



# Curriculum & Syllabi Handbook

## MBA International Management Part-Time



Study and Examination Regulations: 23.05.2022  
Summer Semester 2026  
As of 27.01.2026

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



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## Qualification Profile

### Aims of the programme

This MBA in International Management (Part-Time) enables its graduates to assume managerial responsibilities, assess business processes, formulate strategic development objectives and make business decisions on the basis of scientific models and proven best practice in an international environment.

It builds on, and accounts for, previously gained knowledge and experience in various disciplines and industries in the context of case studies and related group discussions in many of its classes.

The MBA is primarily designed for non-business graduates but can also be attended by graduates with a business background.

### Degree awarded

Master of Business Administration (MBA)

### Duration of studies

5 semesters part-time – 90 ECTS

### 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 and 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 Part-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
<b>ESB MBA Part-Time graduates</b> are proficient in at least one foreign language and communicate in spoken and written word at B2 proficiency level (admission requirements).	...are interculturally competent.	...are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.	...are experts at solving complex problems in the domain of International Management.	...are familiar with company value chains and are able to apply digital capabilities in supply chain support.	...have the ability to assess and develop digital business strategies.  ...demonstrate proficiency in the application of appropriate instruments/ frameworks for developing digital business strategies.
	...reflect upon the cultural context and its complexities when making decisions in a global business environment.	...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.	...develop innovative solutions for entrepreneurial scenarios.		
Measure embedded in admission requirements	Measure embedded in module M 3 'Negotiating across Borders' by way of self-reflective exercises and IES online test	Measure embedded in module M 6.2 'Sustainability Management' by way of presentation	Measure embedded in module M 15 'Master Thesis'	Measure embedded in module M 11 'Business Process Management Simulation' by way of presentation	Measure embedded in module M 9.1 'Digital Business Strategies' by way of case study and presentation



## Qualification profile of graduates

Graduates of the MBA International Management Part-Time programme acquire comprehensive management skills; they are familiar with the entire economic spectrum from marketing to financing, from corporate strategies to process optimisation. They demonstrate entrepreneurial spirit and skills. They are able to see far into the future and are highly sensitive to different business cultures and international partners.

The MBA is not directed towards specific industries per se. Its focus is more on functions within an international environment. These include general management, human resources, strategic planning, finance, sales, and also entrepreneurship, which is gaining more and more importance for corporations.

Typical corporate areas:

- Corporate strategy
- Leading international teams
- Business management
- Consulting
- Self-employment ventures

## 1. Study Structure

### Lectures and seminars

The MBA is a part-time programme. Classroom seminars are held on Fridays and Saturdays and are supported by online contact seminars during the week. These offer introduction and recapitulation of lecture content as well as guidance and supervision of project work where applicable. Lecture notes and material are offered via Relax, the university's online learning platform.

The weekend schedule is interrupted by four block weeks that are timetabled in the semesters 1, 2, 3 and 4. These block weeks allow lecturers a more continuous interaction and additionally offer the students the opportunity for compact and continuous exchange and integration.

The modules are programme-specific and cannot be transferred to other degree programmes.



**Table 2: Study structure**

Course	Contact hours (à 45 min.)		(Weekend) lectures <sup>1</sup>	ECTS credits <sup>2</sup>
1. Semester	Lecture	CS	WE	ECTS
Market-oriented Management	45	15	3	6
Managerial and Financial Accounting	45	15	3	6
Negotiating across Borders	45	15	3*	6
Business Research Methods	15	15	1	2
<b>Total</b>	<b>150</b>	<b>60</b>	<b>10</b>	<b>20</b>
2. Semester	Lecture	CS	WE	ECTS
Economics & Finance	60	30	4	8
Economics of Firms and Markets	(30)	(15)	(2)	(4)
Business Finance	(30)	(15)	(2)	(4)
Strategic & Sustainable Management	60	30	4	8
Strategic Management	(30)	(15)	(2)	(4)
Sustainability Management	(30)	(15)	(2)**	(4)
Elective 1	30	15	2	3
<b>Total</b>	<b>150</b>	<b>75</b>	<b>10</b>	<b>19</b>
3. Semester	Lecture	CS	WE	ECTS
Leadership & Change	60	30	4	8
Leadership	(30)	(15)	(2)**	(4)
Organisational Behaviour and Change	(30)	(15)	(2)	(4)
Digitisation & Entrepreneurship	60	30	4	8
Digital Business Strategies	(30)	(15)	(2)	(4)
Digital Entrepreneurship	(30)	(15)	(2)	(4)
Elective 2	30	15	2	3
<b>Total</b>	<b>150</b>	<b>75</b>	<b>10</b>	<b>19</b>
4. Semester	Lecture	CS	WE	ECTS
Business Process Management Simulation	30	15	2**	5
International Business Law	30	15	2	5
Elective 3	30	15	2	3
Elective 4	30	15	2	3
<b>Total</b>	<b>120</b>	<b>60</b>	<b>8</b>	<b>16</b>
5. Semester	Lecture	CS	WE	ECTS
Master Thesis	-	-	--	16
<b>Total</b>	<b>-</b>	<b>-</b>	<b>--</b>	<b>16</b>
<b>For programme in total</b>	<b>570</b>	<b>270</b>	<b>38***</b>	<b>90</b>

\* 1 WE + 1 block week

\*\* 1 block week

\*\*\* 30 WE + 4 block weeks

**Weekend seminars:** Fridays: 15:30-21:30 / Saturdays: 08:00-17:00 incl. optional Contact seminars /

**Online Contact seminars:** 17:15-21:30 / **Block week:** Monday-Thursday

<sup>1</sup> Weekend seminars/ block week: 15 teaching units per weekend/ 30 teaching units per block week

<sup>2</sup> 1 ECTS is equivalent to 30h workload (contact hours and self-study)



## 2. Overview: Modules and Courses

Table 3: Modules and courses

Code	Modules and courses	ECTS per semester					Workload (teaching units à 45 min.)							
		1.	2.	3.	4.	5.	Lecture/ seminar	Contact seminar	Weekends	Self-study	Total workload	Type of assess- ment	Language	Grade weighting
<b>M 1</b>	<b>Market-oriented Management</b>	6					45	15	3	120	180	CA	Dt	6/88
<b>M 2</b>	<b>Managerial and Financial Accounting</b>	6					45	15	3	120	180	KL(2h)	Dt.	6/88
<b>M 3</b>	<b>Negotiating across Borders</b>	6					45	15	3	120	180	CA	Engl	6/88
<b>M 4</b>	<b>Business Research Methods</b>	2					15	15	1	30	60	-	Dt.	-
<b>M 5</b>	<b>Economics &amp; Finance</b>		8				60	30	4	150	240	KL(2h)/PA		8/88
M 5.1	Economics of Firms and Markets		(4)				(30)	(15)	(2)	(75)	(120)		Engl.	
M 5.2	Business Finance		(4)				(30)	(15)	(2)	(75)	(120)		Engl/Dt	
<b>M 6</b>	<b>Strategic &amp; Sustainable Management</b>		8				60	30	4	150	240	PA/CA		8/88
M 6.1	Strategic Management		(4)				(30)	(15)	(2)	(75)	(120)		Dt	
M 6.2	Sustainability Management		(4)				(30)	(15)	(2)	(75)	(120)		Engl	
<b>M 7</b>	<b>Module Elective 1</b>			3			30	15	2	45	90	PA/CA	Engl/Dt	3/88
<b>M 8</b>	<b>Leadership &amp; Change</b>			8			60	30	4	150	240	PA/CA		8/88
M 8.1	Leadership			(4)			(30)	(15)	(2)	(75)	(120)		Engl	
M 8.2	Organisational Behaviour and Change			(4)			(30)	(15)	(2)	(75)	(120)		Engl	
<b>M 9</b>	<b>Digitisation &amp; Entrepreneurship</b>			8			60	30	4	150	240	PA/CA		8/88
M 9.1	Digital Business Strategies			(4)			(30)	(15)	(2)	(75)	(120)		Engl	
M 9.2	Digital Entrepreneurship			(4)			(30)	(15)	(2)	(75)	(120)		Engl	
<b>M 10</b>	<b>Module Elective 2</b>			3			30	15	2	45	90	PA/CA	Engl/Dt	3/88
<b>M 11</b>	<b>Business Process Management Simulation</b>				5		30	15	2	105	150	PA	Engl	5/88
<b>M 12</b>	<b>International Business Law</b>				5		30	15	2	105	150	KL(2h)	Dt	5/88
<b>M 13</b>	<b>Module Elective 3</b>				3		30	15	2	45	90	PA/CA	Engl/Dt	3/88
<b>M 14</b>	<b>Module Elective 4</b>				3		30	15	2	45	90	PA/CA	Engl/Dt	3/88
<b>M 15</b>	<b>Master Thesis</b>					16				480	480	MT		16/88
	Total	20	19	19	16	16	570	270	38	1860	2700			

Abbreviations:

CA Continuous assessment  
MT Master Thesis

KL Klausurarbeit/ written exam

PA Projektarbeit/ project work (may include written paper and presentation)



**Table 4: Electives/ Electives may vary through adjustments and updates (see §3 Abs. 2).  
Students must take at least 4 electives.**

Code	Modules and courses	ECTS per semester					Workload (teaching units à 45 min.)							
		1.	2.	3.	4.	5.	Lecture/ seminar	Contact seminar	Weekends	Self-study	Total workload	Type of assess- ment	Language	Grade weighting
VM 1	Behavioural Finance (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 2	Strategy Implementation (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 3	Marketing below the Line (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 4	Negotiating and Drafting Contracts (not offered this semester)			3			30	15	2	45	90	PA/CA	Engl	3/88
VM 5	Supply Chain Management (not offered this semester)			3			30	15	2	45	90	PA/CA	Engl/Dt	3/88
VM 6	Business Development (not offered this semester)			3			30	15	2	45	90	PA/CA	Engl	3/88
VM 7	Sports Management (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 8	Advanced Law for Managers (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 9	Futures Thinking			3			30	15	2	45	90	PA/CA	Engl	3/88
VM 10	International Financial Decision Making (not offered this semester)			3			30	15	2	45	90	PA/CA	Engl	3/88
VM 11	(Online) Market Research and Consulting (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 12	Economic Policy (not offered this semester)			3			30	15	2	45	90	PA/CA	Engl	3/88
VM 13	Sales Management (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt	3/88
VM 14	Individual Leadership Coaching (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt.	3/88
VM 15	AI as Driver of Digital Transformation: Opportunities for Marketing, Sales and Beyond (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt.	3/88
VM 16	Advanced Digital Transformation and Business Process Management (not offered this semester)			3			30	15	2	45	90	PA/CA	Dt.	3/88



VM 17	International Investments	3	30	15	2	45	90	PA/CA	Dt.	3/88
VM 18	Business & AI: A Cross-Functional Business Innovation Challenge	3	30	15	2	45	90	PA/CA	Engl/Dt	3/88
VM 19	Empirical Economics	3	30	15	2	45	90	PA/CA	Engl/Dt	3/88
VM ff.	Electives supplemented by the Examinations Board	3	30	15	2	45	90	PA/CA	Engl/Dt	3/88
VM A	Elective 1 completed abroad								Engl	
VM B	Elective 2 completed abroad								Engl	
VM C	Elective 3 completed abroad								Engl	



### 3. CORE MODULES AND COURSES

#### 3.1. Market-oriented Management

Module	M 1
Semester	1
Duration of module	6 days plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Language of instruction	German
Credits (ECTS)	6
Total workload and breakdown	180 hours
Contact hours	Block lectures, weekend and online contact seminars; in total 60 hours.
Examination/type of assessment	CA
Weighting of grade within programme	6/88
Learning outcomes	The aim of the course is to acquire basic knowledge concerning theories and tools for marketing and the prevailing market mechanisms. The hands-on work in practical case studies enables the application and embedding of the theoretical marketing knowledge acquired.



