2 reinforced: Students experience intercultural differences in a real life setting and learn to deal with them by applying the concepts learned in previous modules.</li> <li>• CG 3 reinforced: Students learn to identify issues of ethical and social responsibility in daily interaction.</li> <li>• CG 4 reinforced: Students manage complex tasks and integrate theoretical knowledge and professional experience in practical business solutions.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<p>Students apply their knowledge to a specific company situation and gain experience in the practical implementation and application of knowledge and skills acquired in previous modules.</p>
<p><b>Teaching and learning methods</b></p>	<p>The project shall be carried out with or for an internationally active company or organisation and can only be completed as one continuous experience with one company or organisation. The project can take place in all functional company areas. Support/ guidance is provided by the company's direct supervisor/ team and through support and feedback by faculty members.</p>
<p><b>Examination/ type of assessment</b></p>	<p>Students submit a CBP report (3,000 to 4,000 words) covering the following elements:</p> <ul style="list-style-type: none"> <li>• Presentation of the company or organisation</li> <li>• Presentation of the functional area, in which the CBP was conducted</li> <li>• Description the CBP's objectives and milestones</li> <li>• A critical evaluation of the organisation as well as the completed tasks with regard to the CBP objectives and milestones</li> <li>• A critical evaluation of the extent to which the learnings received at ESB Business School helped them to carry out the CBP (in terms of overall understanding, analytics and methodology)</li> </ul>
<p><b>Weighting of grade within programme</b></p>	<p>10/75</p>

## 4.10. MASTER THESIS

<b>Module</b>	MT
<b>Semester/study term</b>	2/3
<b>Duration of module</b>	2 months
<b>Type of module</b>	Core
<b>How frequently is the module offered</b>	continuously
<b>Admission requirements</b>	Successful completion of 24 ECTS credits
<b>Level</b>	Master/ MBA
<b>Responsible professor/ module coordinator</b>	<p>First supervisor: a professor at Reutlingen University, preferably a professor at ESB Business School.</p> <p>Second supervisor: a professor at Reutlingen University or a company representative who must be approved by the MBA examinations board.</p> <p>Module coordinator: <a href="#">Prof. Dr. Hermann Lassleben</a></p>
<b>Total number of ECTS</b>	15
<b>Total workload and breakdown</b>	450h
<b>Learning outcomes</b>	<p>Students will demonstrate complex problem-solving competencies within the field of international management. They are able to apply appropriate methodology to their chosen management topic and to develop viable solutions. Students integrate generalist management knowledge and skills and are able to locate a problem within its appropriate management discipline within an international business context. They are able to reflect the scientific and practical relevance of suggested solutions and to identify limitations and ethical issues.</p> <p>The thesis demonstrates independent problem-solving, academic writing and argumentation and the ability to draw conclusions within a given time frame.</p>
<b>Course-specific contributions to AoL competency goals (CG 2 - 6)</b>	<p>CG 2 reinforced: Intercultural aspects of business are considered and integrated in students' theses as far as appropriate. Thesis topics with an international perspective are preferred.</p> <p>CG 3 reinforced: Ethical considerations should be considered and reflected in student's solution proposal irrespective of the specific research question.</p> <p>CG 4 embedded assessment: Students demonstrate that they are able to solve a business problem by using appropriate methods alongside developing a viable business solution.</p> <p>CG 5 reinforced if subject-applicable: The contribution to this CG depends on the respective thesis research field.</p>

	CG 6 reinforced if subject-applicable: Students analyse the relevance of digital tools and frameworks for their research topic.
<b>Examination/ type of assessment</b>	Thesis according to thesis guidelines Independent grading by two supervisors
<b>Weighting of grade within programme</b>	15/75