



Curriculum & Syllabi Handbook

MSc International Accounting, Controlling and Taxation (IACT)



www.esb-business-school.de

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Qualification Profile

Aims of the programme

The master's degree programme 'International Accounting, Controlling & Taxation' is designed to enhance and broaden graduates' competencies, enabling them to work in internationally-operating companies and to shape international business activities from the perspective of finance and (internal and external) accounting. This is also with the perspective of assuming management responsibility. In addition, the programme prepares students for a career in auditing or tax consultancy. For this purpose, students acquire practical business and management skills as well as develop an international business mindset throughout the course of their studies.

The concept of the programme is to deepen the knowledge and competencies gained from a business bachelor's degree with the extended focus on accounting, controlling and taxation. In addition, on completion of their studies, all students will be able to demonstrate several months of international experience.

The curriculum is internationally-oriented in terms of structure and content. Particular emphasis is placed on an in-depth understanding of the strategies, concepts and processes of companies in their activities within an international context.

Degree awarded

Master of Science (MSc)

Duration of studies

1.5 years/ 3 semesters, 90 credits (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 IACT

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	COMPETENCY GOAL 6 DIGITAL SKILLS
IACT graduates are proficient in at least one foreign language (admission requirement).	... are interculturally competent.	... are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.	... are skilled at solving complex problems in the domain of international business development.	...are familiar with national and international accounting rules.	...have the skills to apply advanced data analysis.
	... 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 analyze these issues on the basis of normative theory or models.	... analyse complex problems and develop innovative and viable solutions in the domain of international business development.		...have an understanding of advanced data analysis techniques.
	Measure embedded in module M2.4.2 Intercultural Management, assessed by way of IES online test	Measure embedded in module M1.5 Business Ethics, assessed by way of presentation and written exam	Measure embedded in module M 4.2 Master Thesis; assessment by academic supervisor and non-bias reviewer	Measure embedded in module M1.3.1 Int. Accounting, assessed by way of exam questions	Measure embedded in module M1.1.1 Data Analytics, assessed by written exam

Qualification profile of graduates

IAC graduates will possess sound knowledge and broad-based competencies for a management career in the field of controlling and finance of internationally-operating companies, as well as in international consulting firms.

The qualification goals of the programme are in detail:

Company-oriented and structured thinking, the ability to analyse and master complex decision-making scenarios, the ability to structure and manage financing projects, to analyse and control functional units as well as professional handling of employees and customers at an international level.

Typical occupational fields are:

- Financial support for the establishment and development of new business activities, especially with an international reference
- Accounting and taxation in an international environment
- Management and financing of international business activities and functional units
- Management in an intercultural environment

Graduates of the degree programme are equally qualified in these occupational fields for work in industry, in the service sector or in consultancy, both in regular and self-employment.

The goals of the programme are in detail:

- Corporate orientation
- Structured thinking
- An ability to analyze and control complex decision scenarios
- Structuring and management of international projects
- Analysis and control of functional units

Professional fields:

- Professional functions in accounting, controlling and tax in an international environment
- Tax advisory
- Auditing
- Consulting



1. Study Structure

For students with study programme-related international experience	
1+2	Lectures, seminars and workshops in German and English
3	Master's thesis usually in cooperation with a company

For students without course-related international experience	
1+2	Lectures, seminars and workshops in German and English
3	International internship semester or semester abroad, also possible for students with study-related experience abroad.
4	Master's thesis usually in cooperation with a company