	<ul style="list-style-type: none"><li>• <b>Subject-specific competencies</b> The students learn market-focused thinking and responsiveness in order to be able to develop markets. They learn to create/devise a marketing strategy and to implement it by using marketing tools.</li><li>• <b>Professional competencies</b> The students are capable of establishing correlations and cross-links between individual marketing tools and to classify these within the overall context of market-oriented corporate management.</li><li>• <b>Social skills, key competencies</b> Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personality development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team.</li><li>• <b>Personal competencies</b> Students recognize the importance and necessity of marketing, are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. They become competent dialog partners to specialists in national and international marketing and are capable of professional communication with marketing managers and officers and of developing solutions for marketing issues or problems.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 4 reinforced:</b> Students evaluate and summarize the key concepts of marketing. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems. Moreover, students are able to apply theoretical concepts to specific practical situations. Students work in groups on case studies and present their results.</p> <p><b>CG 6 reinforced:</b> Students understand digital marketing strategies. They are able to identify and analyse challenges and perspectives regarding digital marketing.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"><li>• Strategic Marketing</li><li>• Customer Relationship Marketing</li><li>• Product Policy</li><li>• Pricing Policy</li><li>• Communication Policy</li><li>• Case Studies</li></ul>
Teaching and learning methods	Mixture of different teaching methods that alternate and address different learning types: <ul style="list-style-type: none"><li>• Course delivered with seminar-based approach</li></ul>



	<ul style="list-style-type: none"><li>Preparation of concepts in small groups with final presentation of results and discussion</li></ul>
Miscellaneous	If applicable, guest lecturer
Indicative reading list	<ul style="list-style-type: none"><li>Homburg, Christian: Marketingmanagement. Strategie – Instrumente – Umsetzung – Unternehmensführung, 7. Aufl., Wiesbaden 2020</li><li>Meffert, Heribert / Burmann, Christoph / Kirchgeorg, Manfred / Eisenbeiß, Maik: Marketing. Grundlagen marktorientierter Unternehmensführung. Konzepte – Instrumente - Praxisbeispiele, 13. Aufl., Wiesbaden 2019</li><li>Nufer, Gerd / Bühler, André (Hrsg.): Marketing im Sport. Grundlagen und Trends des modernen Sportmarketing, 3.Aufl., Berlin 2013</li><li>Sander, Matthias: Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 4. Aufl., München 2023</li></ul>



### 3.2. Managerial and Financial Accounting

Module	M 2
Semester	1
Duration of module	6 weekend days plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Christoph Binder</u> Building 5, Office 209, Tel.: 07121 271 3047 <u>christoph.binder@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Christoph Binder Building 5, Office 209, Tel: 07121 271 3047  Prof. Dr. Dominic Wader Building 17, Office 116, Tel.: 07121 271 3065 <u>dominic.wader@reutlingen-university.de</u>
Language of instruction	German
Credits (ECTS)	6
Total workload and breakdown	180 hours
Contact hours	Block lectures on weekends and online contact seminars; in total 60 hours.
Examination/type of assessment	KL(2h)
Weighting of grade within programme	6/88
Learning outcomes	<ul style="list-style-type: none"><li><b>Subject-specific competencies</b><ul style="list-style-type: none"><li>- Students understand essential concepts and practices as well as the differences between Management and Financial Accounting</li></ul></li></ul>



	<ul style="list-style-type: none"><li>- Students understand calculation methods and expand the interpretation capabilities of cost figures. They conduct cost variance analysis, contribution margin calculations and explore more advanced management accounting methods e.g. life-cycle-costing and critically discuss the differences of an accounting and controlling perspective</li><li>- Students critically reflect on cost and revenue data and learn to classify costs into different categories. They also know the differences of cost-centre and cost-object accounting.</li></ul> <ul style="list-style-type: none"><li>• <b>Professional competencies</b><ul style="list-style-type: none"><li>- Students understand Accounting Concepts and Tools for Decision Making. They will be more familiar with the relevant cost terminology, cost behaviour patterns and develop an in-depth understanding of the cost aspects of running a business.</li><li>- Students develop the necessary skills to make informed accounting decisions.</li><li>- Students understand the central challenges of designing and implementing a Management and Cost Accounting System</li><li>- Students will recognize ethical aspects of accounting and understand the role of the accountant in a corporation</li></ul></li><li>• <b>Social skills, key competencies</b><ul style="list-style-type: none"><li>- Students actively participate in classroom and online discussions and drive team learning experience</li><li>- Students will refine their oral and written communication skills and become comfortable with communicating in accounting related context.</li></ul></li><li>• <b>Personal competencies</b><ul style="list-style-type: none"><li>- Students independently define own knowledge gaps and proactively use tutorials provided</li></ul></li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 introduced:</b> Students learn to compare and to apply the international principles of accounting and reflect upon similarities and differences of accounting standards in a variety of countries.</p> <p><b>CG 3 introduced:</b> Corporate governance, transparency, and fairness are presented and reflected upon as critical underlying principles for social responsibility and sustainable management practices.</p> <p><b>CG 4 introduced:</b> Students analyse basic methods of financial management of companies by comparative analysis and learn to assess the financial impact of management decisions.</p> <p><b>CG 5 introduced:</b> The financial accounting system forms the core of any organizational information technology database connected to new digital apps and services. The cost management system proactively participates in innovations, processes, methods, resources, and activities of digitalization.</p>



Content/ indicative syllabus	<ul style="list-style-type: none"><li>- Role of Management and Financial Accounting as a business function and its importance for sound business decisions</li><li>- Importance of cost analysis (planning and actual cost) as well as key instruments to efficiently and effectively manage costs.</li><li>- Differentiation between full, direct ("Teilkostenrechnung") and marginal costing</li></ul> <p>Indicative course outline:</p> <ul style="list-style-type: none"><li>- Tasks of cost accounting</li><li>- interplay between Financial and Management Accounting</li><li>- core concepts of cost and revenue accounts</li><li>- principles of cost classification and allocation</li><li>- basic cost accounting systems (cost types, cost-centres and cost objects)</li><li>- planned cost calculation and variance analysis</li><li>- contribution margin calculation and break-even analysis as well as activity- and process-based costing</li><li>- Framework conditions of International Accounting and Financial Reporting</li><li>- Corporate Governance</li><li>- Elements of Financial Reporting</li><li>- Individual Accounting issues</li><li>- Differentiation and connections to internal accounting and the data basis,</li><li>- Analysing and interpreting annual financial statements and internal company data and key figures</li></ul>
Teaching and learning methods	Lectures (Seminar-based approach), interactive cases & exercises, self-tests and articles
Indicative reading list	<ul style="list-style-type: none"><li>- Coenenberg, A., et al. (2024): Jahresabschluss und Jahresabschlussanalyse, 27. Aufl., Schäffer Poeschel, 2024</li><li>- Datar, S.M., Rajan, M. (2017): Horngren's Cost Accounting – A Managerial Emphasis, 16th edition, Pearson.</li><li>- Friedl, G., Hofmann, C., Pedell, B. (2022): Kostenrechnung. Eine entscheidungsorientierte Einführung, 4th edition, Vahlen.</li><li>- Pellens, B. et al. (2021): Internationale Rechnungslegung, 11. Aufl. Schäffer Poeschel, 2021.</li></ul>



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|  | <ul style="list-style-type: none"><li>– Weber, J., Schäffer, U. (2022): Einführung in das Controlling, 18th edition, Schäffer-Poeschel.</li><li>– Weber, J., Weißenberger, B.E. (2025): Einführung in das Rechnungswesen, 11th edition, Schäffer-Poeschel.</li></ul> |
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### 3.3. Negotiating across Borders

Module	M 3
Semester	1
Duration of module	3 weekend lectures (two face-to-face and one online) plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Julia Hormuth</u> Building 5, Office 116, Tel.: 07121 271 3075 <u>julia.hormuth@reutlingen-university.de</u>
Name(s) of lecturer(s)	Dr. Roy Mouawad <u>roy.mouawad@lba.reutlingen-university.de</u>
Language of instruction	English
Credits (ECTS)	6
Total workload and breakdown	180 hours
Contact hours	Weekend lectures (face to face and online) and online contact seminars; in total 60 hours.
Examination/type of assessment	CA
Weighting of grade within programme	6/88



Learning outcomes	<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 negotiations. They become familiar with how to deal with the obstacles and complicating factors that might appear while applying them. The course focuses on the practical aspects of negotiation but has solid foundations in negotiation and culture research.</li><li><b>Professional and interdisciplinary competencies</b> Students learn to 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 relevant strategies and tactics to successfully manage cross-cultural communications and business negotiations. Students perceive the impact of personality, management styles and culture on the international negotiation process. Students are confronted with ethical implications in negotiations.</li><li><b>Social skills/ key competencies</b> Students can 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.</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 zone and adapt to situations.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 assessed:</b> Students reflect upon the cultural variables that impact decision making in a global business environment.</p> <p><b>CG 3 reinforced:</b> Students 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.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"><li>1. Cross-cultural communication:<ul style="list-style-type: none"><li>• Cultural dimensions</li><li>• Theories and models (Hofstede, GLOBE, Trompenaars)</li><li>• Communication strategies</li></ul></li><li>2. Personality and management styles:<ul style="list-style-type: none"><li>• Personality traits</li><li>• Management styles</li><li>• Conflict management</li></ul></li><li>3. Introduction to negotiations:</li></ol>



	<ul style="list-style-type: none"><li>• Distributive versus integrative negotiations</li><li>• The Harvard method: principled negotiations</li><li>• Cross-cultural negotiation</li></ul>
Teaching and learning methods	<ul style="list-style-type: none"><li>• Lectures</li><li>• Case studies</li><li>• Videos</li><li>• Exercises / simulations</li></ul>
Indicative reading list	<p>Students will receive handouts and additional materials provided on the RELAX platform.</p> <p>Recommended literature:</p> <ul style="list-style-type: none"><li>– Benetti, S., Ogliastri, E., &amp; Caputo, A. (2021). Distributive/integrative negotiation strategies in cross-cultural contexts: A comparative study of the USA and Italy. <i>Journal of Management &amp; Organization</i>, 27(4), 786-808.</li><li>– Grosz, A. S., Jozsa, L., &amp; Sengsouly, H. (2024). Cross-Cultural Business Negotiations in Developing Markets: Comprehending the Impact of Institutional and Cultural Elements. <i>International Review of Management and Marketing</i>, 14(5), 82-87.</li><li>– Maria, Z. (2023). THE ROLE OF MEDIATORS IN INTERCULTURAL COMMUNICATION: CHALLENGES AND STRATEGIES. <i>Deutsche Internationale Zeitschrift für Zeitgenössische Wissenschaft</i>, (63).</li><li>– Montecinos, J. B., Grünfelder, T., &amp; Wieland, J. (2023). A Relational View on Cultural Complexity. Springer.</li><li>– Rosequist, R., &amp; Kromka, S. M. (2024). The Dark Side of Conflict: The Relationships between Dark Tetrad Personality Traits and Conflict Management Styles. <i>Imagination, Cognition and Personality</i>, 44(2), 121-141.</li><li>– Servi, J. P. (2024). The Impact of Cultural Dimensions on Competitiveness: Insights for Nations and Organizations. <i>International Journal of Global Business and Competitiveness</i>, 19(2), 150-158.</li></ul>



### 3.4. Business Research Methods

Module	M 4
Semester	1
Duration of module	2 days plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Gerd Nufer
Language of instruction	German
Credits (ECTS)	2
Total workload and breakdown	60 hours
Contact hours	Block lectures and online contact seminars; in total 30 hours.
Examination/type of assessment	Pass/fail based on personal attendance
Weighting of grade within programme	-
Learning outcomes	Critical personal skills development including reading, thinking and writing for academic and research papers, presentations and publications.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<b>CG 1 reinforced:</b> Academic writing skills. <b>CG 3 reinforced:</b> Citation expectations and avoiding plagiarism. <b>CG 4 reinforced:</b> Literature review and research methodology.
Content/indicative syllabus	<ul style="list-style-type: none"><li>• Principles of Scientific Working</li><li>• Dealing with Artificial Intelligence at Reutlingen University</li></ul>



	<ul style="list-style-type: none"><li>• Visit of the Learning Center of the University</li><li>• Strategic Outlook Master's Thesis</li><li>• Individual Coaching</li></ul>
Teaching and learning methods	Mixture of different teaching methods that alternate and address different learning types: <ul style="list-style-type: none"><li>• Course delivered with seminar-based approach</li><li>• Individual coaching</li></ul>
Miscellaneous	If applicable, visit of the learning center of the university and individual coaching
Indicative reading list	<ul style="list-style-type: none"><li>– American Psychological Association (Hrsg.): Mastering APA style: Student's workbook and training guide, 6. Aufl., Washington, D.C. 2011</li><li>– Kornmeier, Martin: Wissenschaftlich schreiben leicht gemacht – für Bachelor, Master und Dissertation, 9. Aufl., Bern 2021</li><li>– Niedermair, Klaus: Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium, 2. Aufl., München 2023</li><li>– Theisen, Manuel: Wissenschaftliches Arbeiten. Erfolgreich bei Bachelor- und Masterarbeit, 18. Aufl., München 2021</li></ul>

### 3.5. Economics & Finance

Module	M 5
Semester	2
Duration of module	4 weekends plus online contact seminars
Type of module	Core
Courses included in the module	Economics of Firms and Markets Business Finance
How frequently is the module offered	1x per semester
Admission requirements	Completion of first semester modules
Level	Master/MBA
Module coordinator/	<u>Prof. Dr. Rolf Daxhammer</u> Building 5, Office 213, Tel.: 07121 271 3005 <a href="mailto:rolf.daxhammer@reutlingen-university.de">rolf.daxhammer@reutlingen-university.de</a>



responsible professor	
Name(s) of lecturer(s)	Prof. Dr. Larissa Zierow Dr. Andreja Benkovic Prof. Dr. Rolf Daxhammer
Credits (ECTS)	8
Total workload and breakdown	240 hours
Examination/ type of assessment	KL(2h)/PA
Weighting of grade within programme	8/88

### 3.5.1. Economics of Firms and Markets

Course number/ code	M 5.1
Name(s) of lecturer(s)	Prof. Dr. Larissa Zierow Building 5, Office 207, Tel.: 07121 271 6035 <a href="mailto:larissa.zierow@reutlingen-university.de">larissa.zierow@reutlingen-university.de</a>  Dr. Andreja Benkovic <a href="mailto:andreja.benkovic@weiterbildung-reutlingen-university.de">andreja.benkovic@weiterbildung-reutlingen-university.de</a>
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Learning outcomes	<ul style="list-style-type: none"><li><b>Subject-specific competencies</b> Students know the principles of economics and understand the relationship between micro- and macroeconomics as well as the role of economic policy within a global economy. They are aware of the economic settings relevant for entrepreneurial decision making. They understand and reflect on the market mechanisms in different market forms. They know the determinants of demand and supply behaviour. Students can appreciate the role and interaction of different economic agents (households and firms) in (aggregated) markets, as well as the</li></ul>



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 European and global setting. They identify the implications of different types of market failure and are able to evaluate economic policy instruments to improve market outcomes. Based on their knowledge they are able to describe, discuss and evaluate current economic developments.

- **Professional competencies**

Students know the key characteristics of relevant theoretical approaches in micro- and macroeconomics. They know 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 have the theoretical and empirical tools and knowledge to analyse the problems and particularities related to individual behaviour and economic choices that cannot be explained by the standard economic rational agent-based theory.

They are able to reflect on scientific contributions to economic topics by applying their knowledge of economic approaches.

Students are able to identify the relations between strategic entrepreneurial goals and the economic environment. They can derive and explain the consequences of economic developments and policy for firms and are able to develop adequate solutions as a response to changes in the economic environment. Students are familiar with and can apply research in economics to demonstrate an understanding of rational economic behaviour as well as departures from rationality in economic decision-making and theory.

- **Social skills/ key competencies**

Students reflect and challenge economic problems and current challenges within 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 are able to analyse an economic problem or issue using an appropriate theoretical framework, recognize its limitations and appreciate uncertainties around such analyses. They reflect the ethical dimensions of economic decisions.

- **Personal competencies**

Students know how to handle and apply complex economic approaches and are able to argue in a logically consistent way and draw conclusions. They develop a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigor needed to work with (economic) theory. They are able to use the power of abstractness to focus upon the essential features of an economic problem and to provide a systematic framework for the coherent and critical evaluation of the effects of policy or other exogenous events. They also understand the relevance of assumptions for the outcome of economic



	<p>models. They appreciate thereby the relevance of different cultural settings for economic behaviour.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students reflect upon the cultural context and its complexities when making decisions in a global business environment. They are introduced to economic concepts that are applied in a national and international setting.</p> <p><b>CG 3 reinforced:</b> Students reflect upon the potential ethical consequences of management decisions. Based on their economic knowledge, they reflect, in class discussions, on the ethical implications of their managerial decisions such as wage setting and the laying-off of workers.</p> <p><b>CG 4 reinforced:</b> Students develop innovative solutions for entrepreneurial scenarios. Students learn to apply their economic knowledge in case studies developing sound managerial decisions.</p> <p><b>CG 6 introduced:</b> Students have knowledge of and reflect on the implications of digital business models for the concentration process within markets.</p>
Content/ indicative syllabus	<p>The lecture starts with an introduction to economics by exploring the fundamental questions of why we study economics and how economists think. It will cover the workings of markets and their efficiency, including the distinction between perfect and imperfect markets, as well as behavioural economics. Production and national income accounting will be examined, along with the goods market and money and financial markets as well as the labour market. A discussion of current profound structural change will show the lasting impact on the dynamics of productivity and economic growth. An introduction to game theory will be provided, followed by a discussion of international trade and empirical and experimental economics. This comprehensive approach will enable students to understand the relevance of market power and the implications of (in)stability of markets for economic policy and companies in closed and open economies.</p> <ol style="list-style-type: none"><li>1. Why do we study Economics? And how do Economists think?</li><li>2. How do markets work and why are they efficient?</li><li>3. Production and National Income Accounting</li><li>4. The Goods Market</li><li>5. Money and Financial Markets</li><li>6. Labour market</li><li>7. Structural Change and Growth</li><li>8. Introduction to Game Theory</li><li>9. International Trade</li><li>10. Empirical and Experimental Economics</li></ol>



Teaching and learning methods	Seminar-based approach
Indicative reading list	<p>Basic:</p> <ul style="list-style-type: none"><li>– Mankiw, N. Gregory / Taylor, Mark P. (8. Aufl. 2021, 7. Aufl. 2018, 6. Aufl., 2016): Grundzüge der Volkswirtschaftslehre</li><li>– Olivier Blanchard/Gerhard Illing (8. Aufl., Pearson Studium, 2021) Makroökonomie</li><li>– The CORE team (2022), Die Wirtschaft, open source e-book: <a href="https://www.core-econ.org/the-economy/book/de/text/0-3-contents.html">https://www.core-econ.org/the-economy/book/de/text/0-3-contents.html</a></li></ul> <p>Further readings:</p> <ul style="list-style-type: none"><li>– Krugman, P., Obstfeld, M., Melitz, M. (2022), International Economics - Theory and Policy, 12th ed., Boston: Pearson Addison-Wesley.</li><li>– Varian, Hal R. (2019): Intermediate Microeconomics. A Modern Approach, 9th ed., New York: W.W. Norton.</li></ul> <p>Additional reading will be made available in class.</p>



### 3.5.2. Business Finance

Course number/ code	M 5.2
Name(s) of lecturer(s)	Prof. Dr. Rolf Daxhammer Building 5, Office 213, Tel.: 07121 271 3005 <a href="mailto:rolf.daxhammer@reutlingen-university.de">rolf.daxhammer@reutlingen-university.de</a>
Language of instruction	German and English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Learning outcomes	<ul style="list-style-type: none"><li>• <b>Subject-specific competencies</b><ul style="list-style-type: none"><li>– understand and use the terminology for key finance instruments, ratios and concepts</li><li>– evaluate the access to different financing instruments for different types of companies</li><li>– calculate pre-emptive rights for capital increases</li><li>– calculate a company's cost of capital and critically reflect on its limitations</li><li>– compare different capital structure theories</li><li>– apply different valuation methods and understand their real-life limitations</li></ul></li><li>• <b>Professional and interdisciplinary competencies</b><ul style="list-style-type: none"><li>– Students will transfer basic principles of mathematics to the field of corporate finance.</li><li>– Students will learn how managerial decisions are reflected in cash-flow requirements and how a company's financial flexibility is limited by macroeconomic conditions.</li></ul></li><li>• <b>Social skills/ key competencies</b><ul style="list-style-type: none"><li>– Students should 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></ul></li><li>• <b>Personal and practical competencies</b><ul style="list-style-type: none"><li>– During the lecture, students will learn how to develop complex analytical and mathematical approaches in a seminar-based interactive environment.</li></ul></li></ul>
Course-specific contributions to AoL	<b>CG 4 reinforced:</b> Different sources of financing are compared based on the perspective of buyers and sellers of securities. In written individual



competency goals (CG 1 - 6)	<p>presentations students demonstrate that they can identify problems for companies which use financial markets as a source of financing; offering strategies on how to solve these problems.</p> <p><b>CG 6 reinforced:</b> Students will learn how the forecasting process in capital budgeting can be augmented using AI-approaches on comprehensive data sets.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"><li>• Finance and financial markets</li><li>• Internal and external sources of finance</li><li>• Equity</li><li>• Debt</li><li>• Financial Markets</li></ul>
Teaching and learning methods	Lectures (seminar-style), student tutorials, guest speakers, workshops
Indicative reading list	<p>Compulsory reading:</p> <ul style="list-style-type: none"><li>– Zutter, C.J./Smart, S.B (2019): Principles of Managerial Finance; Reading, MA</li><li>– Gräfer, H./Schiller, B./Rösner, S. (2014): Finanzierung, Berlin</li></ul> <p>Further reading:</p> <ul style="list-style-type: none"><li>– Brealey, R., Myers, S., Allen, F., (2019): Principles of Corporate Finance, Columbus</li><li>– Perridon, L./Steiner, M./Rathgeber, A.W. (2022): Finanzwirtschaft der Unternehmung; München</li></ul>

### 3.6. Strategic & Sustainable Management

Module	M 6
Semester	2
Duration of module	2 weekends plus 1 block week plus online contact seminars
Type of module	Core
Courses included in the module	Strategic Management Sustainability Management
How frequently is the module offered	1x per semester
Admission requirements	Completion of first semester modules
Level	Master/MBA
Module coordinator/ responsible professor	<u>Prof. Dr. Maud Helene Schmiedeknecht</u> Building 17, Office 130, Tel.: 07121 271 3081 <u>maud.schmiedeknecht@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Yvonne Graf Prof. Dr. Maud Schmiedeknecht
Credits (ECTS)	8
Total workload and breakdown	240 hours
Examination/ type of assessment	PA/CA
Weighting of grade within programme	8/88

### 3.6.1. Strategic Management

Course number/ code	M 6.1
Name(s) of lecturer(s)	Prof. Dr. Yvonne Graf  Building 17, Office 115, Tel.: 07121 271 3044  <a href="mailto:yvonne.graf@reutlingen-university.de">yvonne.graf@reutlingen-university.de</a>
Language of instruction	German
Credits (ECTS)	4
Contact hours	Block lecture and online contact seminars; in total 45 hours.
Learning outcomes	<p>Various competencies are improved:</p> <ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b> <ul style="list-style-type: none"> <li>- Knowledge of contemporary strategy theory</li> <li>- Understanding of the functions and the limitations of the so-called main stream strategic management for the challenges of the future</li> <li>- Digital and sustainable business models</li> </ul> </li> <li>• <b>Professional competencies</b> <ul style="list-style-type: none"> <li>- Distinguish between strategic and non-strategic problem tasks</li> <li>- Problem-solving capabilities</li> <li>- Strategic thinking skills</li> <li>- Practical execution of strategy tools</li> </ul> </li> <li>• <b>Social and key competencies</b> <ul style="list-style-type: none"> <li>- Ability to solve problems under uncertainty</li> <li>- Ability to communicate analyses and recommendations</li> </ul> </li> </ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students reflect upon the cultural context and its complexities when making decisions in a global business environment.</p> <p><b>CG 3 reinforced:</b> Students reflect upon the potential ethical consequences of management decisions</p> <p><b>CG 4 reinforced:</b> Students develop solutions for strategic issues</p> <p><b>CG 5 reinforced:</b> Students reflect on the connection between strategy, sustainability and the relevance of digitalization in supply chains.</p> <p><b>CG 6 reinforced:</b> Students have the ability to assess and develop digital business strategies as part of the broader set of strategic choice.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"> <li>1. Fundamentals of Strategy Management and Strategic Thinking           <ol style="list-style-type: none"> <li>1.1. Strategic development and evaluation (process, tools)</li> </ol> </li> </ol>



	<ol style="list-style-type: none"><li>1.2. Business Models</li><li>1.3. Strategy implementation at a glance</li><li>2. Rethinking Strategic Management</li><ol style="list-style-type: none"><li>2.1. Foundations of sustainable strategic management</li><li>2.2. Sustainable Strategizing</li></ol><li>3. Business Concepts for Sustainable Strategizing</li><ol style="list-style-type: none"><li>3.1. Sustainable business models</li><li>3.2. Flourishing enterprise strategy design method</li></ol><li>4. Value-based stakeholder Management</li></ol>
Teaching and learning methods	Lectures, case-based learning, Simulations
Indicative reading list	<p>References</p> <ul style="list-style-type: none"><li>– Lynch, Richard L. (2015): Strategic management / Richard Lynch. 7. ed.: Pearson.</li><li>– Wunder, Thomas (2016): Essentials of Strategic Management. Effective Formulation and Execution of Strategy: Schäffer-Poeschel Verlag für Wirtschaft Steuern Recht GmbH.</li><li>– Wunder, Thomas (Hg.) (2017): CSR und Strategisches Management: Wie man mit Nachhaltigkeit langfristig im Wettbewerb gewinnt. Berlin, Heidelberg: Springer Berlin Heidelberg.</li><li>– Wunder, Thomas (Hg.) (2019): Rethinking Strategic Management. 1st ed. Cham: Springer International Publishing.</li></ul>

### 3.6.2. Sustainability Management

Course number/ code	M 6.2
Name(s) of lecturer(s)	<u>Prof. Dr. Maud Helene Schmiedeknecht</u> Building 17, Office 130, Tel.: 07121 271 3081 <u>maud.schmiedeknecht@reutlingen-university.de</u>
Language of instruction	English
Credits (ECTS)	4
Contact hours	Weekend lectures and online contact seminars; in total 45 hours.
Learning outcomes	<ul style="list-style-type: none"><li>• <b>Professional competencies</b></li></ul>



	<p>Students will develop an enhanced understanding of theoretical and practical aspects of sustainability management. They will be able to apply methods to identify and analyse business challenges and perspectives regarding sustainability issues (analysis). Furthermore, students will be familiar with strategies and instruments to apply sustainability management in business and to transform businesses towards circular economy (implementation).</p> <ul style="list-style-type: none"><li><b>Methodological competencies</b></li></ul> <p>Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills particularly in the field of sustainability management. Furthermore, they will be able to create a study considering the requirements of a management consultancy.</p> <ul style="list-style-type: none"><li><b>Social competencies</b></li></ul> <p>Through the interactive nature of the course, students will apply their oral and written communication skills. Furthermore, they will apply their team skills by developing results in discussions in various team set-ups. Students will be able to analyse and critically reflect on their own learning process during the course.</p> <ul style="list-style-type: none"><li><b>Personal competencies</b></li></ul> <p>Students will gain knowledge and competencies in analysing and assessing sustainability management issues and thereby reflect how to grow into responsible decision makers. They will discuss personal consequences, e.g. to take the initiative for a responsible and future oriented behaviour in business and society.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students reflect upon the complexities of international corporations regarding sustainability topics, e.g. social and ecological challenges of setting up sustainable supply chains.</p> <p><b>CG 3 assessed:</b> Students understand the underlying principles and theoretical concepts of Sustainability and Corporate Social Responsibility (CSR). In their presentation, they analyse sustainable/circular business models, discuss the economic, social and environmental impacts and reflect upon potential ethical dilemmas of management decisions.</p> <p><b>CG 4 reinforced:</b> Students analyse and assess sustainability management systems, e.g. by evaluating sustainability reports regarding strategy, implementation measurements, and KPIs.</p> <p><b>CG 5 introduced:</b> Students learn how companies can use data to enable transparency in their processes, e.g. to conduct life cycle assessments and increase the transparency in their supply chains.</p>
Content/indicative syllabus	<ul style="list-style-type: none"><li>- Introduction to sustainability management: Topics, principles and standards</li><li>- Implementation of sustainability management: Strategies, structures and processes</li></ul>



	<ul style="list-style-type: none"><li>- Sustainable business models and business model innovations: Circularity patterns and transformation towards circular economy</li><li>- Selected functional areas of sustainability management: Communication and reporting</li><li>- Climate solution simulation</li></ul>
Teaching and learning methods	Seminar style lecture including case studies, discussions, guest lectures, simulation, coaching by instructor and presentations by students
Indicative reading list	<p>Lecture handout with list of references, case studies, current sustainability reports and articles, amongst others:</p> <ul style="list-style-type: none"><li>– Aagaard, A. (ed.) (2024): Business Model Innovation. Game Changers and Contemporary Issues. Palgrave</li><li>– Bocken, N., Baldassarre, B., Keskin, D., Diehl, J.C. (2023): Design Thinking Tools To Catalyse Sustainable Circular Innovation, in: Lehtimäki, H., Aarikka-Stenroos, L., Jokinen, A., Jokinen, P. (Eds.): The Routledge Handbook of Catalysts for a Sustainable Circular Economy, 1st ed., Abingdon, pp. 359-387.</li><li>– Crane, A./Matten, D. (2016): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th edition, Ox-ford University Press, Oxford</li><li>– Das, A., Bocken, N. (2024): Regenerative business strategies: A database and typology to inspire business experimentation towards sustainability, in: Sustainable Production and Consumption, pp. 529-544.</li><li>– Ernst, D., Gabriel, R., Sailer, U. (2023): Sustainable Business Management. UKV</li><li>– Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. Journal of Cleaner Production (198), pp. 401-416</li><li>– Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. Sustainability 2020, 12, 417</li><li>– Lüdeke-Freund, F., Breuer, H., Massa, L. (2022): Sustainable Business Model Design – 45 Patterns.</li><li>– Lütge, C. (ed.) (2013): Handbook of the Philosophical Foundations of Business Ethics. Springer</li><li>– Schaltegger, S., &amp; Burritt, R. (2018). Business cases and corporate engagement with sustainability: Differentiating ethical motivations. Journal of Business Ethics, 147(2), 241-259</li><li>– Schmiedeknecht, M., Ranisch, L. (2023): Grundlagen und Instrumente des Nachhaltigkeitsmanagements, in: Bühler, A., Nufer, G. (Hrsg.): Nachhaltigkeitsmanagement in Sport und Kultur, 1. Aufl., Berlin, S. 23-47.</li><li>– World Economic Forum (2026): The Global Risks Report 2026.</li></ul>



	<ul style="list-style-type: none"><li>– Takacs, F., Stechow, R. &amp; Frankenberger, K. (2020). Circular Ecosystems: Business Model Innovation for the Circular Economy. White Paper of the Institute of Management &amp; Strategy, University of St. Gallen.</li><li>– World Economic Forum (2026): The Global Risks Report 2026.</li><li>– Wunder, T. (2024): Toolbox Strategie und Nachhaltigkeit. Wirksame Methoden für neue Geschäftsmodelle und die Transformation, 1. Aufl., Stuttgart.</li></ul>
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### 3.7. Leadership & Change

Module	M 8
Semester	3
Duration of module	1 block week plus 2 weekends plus online contact seminars
Type of module	Core
Courses included in the module	Leadership Organisational Behaviour and Change
How frequently is the module offered	1x per semester
Admission requirements	Completion of first and second semester modules
Level	Master/MBA
Module coordinator/ responsible professor	<u>Prof. Dr. Jörg Büechl</u> Building 5, Office 213, Tel.: 07121 271 3058 <u>joerg.bueechl@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Jörg Büechl Prof. Dr. Gerhard Hillmer
Credits (ECTS)	8
Total workload and breakdown	240 hours
Examination/ type of assessment	PA/CA
Weighting of grade within programme	8/88



### 3.7.1. Leadership

Course number/ code	M 8.1
Name(s) of lecturer(s)	Prof. Dr. Jörg Büechl Building 5, Office 213, Tel.: 07121 271 3058 <a href="mailto:joerg.bueechl@reutlingen-university.de">joerg.bueechl@reutlingen-university.de</a>
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures and online contact seminars; in total 45 hours.
Learning outcomes	<p>The learning outcomes of this leadership seminar include the ability to adapt leadership approaches to the unique needs, skills, and readiness levels of individuals and teams. Participants will gain the skills to create psychologically safe environments where team members feel confident sharing ideas, voicing concerns, and taking risks. They will also deepen their understanding of culturally sensitive leadership practices and refine their ability to provide feedback, actively listen, and set clear expectations.</p> <p>Additionally, the seminar fosters empathy and inclusion, enabling leaders to effectively incorporate diverse perspectives into their decision-making. Participants will strengthen their leadership abilities in navigating complex team dynamics and utilize tools to assess and enhance their effectiveness. By developing personalized strategies for ongoing growth, they will be empowered to inspire and support their teams across varying levels of readiness and cultural contexts. Ultimately, the training equips leaders to navigate dynamic and uncertain environments with confidence, fostering agility, collaboration, and resilience.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 1 reinforced:</b> The seminar, conducted in English, provides opportunities for participants to enhance their language proficiency by engaging in discussions, collaborative activities, and reflective exercises on leadership and team dynamics, all in a professional business context.</p> <p><b>CG 2 reinforced:</b> Participants learn to reflect upon cultural complexities when making leadership decisions, particularly through sessions on cross-cultural leadership and simulations that highlight the impact of cultural diversity on team dynamics and decision-making in global business environments.</p> <p><b>CG 6 reinforced:</b> The seminar equips participants with practical leadership models and tools, enabling them to analyze team dynamics and apply frameworks to develop strategies for fostering psychological safety, cultural alignment, and adaptive leadership in digital and global business contexts.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"><li>Foundations of Adaptive Leadership: Leadership success relies on flexibility and responsiveness to individual and team needs.</li></ul>



	<ul style="list-style-type: none"><li>– Leadership Styles and Their Application: Different situations require varying levels of guidance and empowerment.</li><li>– Psychological Safety in Leadership: Creating an environment where team members feel safe to share and innovate drives collaboration and trust.</li><li>– Cross-Cultural Leadership: Effective leadership requires understanding and adapting to diverse cultural perspectives and practices.</li><li>– Matching Leadership Approaches to Needs: Tailoring leadership strategies to align with team readiness and cultural nuances ensures effectiveness.</li><li>– Communication as a Leadership Tool: Clear, empathetic, and culturally aware communication strengthens understanding and alignment.</li><li>– Agile Leadership: Developing the ability to lead with flexibility, foster collaboration, and adapt to change in dynamic environments.</li><li>– Challenges and Solutions: Leaders must address resistance, complexity, and cultural differences with sensitivity and adaptability.</li><li>– Real-World Applications: Practical strategies for fostering inclusivity, cultural alignment, and team cohesion in diverse settings.</li></ul>
Teaching and learning methods	The leadership seminar employs practical and engaging methods to ensure impactful learning. Interactive workshop design and group activities foster collaboration on real-world challenges, while simulations and case studies allow participants to explore complex scenarios and key concepts of leadership. Reflective exercises and facilitated discussions promote self-awareness and idea exchange and enhance learning insights. Cultural simulations and problem-solving activities encourage empathy and understanding of diverse perspectives. Personalized action plans and peer reviews help participants translate their learning into real-world leadership practices.
Miscellaneous	Cases, presentations as well as additional reading material will be provided on the course's RELAX website.
Indicative reading list	<ul style="list-style-type: none"><li>– Chestnut, B. (2017): 9 Types of Leadership: Mastering the Art of People in the 21st Century Workplace, 1st edition. POST HILL PR.</li><li>– Cortellazzo, L., Bruni, E., &amp; Zampieri, R. (2019). The role of leadership in a digitalized world: A review. <i>Frontiers in psychology</i>, 10, 1938.</li><li>– Northouse, P. G. (2024). Leadership: Theory and practice.</li><li>– Olivier, S., Hölscher, F., &amp; Williams, C. (2020). Agile leadership for turbulent times: integrating your ego, eco and intuitive intelligence. Routledge.</li><li>– Salih, A. (2020). Cross-cultural leadership: Being effective in an era of globalization, digital transformation and disruptive innovation. Routledge.</li><li>– Thompson, G., &amp; Vecchio, R. P. (2009). Situational leadership theory: A test of three versions. <i>The leadership quarterly</i>, 20(5), 837-848.</li></ul>



- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *The Academy of Management Perspectives*, 26(4), 66-85.

### 3.7.2. Organisational Behaviour and Change

Course number/ code	M 8.2
Name(s) of lecturer(s)	Prof. Dr. Gerhard <u>Hillmer</u> <u>gerhard.hillmer@lba.reutlingen-university.de</u>
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Learning outcomes	<p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <ul style="list-style-type: none"><li>• <b>Professional competencies</b> Understanding of key concepts, models and practices within the field of organisational behaviour such as personality, motivation, team dynamics and effectiveness, decision-making, organisational design, culture and change; appreciation of how theories can be translated into practical applications.</li><li>• <b>Methodological competencies</b> Competence to develop and answer a specific research question, to prepare a paper and a presentation according to scientific standards. The ability to be able to stand back and view complex situations in perspective and to think critically about organisations and what happens in them.</li><li>• <b>Social competencies</b> Presentation and teamwork skills (through group work and group presentations).</li><li>• <b>Personal competencies</b> Awareness of their own skills in realising an academic project; competence to evaluate other students' academic projects and presentations.</li></ul>
Course-specific contributions to AoL	<b>CG 1 reinforced:</b> During the course students work in culturally diverse student groups on several business cases and develop presentations and/or short written reports in English.



competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students work in culturally diverse teams. They focus on challenges of managing organisational behaviours in an international context. Additionally, students learn how to assess (national or organisational) culture as well as the challenges culture poses.</p> <p><b>CG 3 reinforced:</b> Ethical aspects of several OB topics will be discussed, e.g. ethical aspects when motivating or leading people, ethical aspects of diversity management. Students will learn to identify ethical problems in business cases and will determine appropriate theories/approaches to tackle a specific challenge. Students will reflect and become aware of the positive and negative consequences of their decisions.</p> <p><b>CG 4 reinforced:</b> Students will have tools to develop innovative solutions for entrepreneurial scenarios. Finally, students will be aware of the legal, economic and ethical consequences of their decisions.</p>
Content/ indicative syllabus	<p><b>PART I: The world of organisational behaviour</b></p> <p>Foundations of organisational behaviour</p> <p><b>PART II: Individual process/ group and social processes</b></p> <p>Understanding people at work</p> <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> <p>Motivation and job satisfaction</p> <ul style="list-style-type: none"><li>• Content and process theories</li><li>• Reinforcement theories</li><li>• Designing a motivating work environment</li></ul> <p>Change management</p> <ul style="list-style-type: none"><li>• Application of change management to practice</li></ul>
Teaching and learning methods	Lectures with discussions, case studies, videos, research, group discussions, self-inventories, simulations.
Indicative reading list	<ul style="list-style-type: none"><li>– Buelens, Marc.; Sinding, Knud; Waldstrøm, Christian et al. (2011): Organisational Behaviour. 4th Edition. Berkshire: McGraw-Hill Higher Education.</li><li>– Gerrig, Richard J., Zimbardo, Philip, Svartal, Frode et al. (2012): Psychology &amp; Life. 18th Edition. European Adaptation Edition. Harlow: Pearson</li><li>– Kotter, John P. (2010). Leading change. Boston, Mass: Harvard Business University Press</li><li>– Lauer, Thomas. (2021). Change management: fundamentals and success factors. Berlin: Springer</li></ul>



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|  | <ul style="list-style-type: none"><li>– Robbins, Stephen P.; Campbell, Timvothy; Judge, Timothy A. (2019): Organizational Behavior. 18th edition, global edition. Harlow &amp; Munich: Pearson</li><li>– Hillmer, Gerhard (2022): Schlüsselkompetenzen in Führungs- und Projektarbeit. Warum Fachkenntnisse nicht mehr ausreichen und welche Stärken zum Erfolg führen, Haufe Freiburg, München, Stuttgart</li></ul> |
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### 3.8. Digitisation & Entrepreneurship

Module	M 9
Semester	3
Duration of module	4 weekends plus online contact seminars
Type of module	Core
Courses included in the module	Digital Business Strategies Digital Entrepreneurship
How frequently is the module offered	1x per semester
Admission requirements	Completion of first and second semester modules
Level	Master/MBA
Module coordinator/ responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Markus Westner Dr. Roy Mouawad
Credits (ECTS)	8
Total workload and breakdown	240 hours
Examination/ type of assessment	PA/CA
Weighting of grade within programme	8/88



### 3.8.1. Digital Business Strategies

Course number/ code	M 9.1
Name(s) of lecturer(s)	Prof. Dr. Markus Westner
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Learning outcomes	<p>Upon completion of this course, participants will have developed the following competencies:</p> <ul style="list-style-type: none"><li><b>Professional/ subject-specific competencies</b> Students are expected to understand the ambiguity and complexity of defining and executing strategy in an increasingly digitizing world. They will be able to identify the key decisions driving long-term firm performance in a digital economy and understand how these decisions influence why some firms are more successful than others, while others still fail. Specifically, this course will help students to<ul style="list-style-type: none"><li>Understand the sources of competitive advantage in a digital world</li><li>Understand business model choices in a digital world, especially with regard to multi-sided platforms (such as Amazon Marketplace, LinkedIn, Airbnb, etc.)</li><li>Understand the organizational capabilities needed to execute a digital business strategy</li><li>Understand how large, established companies transform to deliver on their digital strategy</li></ul></li><li><b>Methodological competencies</b> The capability to deal with complex, ambiguous situations by breaking problems down into parts, analysing the parts critically, weighing opposing arguments, presenting a synthesis and debating a decision in class as well as staying open to enhancing or changing decisions.</li><li><b>Social competencies</b> Building on feedback to improve their written and oral communication skills, their ability to work in teams, as well as defend their arguments in a discussion.</li><li><b>Personal competencies</b> Deal with ambiguous situations that do not have a definite 'right or wrong' answer.</li></ul>



Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 1 reinforced:</b> English as course language</p> <p><b>CG 2 introduced:</b> In a selected case, students are required to discuss cultural aspects of global standardization.</p> <p><b>CG 3 introduced:</b> In specific cases, students will discuss the ethical implications of automation.</p> <p><b>CG 4 reinforced:</b> As part of their project work, students are required to analyse strategic business challenges faced by actual companies in the digital age and formulate how these can be solved with digital management tools and frameworks.</p> <p><b>CG 5 reinforced:</b> As part of several cases, students discuss the impact of current digital technologies on processes that form part of a company's supply chain.</p> <p><b>CG 6 assessed:</b> As part of the evaluated project work, students are required to assess the current situation of their company with regards to digital strategy as well as prioritizing challenges and developing a plan of action.</p>
Content/indicative syllabus	<ol style="list-style-type: none"><li>1. Motivation: why 'digital' matters for MBAs?</li><li>2. Digital Business Strategy: sources of competitive advantage</li><li>3. Digital Business Models: how to make money in the digital age</li><li>4. Digital Innovation: what digital strategy is built of</li><li>5. Digital Transformation: architecting for execution of the digital strategy</li></ol>
Teaching and learning methods	Discussion of cases (i.e. the narrative of a business manager facing a difficult problem that will be discussed in class); lectures; students also work in groups and are assigned projects.
Miscellaneous	Examination type is CA for this course.
Indicative reading list	References and access to supplementary readings, videos, cases are provided during lectures. Key readings include: <ul style="list-style-type: none"><li>– Fonstad, N.O.; Mocker, M.: Munich Re: Building a Foundation for Innovating Digital Offerings, MIT Sloan Center for Information Systems Research, Working Paper No. 445, August 2020.</li><li>– Hagi, A., 2014. Strategic decisions for multisided platforms. MIT Sloan Management Review, 55(2)</li><li>– Mocker, M. and Ross, J.W., 2017. The Problem with Product Proliferation. Harvard Business Review, 95 (3).</li><li>– Mocker, M., Weill, P. and Woerner, S.L., 2014. Revisiting Complexity in the Digital Age. MIT Sloan Management Review, 55(4)</li><li>– Mocker, M.; Ross. J., Hopkins, C.: How USAA Architected its Business for Life Event Integration. MIS Quarterly Executive, 14 (2015) 4, pp. 137-150.</li></ul>



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- Mocker, M.; Ross, J.W.: Transforming Royal Philips to Reinvent Healthcare in the Digital Age. MIT Sloan Center for Information Systems Research, Working Paper No. 425, December 2017
  - Mocker, M.; Fonstad, N.O.: How AUDI AG Is Driving Toward the Sharing Economy. MIS Quarterly Executive, 16 (2017) 4, pp. 279-293.
  - Mocker, M; Beath, C.M.: The First Year of Digital Transformation at Principal International Chile. MIT Sloan Center for Information Systems Research, Working Paper No. 432, December 2018.
  - Mocker, M; Novales, A.: Connected Cleaning at Kärcher. MIT Sloan Center for Information Systems Research, Working Paper No. 441, January 2020.
  - Ross, J. W.; Beath, C. M.; Mocker, M.: Designed for Digital: How to Architect Your Business for Sustained Success. MIT Press (2019, forthcoming).
  - Van Alstyne, M.W., Parker, G.G. and Choudary, S.P., 2016. Pipelines, Platforms, and the New Rules of Strategy. Harvard Business Review, 94(4)
  - Weill, P. and Woerner, S.L., 2013. Optimizing your digital business model. MIT Sloan Management Review, 54(3)
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### 3.8.2. Digital Entrepreneurship

Course number/ code	M 9.2
Name(s) of lecturer(s)	Dr. Roy Mouawad <a href="mailto:roy.mouawad@lba.reutlingen-university.de">roy.mouawad@lba.reutlingen-university.de</a>
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Learning outcomes	<p>Upon completion of this course, participants will have developed the following competencies:</p> <ul style="list-style-type: none"><li><b>Subject-specific competencies</b> Students learn about entrepreneurial mindset, thinking and acting; understand business models and innovation, learn about agile innovation management approaches, etc.; business design</li><li><b>Professional and interdisciplinary competencies</b> Start-up-methods such as design thinking, lean start-up development, customer-centralized development, problem-solving and decision-making competencies, project agility, market research as well as tools (business design framework, digital entrepreneurship tools)</li><li><b>Social skills/ key competencies</b> New forms of cooperation (working in start-up mode, working in sprints, hypothesis framing and testing), training of team and communication skills when developing and testing a business idea</li><li><b>Personal competencies</b> Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of solutions to problems; arguing and reasoning based on data and navigating uncertainty in new business areas.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 3 reinforced:</b> Students reflect upon the social responsibility of business development projects. Their business models are challenged with regards to economic, ecological and social dimensions.</p> <p><b>CG 4 reinforced:</b> Students generate business ideas in teams, develop business models and write a first business blueprint. They also learn about and develop real-life and lean validation approaches for digital entrepreneurs. By presenting their ideas in a pitch event, they learn to convince the audience how their product, service or business model solves a specific problem.</p>



	<p><b>CG 6 reinforced:</b> Students understand digital business models and innovation, learn about agile innovation management approaches, etc.; business design</p>
Content/ indicative syllabus	<ul style="list-style-type: none"><li>- Problem selection</li><li>- Ideation and design thinking</li><li>- Customer discovery</li><li>- Research methods</li><li>- Business models</li><li>- Business model canvas</li><li>- Pricing strategies and tactics + comparative analysis</li><li>- Financial statements</li><li>- Financial statements analysis</li><li>- Sources of capital</li><li>- Business plan essentials</li><li>- Pitch (story + deck structure + delivery)</li><li>- Execution plan: Time and risk management</li><li>- Balanced Scorecard + metrics</li></ul>
Teaching and learning methods	Lectures, discussions, workshops, literature studies, group work, projects, and presentations
Indicative reading list	<ul style="list-style-type: none"><li>– Bendig, D., Brüss, L., &amp; Degen, F. (2025). Entrepreneurship in the renewable energy sector: A systematic literature review of types, characteristics, and sustainability impacts. <i>Renewable and Sustainable Energy Reviews</i>, 212, 115337.</li><li>– Branca, E., Intenza, M., &amp; Doni, F. (2025). Startup entrepreneurs' personality traits and resilience: unveiling the interplay of prior experience. <i>International Entrepreneurship and Management Journal</i>, 21(1), 2.</li><li>– Huang, J., &amp; Zhou, P. (2025). Open innovation and entrepreneurship: A review from the perspective of sustainable business models. <i>Sustainability</i>, 17(3), 939.</li><li>– Klyver, K., Hou, Y., van Burg, E., &amp; Elfring, T. (2026). Network agency in entrepreneurship: A synthesis and outlook. <i>Entrepreneurship Theory and Practice</i>, 50(1), 313-349.</li><li>– Kuratko, D. F., &amp; Covin, J. G. (2025). Fifty years of entrepreneurship: Recalling the past, examining the present, &amp; foreshadowing the future. <i>Journal of Business Research</i>, 186, 114980.</li><li>– Roy, S. K., Dey, B. L., Brown, D. M., Abid, A., Apostolidis, C., Christofi, M., &amp; Tarba, S. (2025). Business model innovation through AI adaptation: the role of strategic human resources management. <i>British Journal of Management</i>, 36(2), 546-559.</li></ul>



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- Scartozzi, G., Delladio, S., Rosati, F., Nikiforou, A. I., & Caputo, A. (2025). The social and environmental impact of entrepreneurship: a review and future research agenda. *Review of Managerial Science*, 19(4), 1041-1072.
  - Wang, F., Jiang, J., & Cosenz, F. (2025). Understanding data-driven business model innovation in complexity: A system dynamics approach. *Journal of business research*, 186, 114967.
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### 3.9. Business Process Management Simulation

Module	M 11
Semester	4
Duration of module	1 block week plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	Completion of first, second and third semester modules
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Goran Oblakovic <u>goran.oblakovic@lba.reutlingen-university.de</u>
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	150 hours
Contact hours	Block lectures and online contact seminars; in total 45 hours.
Examination/type of assessment	PA
Weighting of grade within programme	5/88



Learning outcomes	<ul style="list-style-type: none"><li><b>Social skills/ key competencies</b> Students will work in teams, to evaluate legacy business processes, identify opportunities for improvement, and reach decisions based on available data. Throughout the entire process students will advance skills in teamwork and improve their ability of oral and written communications. Student will:<ul style="list-style-type: none"><li>- understand relationship between digital transformation and business process management</li><li>- identify and assess the importance of the strategic perspective of business process management and digital transformation</li><li>- analyze and valorize business processes from strategic and operational perspectives</li><li>- compare and utilize modern approaches to advanced business process management practice</li><li>- design fitting performance indicators and measures; consider soft factors, digital transformation, and continuous improvements to the business processes</li></ul></li><li><b>Personal competencies</b> Through activities in this course students will improve the capacity to think critically in order to solve complex business process management problems and make sound managerial decisions.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students reflect upon the cultural context and its complexities when considering ethical, social and environmental aspects in establishing sustainable supply chains and business.</p> <p><b>CG 4 reinforced:</b> Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills.</p> <p><b>CG 5 assessed:</b> Students are able to assess the relevance of digitalization for sustainable supply chains.</p> <p><b>CG 6 reinforced:</b> Students will develop an enhanced understanding of theoretical and practical aspects of business processes. They will be able to apply methods to identify and analyse challenges and perspectives regarding sustainability issues in the entire supply and value chain.</p>
Content/indicative syllabus	<ol style="list-style-type: none"><li>1. Business Process Management through LEGO simulation – building on tools and techniques</li><li>2. Review of Digital Transformation including digital business strategy, modules, innovation and transformation and their impact on organizations (advanced cases)</li><li>3. Value creation through Business Process Management and Digital Transformation</li><li>4. Dynamic work design and continuous improvement of processes</li><li>5. Quality and business process excellence</li><li>6. Designing and implementing process indicators and measures</li></ol>



Teaching and learning methods	Seminar style lecture including case studies, discussions, coaching by instructor and presentations by students.
Indicative reading list	<p>References and access to supplementary readings, videos, cases are provided during lectures. Selected readings include:</p> <ul style="list-style-type: none"><li>– Visnjic, I., &amp; Leten, R. (2024). The Legacy Company's Guide to Innovation. Harvard Business Review, 2024.</li><li>– Hopkins M.S. Shook, J (2009) Problem Solving by Design, MIT SRM (<a href="https://sloanreview.mit.edu/article/problem-solving-by-design/">https://sloanreview.mit.edu/article/problem-solving-by-design/</a>)</li><li>– Baskin, K. (2018). The 4 principles of dynamic work design. MIT Sloan Management Review (<a href="https://mitsloan.mit.edu/ideas-made-to-matter/4-principles-dynamic-work-design">https://mitsloan.mit.edu/ideas-made-to-matter/4-principles-dynamic-work-design</a>)</li><li>– Sjödin, D., Parida, V., Jovanovic, M., &amp; Visnjic, I. (2020). Value creation and value capture alignment in business model innovation: A process view on outcome-based business models. <i>Journal of Product Innovation Management</i>, 37(2), 158-183. (<a href="https://onlinelibrary.wiley.com/doi/10.1111/jpim.12516">https://onlinelibrary.wiley.com/doi/10.1111/jpim.12516</a>)</li><li>– Schrage, M., Muttreja, V., &amp; Kwan, A. (2022). How the wrong KPIs doom digital transformation. <i>MIT Sloan Management Review</i>.</li><li>– Joglekar, N., Parker, G., &amp; Srai, J. S. (2024). Why Manufacturers Need a Phased Approach to Digital Transformation. <i>MIT Sloan Management Review (Online)</i>, 1-7.</li></ul>



### 3.10. International Business Law

Module	M 12
Semester	4
Duration of module	2 weekends plus online contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	Completion of first, second and third semester modules
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Markus Conrads</u> Building 17, Office 125, Tel.: 07121 271 3000 <a href="mailto:markus.conrads@reutlingen-university.de">markus.conrads@reutlingen-university.de</a>
Name(s) of lecturer(s)	<u>Prof. Dr. Markus Conrads</u>
Language of instruction	German
Credits (ECTS)	5
Total workload and breakdown	150 hours
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Examination/type of assessment	KL(2h)
Weighting of grade within programme	5/88
Learning outcomes	<p>The students should</p> <ul style="list-style-type: none"><li>- know the most important rules of commercial law and learn how to apply them in their professional practice</li><li>- get a feeling for the cases in which it is advisable to involve legal experts</li></ul>
Course-specific contributions to AoL	<b>CG 3 reinforced:</b> Students will reflect upon the potential ethical consequences of management decisions. Ethical awareness is reinforced by solving a case study dealing with general questions of compensation. The students reflect on whether the traditional ways of compensating



competency goals (CG 1 - 6)	damages are sufficient and how they can make sure that their contract partners perform their contractual obligations ethically. <b>CG 5 reinforced:</b> Students will learn the basics on contracts regarding digital content. They will learn which statutory provisions will apply and they will also be informed about European initiatives to strengthen consumer protection in this field.
Content/ indicative syllabus	<ul style="list-style-type: none"><li>- Basics of German commercial law</li><li>- Contract law (domestic)</li><li>- Labour law and employment contracts</li><li>- Basics of international business law</li><li>- Distribution Law</li><li>- Exercises and overviews</li></ul>
Teaching and learning methods	Seminar-based approach
Indicative reading list	<ul style="list-style-type: none"><li>- Conrads: Internationales Kaufrecht, Verlag, 2017</li><li>- NWB-Textausgabe: „Wichtige Gesetze des Wirtschaftsprivatrechts“</li></ul>

### 3.11. Master Thesis

Module	M 15
Semester	5
Duration of module	Maximum 4 months
Type of module	Core
How frequently is the module offered	Continually
Admission requirements	Successful completion of 45 ECTS credits acquired in semester 1, 2 and 3
Level	Master/MBA
Module coordinator/ responsible professor	First supervisor: a professor at Reutlingen University, preferably a professor from ESB Business School Second supervisor: a professor at Reutlingen University or a company representative who must be approved by the MBA examination board
Name of contact person	Depending on the topic (central contact person possible)



Language	Thesis can be written in German or English
Credits (ECTS)	16
Total workload and breakdown	480 hours
Examination/assessment conditions	Independent grading by two supervisors. Minimum grade is 4.0. The thesis is written in German or English and is to be written in semester 5. The scope corresponds to 16 ECTS credit points and has to be submitted within 4 months.
Weighting of grade within programme	16/88
Learning outcomes	<p>As part of the preparation for their master's thesis, the candidate should demonstrate the ability to produce academic/ scientific work at MBA level. The subject of the thesis is the independent analysis of a subject-immanent question with the help of scientific methods within a given period of time, as well as the elaboration of proposed solutions and suggestions for further scientific investigations of related questions.</p> <p>At the same time, the candidate should be able to assess the scientific and practical relevance of the topic and to select and apply the relevant methods of analysis.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced if subject-applicable:</b> Students include the international dimensions of the analysed research question and research field.</p> <p><b>CG 3 reinforced if subject-applicable:</b> Students check and reflect the ethical dimensions of their research topic. They also choose their research method according to accepted ethical standards and rules.</p> <p><b>CG 4 embedded assessment:</b> Students develop solutions for business related issues and show how business objectives can be achieved in a practical nature. The thesis demonstrates the student's problem-solving skills. The process of writing and development of argumentation, as well as the drawing of conclusions, is done independently.</p> <p><b>CG 5 reinforced if subject-applicable:</b> The contribution to this CG depends on the research field of the master's thesis.</p> <p><b>CG 6 reinforced if subject-applicable:</b> Students analyse the relevance of digital tools and frameworks for their research topic.</p>
Content/indicative syllabus	<p>Structured, scientific elaboration of a subject-defined topic in the field of general management based on the knowledge and competences acquired in the study programme. This includes the development of a practice-oriented research question and academic treatment of the topic in coordination with the supervisors.</p> <p>Content and methods vary depending on the task. The choice of methods must be undergirded.</p>



	As a rule, the thesis is written in cooperation with a company. Exceptions to this are to be discussed with the responsible professor.
Teaching and learning methods	As far as content and methods of the master's thesis are concerned, the students are supervised by a professor and, if applicable, by a company representative. The supervision includes, in particular, the reflection of the structure and the methods used. The thesis demonstrates the student's problem-solving skills. The process of writing and development of argumentation as well as the drawing of conclusions is done independently.
Indicative reading list	Depending on individual topic



## 4. ELECTIVES

### 4.1. Futures Thinking

Module	VM 9
Semester	2-4
Duration of module	2 weekends plus online contact seminars
Type of module	Elective
Admission requirements	Completion of first semester modules
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Elizabeth Hofvenschiöld Building 5, Office 110, Tel.: 07121 271 3143 <u>elizabeth.hofvenschioeld@reutlingen-university.de</u>
Language of instruction	English
Credits (ECTS)	3
Total workload and breakdown	90 hours
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Examination/type of assessment	PA/CA
Weighting of grade within programme	3/88
Learning outcomes	<p>After successful completion of this subject, students will gain,</p> <ul style="list-style-type: none"><li><b>Subject-specific competencies</b> Students learn the basic concepts and methods of futures thinking and anticipating change.</li><li><b>Professional and interdisciplinary competencies</b> Students will develop a futures thinking mindset. They will learn how to identify change drivers, particularly in the area of emerging technologies. They will also learn how to use futures methods to</li></ul>



	<p>support diverse business activities, such as strategy development and decision-making in times of uncertainty.</p> <ul style="list-style-type: none"><li>• <b>Social skills/ key competencies</b> Students will enhance their oral and written communication, social interaction, and team working skills. They will also learn how to respectfully cooperate in a complex and rapidly changing environment, be supportive of others, and base their actions on different types of data.</li><li>• <b>Personal competencies</b> Students will learn to critically reflect on and make sense out of different types of data. They will also learn creative methods to constructively anticipate the future. This will further develop their decision-making skills in business and personal situations. They will gain competency in linking futures insights to real-life business and social situations.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>After successful completion of this subject, students should be able to understand the requirements, and analyse the complexities in futures thinking elements and processes, and esp. should have developed the following competencies.</p> <p><b>CG 1 reinforced:</b> Students improve their language skills as they are required to express the impact of futures thinking on their business in English language.</p> <p><b>CG 3 reinforced:</b> Students become aware of the possible multi-disciplinary (e.g., ethical) consequences that their present-day decision-making will have on their futures.</p> <p><b>CG 4 reinforced:</b> Futures Thinking is a dynamic capability. Students will learn to apply futures thinking methods to anticipate upcoming issues, mitigate future risks, and help solve complex problems in the work and social environments.</p> <p><b>CG 5 introduced:</b> Students will learn to identify technological (and other) drivers of change and assess their impacts on diverse areas of business and on the future of work in general.</p>
Content/indicative syllabus	<ul style="list-style-type: none"><li>• Introduction to futures thinking</li><li>• Understanding change (from change drivers to implications of change)</li><li>• Hands-on learning of select futures thinking methods such as horizon scanning, trend research, the futures wheel, and scenario development</li><li>• Futures games (e.g., futures score, 100 opposite facts) and link to personal development and work projects.</li><li>• Continuous observation and reflection on learning about change and how to prepare for uncertainty</li></ul>
Teaching and learning methods	<p>Diverse learning methods are applied, catering to different learning types:</p> <ul style="list-style-type: none"><li>▪ Interactive teaching with discussions</li></ul>



	<ul style="list-style-type: none"><li>▪ Project work to apply the introduced tools and methodologies to real-world business topics in small groups with written reporting and results presentation.</li></ul>
Indicative reading list	<ul style="list-style-type: none"><li>– Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, Society &amp; Natural Resources, 29:3, 374-379</li><li>– Curry, A. &amp; Hodgson, A. (2008) Seeing in Multiple Horizons: Connecting Futures to Strategy. Journal of Futures Studies, 13(1):1-20</li><li>– Day, G. S. &amp; Schoemaker, P. J. H. (2006). Peripheral vision: detecting weak signals that will make or break your company. Boston: Harvard Business School Press</li><li>– Hines, A. &amp; Bishop, P. (2015). Thinking About the Future: Guidelines for Strategic Foresight. Houston: Hinesight</li><li>– Inayatullah, S. (2007) Questioning the Future: Methods and Tools for Organizational and Societal Transformations (3rd Ed.), Tamsui, Taiwan: Tamkang University</li><li>– O'Reilly, T. (2017). What's the Future and Why It's up to Us. London: Random House Business Books</li><li>– Scoblic, P. J. (2020) Learning from the Future. Harvard Business Review, July-August 2020</li><li>– Voros, J. (2003). A Generic Foresight Process Framework. Foresight, Vol. 5, no. 3:10-21</li></ul>

## 4.2. International Investments

Module	VM 17
Semester	2-4
Duration of module	1 online block week plus online contact seminars
Type of module	Elective
Admission requirements	Completion of first semester modules and a significant part of Business Finance (second semester)
Level	Master/MBA
Module coordinator/responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	<u>Prof. Dr. Rolf Daxhammer</u> Building 5, Office 206, Tel.: 07121 271 3005 <u>rolf.daxhammer@reutlingen-university.de</u>
Language of instruction	German
Credits (ECTS)	3
Total workload and breakdown	90 hours
Contact hours	Online block lectures/inverted classroom on weekends and online contact seminars; in total 45 hours.
Examination/type of assessment	PA/CA
Weighting of grade within programme	3/88
Learning outcomes	<ul style="list-style-type: none"> <li>• <b>Subject-specific competencies</b>            Students will learn about the economic foundations of financial markets and the different types of securities including trading of securities. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a Behavioral Prospect Theory approach. Students will be able explain phases of financial bubbles and the limits of behavioral approaches.</li> <li>• <b>Professional competencies</b>            Students will learn how to give finance-based presentations in a professional environment and, at the end of the course, they will be</li> </ul>



	<p>able to understand the complex environment of financial decision-making from a neoclassical and a behavioral perspective.</p> <ul style="list-style-type: none"><li>• <b>Social competencies</b> Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback from fellow students in a structured manner.</li><li>• <b>Personal and practical competencies</b> Students will be involved in ongoing research projects such as experiments and simulations. They will learn about research methodologies with a 'hands on' approach.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 3 reinforced:</b> Especially in the topics Investment Advice and Financial Nudging, students will learn to appreciate the fine line between reacting to behavioral biases and exploiting behavioral biases.</p> <p><b>CG 4 reinforced:</b> Students will prepare research agendas which address the implications of introducing behavioural concepts into standard neoclassical financial theory. Thus, they will grasp a solid understanding for the limitations of some of the standard problem-solving tools in investment management.</p>
Content/indicative syllabus	<ul style="list-style-type: none"><li>• Introduction Financial Markets/Institutions and Securities' Trading</li><li>• Money Market</li><li>• Debt Capital Market</li><li>• Equity Market</li><li>• Portfolio Theory versus Behavioral Finance</li><li>• Limitations of and Challenges for Behavioral Finance</li></ul>
Teaching and learning methods	<p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/exercises will make sure that students get ample exposure to application of knowledge, making judgements and developing learning skills. The class will draw extensively on real life and near real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.</p>
Miscellaneous	Online discussions 15-30%, external presentations/ field trips 15-30%
Indicative reading list	<p>Basic reading:</p> <ul style="list-style-type: none"><li>– Bodie, Z., Kane, A. Marcus, A. (2024): Investments; McGraw Hill, New York</li></ul>



	<ul style="list-style-type: none"><li>– Daxhammer, R.J., Facsar, M., Papp, Z. (2025): Handbuch Behavioral Finance, 3rd edition, UVK/Lucius, Konstanz</li></ul> <p>Further reading:</p> <ul style="list-style-type: none"><li>– Daxhammer, R.J., Facsar, M. (2025): Spekulationsblasen – Den Turbulenzen am Finanzmarkt auf der Spur, 3. Auflage, UVK/Lucius, Konstanz</li><li>– Nofsinger, J.R. (2017): The Psychology of Investing, 6th edition, Routledge, London</li></ul>
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## 4.3 Business & AI: A Cross-Functional Business Innovation Challenge

Module	VM 18
Semester	2-4
Duration of module	2 weekends plus online contact seminars
Type of module	Elective
Admission requirements	Completion of first semester modules
Level	Master/MBA
Module coordinator/ responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	Prof. Dr. Jörg Büechl Building 5, Office 213, Tel.: 07121 271 3058 <u>joerg.bueechl@reutlingen-university.de</u>  Prof. Dr. Tim Straub Building 5, Office 211, Tel.: 07121 271 3149 <u>tim.straub@reutlingen-university.de</u>
Language of instruction	German/English
Credits (ECTS)	3
Total workload and breakdown	90 hours
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.



Examination/ type of assessment	PA/CA
Weighting of grade within programme	3/88
Learning outcomes	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Subject-specific competencies</b></p> <ul style="list-style-type: none"><li>• Be able to analyze and structure real-world business challenges at the intersection of business development, digital transformation and artificial intelligence.</li><li>• Understand how AI and machine learning create value in organizations and apply this knowledge to develop innovative and feasible business solutions.</li><li>• Evaluate the strategic, organizational and economic implications of AI-based innovations for companies and public institutions.</li><li>• Translate business challenges from corporate partners into well-structured requirements documents (Lastenheft) and define solution spaces jointly with technical team members.</li><li>• Be able to co-develop IT-based solutions in form of a proof of concept / minimal viable product (e.g. Apps, code snippets, etc.) from an interdisciplinary business- (business students) and IT- (IT students) perspective</li></ul> <p><b>Methodological competencies</b></p> <ul style="list-style-type: none"><li>• Apply agile project management methodologies (Scrum, Kanban), design-oriented innovation methods (Design Thinking) and lean, experiment-driven approaches (Lean Startup, Build-Measure-Learn, Rapid Prototyping).</li><li>• Conduct requirement engineering processes, from stakeholder interviews to formulating functional and non-functional requirements for AI-based systems.</li><li>• Use structured business modelling tools (e.g., Business Model Canvas, value proposition frameworks, platform model canvas, etc.) to develop and assess digital business models.</li><li>• Work with iterative sprint cycles in cross-functional hackathon settings, integrating business analysis with technical prototyping and continuous feedback loops.</li></ul> <p><b>Interdisciplinary competencies</b></p> <ul style="list-style-type: none"><li>• Collaborate in interdisciplinary teams consisting of ESB business students and Tübingen AI/machine learning students.</li><li>• Bridge managerial, organizational and technological perspectives to co-create viable AI-enabled solutions.</li><li>• Integrate economic reasoning, data-driven logic and programming approaches into holistic, innovation-oriented outcomes.</li></ul>



	<ul style="list-style-type: none"><li>• Communicate effectively across disciplinary boundaries and translate domain-specific language into shared understanding.</li></ul> <p><b>Social competencies</b></p> <ul style="list-style-type: none"><li>• Strengthen their teamwork skills in diverse, cross-faculty / cross-university, interdisciplinary constellations and practice collaborative problem-solving.</li><li>• Develop professional communication capabilities through interactions with company representatives, public-sector partners and academic supervisors.</li><li>• Present complex concepts and project outcomes to mixed audiences (technical and non-technical), using convincing storytelling and structured argumentation.</li><li>• Engage in constructive feedback processes and support other team members in collective project success.</li></ul> <p><b>Personal competencies</b></p> <ul style="list-style-type: none"><li>• Build resilience, adaptability and openness in dynamic, partially ambiguous innovation environments.</li><li>• Enhance creativity and entrepreneurial mindset through rapid prototyping and iterative experimentation.</li><li>• Strengthen self-organization and time management while coordinating work packages across teams, institutions and sprint phases.</li><li>• Develop reflective awareness regarding their professional strengths and development potentials in the context of AI-driven transformation.</li></ul>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p><b>CG 2 reinforced:</b> Students cooperate in diverse, interdisciplinary teams to solve real-life problems</p> <p><b>CG 4 reinforced:</b> Students develop innovative, AI-enabled solutions for real-world entrepreneurial and managerial challenges through structured analysis, iterative prototyping and cross-functional collaboration.</p> <p><b>CG 5 reinforced:</b> Students are familiar with data-driven business models and apply analytical and digital tools to assess business and technology options and derive evidence-based recommendations for partner companies.</p> <p><b>CG 6 reinforced:</b> Students demonstrate proficiency in agile, design-oriented and digital innovation methods (e.g., Design Thinking, Scrum, Lean Startup) and use these frameworks to structure and manage complex digital transformation projects.</p>
Content/indicative syllabus	<p>This module is conducted in close collaboration with machine learning and AI students from the Tübingen AI Center, who develop the technical and programming components of AI solutions to real-life business challenges, while ESB students provide the business perspective; both groups work in fully integrated, cross-functional teams across approximately five sprint cycles, with on-site sessions taking place in Reutlingen, Tübingen and/or Lichtenstein (10 minutes from Reutlingen).</p> <ol style="list-style-type: none"><li>1. Role and value of AI for companies and public-sector institutions</li></ol>



	<ol style="list-style-type: none"><li>2. Understanding and analysing corporate problem statements through stakeholder interviews, data exploration and challenge framing</li><li>3. Requirement engineering and development of specification documents</li><li>4. Business model innovation, digital entrepreneurship, value proposition design and opportunity mapping for AI-enabled solutions</li><li>5. Data-driven decision-making and evaluation of technological and business options</li><li>6. Agile and design-oriented methods (Scrum, Kanban, Design Thinking, User Stories)</li><li>7. Sprint planning, backlog creation, iterative development and collaborative prototyping in cross-functional teams</li><li>8. Development and presentation of proof-of-concepts, demos or mockups aligned with company needs</li></ol>
Teaching and learning methods	Seminar-based approach
Indicative reading list	–

#### 4.4 Empirical Economics

Module	VM 19
Semester	2-4
Duration of module	2 weekends plus online contact seminars
Type of module	Elective
Admission requirements	Completion of first semester modules
Level	Master/MBA
Module coordinator/ responsible professor	<u>Prof. Dr. Gerd Nufer</u> Building 17, Office 017, Tel.: 07121 271 6011 <u>gerd.nufer@reutlingen-university.de</u>
Name(s) of lecturer(s)	<u>Prof. Dr. Larissa Zierow</u> Building 5, Office 207, Tel.: 07121 271 6035 <u>larissa.zierow@reutlingen-university.de</u>
Language of instruction	English



Credits (ECTS)	3
Total workload and breakdown	90 hours
Contact hours	Block lectures on weekends and online contact seminars; in total 45 hours.
Examination/ type of assessment	<p>CA:</p> <ul style="list-style-type: none"><li>• Short in-class test (10%)</li><li>• Individual empirical project with conference-style poster (80%)</li><li>• Presentation and discussion of the project in class (10%)</li></ul> <p>The empirical project comprises the development of a research question, data preparation and analysis in R, and the communication of results in a poster format.</p>
Weighting of grade within programme	3/88
Learning outcomes	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Subject-specific competencies:</b></p> <p>Participants are able to identify managerial and economic questions that can be addressed with empirical methods. They can describe and interpret datasets using standard descriptive statistics. They can apply and interpret simple and multiple regression models to quantify economic relationships. They understand the difference between correlation and causation and can critically assess empirical claims in business and economics. They are aware of common data issues (outliers, missing data, selection and confounding) and their impact on empirical results.</p> <p><b>Methodological competencies:</b></p> <p>Participants can translate a business/economic problem into a clear empirical research question and suitable hypotheses. They are able to select appropriate empirical methods (descriptive analysis, regression, experiments / natural experiments) for the problem at hand. They can implement basic empirical analyses in the statistical software R and document their workflow in a reproducible way. They are able to interpret regression output and statistical tests in a decision-oriented manner for managers/politicians.</p> <p><b>Interdisciplinary competencies:</b></p> <p>Participants can link empirical evidence with economic theory and managerial decision-making. They understand legal and ethical boundaries of data use, in particular with regard to data protection and privacy. They can critically evaluate empirical studies from academic journals, consulting reports, and policy institutions.</p>



	<p><b>Social competencies:</b> Participants enhance their skills in structured communication by presenting and discussing their empirical projects with peers and the instructor. They give and receive constructive feedback on research designs and empirical results in group discussions. They learn to communicate quantitative findings in a clear, concise way to non-expert audiences (e.g. managers, clients).</p> <p><b>Personal competencies:</b> Participants gain confidence in working with a new statistical software (R) in a self-directed and goal-oriented manner. They improve their ability to work independently on an empirical project within time constraints. They develop a critical mindset towards data-driven arguments and are able to question “data-based” claims. They are able to quickly select and apply appropriate empirical methods to reduce complex issues to decision-relevant metrics.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<ul style="list-style-type: none"><li><b>CG 2 reinforced:</b> Participants work collaboratively in discussions and feedback sessions on their empirical projects, often drawing on intercultural and interdisciplinary experiences from their professional background.</li><li><b>CG 3 introduced:</b> Participants are introduced to legal and ethical aspects of data use (e.g. data protection, privacy, transparency) and reflect on responsible use of empirical evidence in managerial decision-making.</li><li><b>CG 4 reinforced:</b> Participants learn and apply structured process models for empirical problem solving (from business/economic question to research design, data, analysis, and communication of results) in their own projects.</li><li><b>CG 5 reinforced:</b> Through the empirical project (incl. poster and presentation) participants demonstrate their ability to use multivariate data analysis tools to understand, interpret and analyse data and communicate the results effectively to a non-expert audience.</li><li><b>CG 6 introduced:</b> Participants understand how empirical methods can be used to test hypotheses, assess the impact of interventions, and evaluate scientific and managerial research questions.</li></ul>
Content/ indicative syllabus	<p>This course trains MBA students to critically interpret data, identify empirical patterns, and—most importantly—distinguish correlation from causation. Through real-world examples and applied work with the statistical software R, students learn how to use econometric methods to answer empirical questions reliably. The focus lies on interpretation, transparency of assumptions, and critical thinking.</p> <p>Content:</p> <ol style="list-style-type: none"><li><b>1. Introduction &amp; empirical mindset for managers</b><ul style="list-style-type: none"><li>Why data and empirical methods matter for managerial decision-making</li><li>Types of data and data sources in business and economics</li></ul></li></ol>



	<ul style="list-style-type: none"><li>• Overview of the empirical project and poster requirements</li><li>2. <b>Descriptive statistics &amp; data visualisation</b><ul style="list-style-type: none"><li>• Describing distributions (mean, median, variation, percentiles)</li><li>• Exploring relationships between variables (cross tabs, correlations, scatterplots)</li><li>• Data visualisation for managerial communication</li></ul></li><li>3. <b>Linear regression with one regressor</b><ul style="list-style-type: none"><li>• Simple regression model and interpretation of coefficients</li><li>• Goodness of fit and uncertainty (standard errors, confidence intervals)</li><li>• Managerial interpretation versus technical details</li></ul></li><li>4. <b>Multiple regression &amp; common pitfalls</b><ul style="list-style-type: none"><li>• Regression with multiple regressors and control variables</li><li>• Omitted variables, multicollinearity, dummy variables</li><li>• Outliers, missing data, selection bias and confounding</li></ul></li><li>5. <b>Causality, experiments and natural experiments</b><ul style="list-style-type: none"><li>• Correlation vs. causation</li><li>• Randomised controlled trials</li><li>• Natural experiments and difference-in-differences (on an intuitive level)</li></ul></li><li>6. <b>Applied empirical project work</b><ul style="list-style-type: none"><li>• From business problem to research question and hypothesis</li><li>• Data preparation and analysis in R</li><li>• Structuring results for a conference-style poster</li><li>• Presentation and discussion of empirical projects in class</li></ul></li></ul>
Teaching and learning methods	<p>Seminar-based approach with a strong focus on application:</p> <ul style="list-style-type: none"><li>• Interactive lectures and discussions</li><li>• Case studies and examples</li><li>• Software-based data analysis using R (hands-on exercises)</li><li>• Development of an individual empirical project</li><li>• In-class presentation and feedback on project ideas and results</li></ul>
Indicative reading list	<ul style="list-style-type: none"><li>– Wooldridge, J. M. (2019). Introductory Econometrics (7th ed.).</li><li>– Stock, J. H., &amp; Watson, M. W. (2020). Introduction to Econometrics (4th ed.). Pearson.</li><li>– Heiss, F. (2020). Using R for Introductory Econometrics (2nd ed.). Open-access book.</li></ul>



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|  | <ul style="list-style-type: none"><li>– Hanck, C., Arnold, M., Gerber, A., &amp; Schmelzer, M. (2021). Introduction to Econometrics with R. Open-access book.</li><li>– Additional practitioner-oriented articles and cases will be provided via MS Teams.</li></ul> |
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