2. Overview: Modules and Courses

Module	Modules and courses	ECTS in Semester				Workload			Type of course	Language	Assessment	Weight of grade
		1.	2.	3.	4.	SWS/h per week	Self study	Total workload (hrs)				
M1.1	Data Analytics & Business Research	6				6	90	180			PA/KL (1,5h)	6/90
	Data Analytics					4	60	120	Seminar	German		
	Business Research					2	30	60	Seminar	Engl.		
M1.2	Controlling & Finance	8				8	120	240			CA / RE / KL (1h)	8/90
	International Controlling					4	60	120	Lecture/Seminar	German	CA	
	International Finance					4	60	120	Lecture/Seminar	Engl.	RE/KL (1h)	
M1.3	Accounting & Tax	7				8	90	210			KL (3,5h)	7/90
	International Accounting					4	30	90	Lecture	German		
	Tax Systems and Income Taxes					4	60	120	Lecture	German		
M1.4	Strategy & Business Models	2				2	30	60	Lecture	Engl.	PA	2/90
M1.5	Business Ethics & Sustainability Management	5				4	90	150	Seminar	Engl.	RE/ KL (1h)	5/90
M1.6	Elective Business Language I (1 out of 5)	2				2	30	60			CA	2/90
M1.6.A	Business English I	2				2						2/90
M1.6.B	Business French I	2				2						2/90
M1.6.C	Business Spanish I	2				2						2/90
M1.6.D	Business Chinese I	2				2						2/90
M1.6.E	Business German I	2				2						2/90
	Sum 1st semester	30				28		900				30/90
M2.1	International Controlling Projects		8			4	180	240		German	PA / RE	8/90
M2.2	International Auditing & Consolidation		6			6	90	180			KL (2h)	6/90
	International Auditing					4			Lecture			
	Consolidation					2			Lecture			
M2.3	International Financial Reporting Standards & Taxation		4			4	60	120			KL (2h)	4/90
	International Financial Reporting Standards					2						2/90
	International Taxation					2						2/90
M2.4	Transformation Management & Management Workshops		5			4	90	150			KL(2h)/P R	5/90
	Transformation Management					2				German	KL (2h)	
	Management Workshops					2				Engl./ German		
M2.5	Electives International Management*		5			4	90	150	Seminar	Engl.	CA	5/90
M2.5.A	Futures Thinking		5			4	90	150	Seminar	Engl.	CA	5/90

Module	Modules and courses	ECTS in Semester				Workload						
		1.	2.	3.	4.	SWS/h per week	Self study	Total workload (hrs)	Type of course	Language	Assessment	Weight of grade
M2.5.B	Sustainability Dynamics		5			4	90	150	Seminar	Engl.	CA	5/90
M2.5.C	Entrepreneurship & Industry 4.0		5			4	90	150	Seminar	Engl.	CA	5/90
M2.6	Elective Business Language II (1 out of 5)		2			2	30	60			CA	2/90
M2.6.A	Business English II		2			2						2/90
M2.6.B	Business French II		2			2						2/90
M2.6.C	Business Spanish II		2			2						2/90
M2.6.D	Business Chinese II		2			2						2/90
M2.6.E	Business German II		2			2						2/90
	SUM 2nd semester		30			28		900				30/90
M3.A	International Study Semester			30			900	900			Gem. intl. HS	30/90
M3.B	International Internship (compulsory for some, see StuPrO)			30		2	870	900				30/90
	Internship									Depend- ing on com- pany/cou- ntry	PB	
	Internship Colloquium					2		30	Kolloqu.	Engl.		
M3.C	Voluntary Internship			30		2	870	900				30/90
	Internship									Depend- ing on com- pany/cou- ntry	PB	
	Internship Colloquium					2		30	Kolloqu.	Engl.		
	SUM (additional) 3rd semester			30		0 / 2	870 / 900	900				30/90
M4	Master Thesis			30	(30)		750	750	.	Engl./ German	MT	30/90
M4	SUM Final (3rd or 4th) Semester)			30	(30)	4		900				30/90
	Summe	30	30	30	(30)			2700 (3600)				

Abbreviations

CA	Continuous Assessment
KL	Klausur / Written exam (hrs.)
MT	Master Thesis
PA	Projektarbeit / Project work
PR	Praktikum / Internship
RE	Referat / Presentation

* Elective - International Management: Choose 1. Electives offered may vary each semester.

3. Modules and Courses

Please find below the descriptions of the modules and individual courses valid for the respective semester.

For examinations/ types of assessments, see overview table.

M1.1 Data Analytics & Business Research

Module	M1.1
Semester	1. Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M1.1.1 Data Analytics M1.1.2 Business Research
How frequently is the module offered	1x per semester
Admission requirements	None
Academic level	Master
Transferability of the module	Eligible for foreign students with adequate command of English and German language. Eligibility for other study programmes possible after prior consent of respective lecturer and availability.
Module coordinator/responsible professor	Prof. Dr. Yvonne Graf Yvonne.Graf@Reutlingen-University.DE
Credits (ECTS)	6 ECTS
Examination / type of assessment	Project work & exam (1,5h)
Weighting of grade	6/90

M1.1.1 Data Analytics

Module	M1.1.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Yvonne Graf Yvonne.Graf@Reutlingen-University.DE
Language of instruction	German
Credits (ECTS)	4 ECTS
Total workload	120 h (60 h attendance, 60 h self-study)



Contact hours	• Professional competencies: ○ Students will be able to apply multivariate methods in order to conduct studies and respective analyses themselves. ○ Students will be equipped with the ability to communicate data-driven insights to stakeholders, also via data visualization tools, and make strategic recommendations based on their analyses. • Methodological competencies: ○ Students will gain proficiency in using software tools for conducting data analyses. • Social competencies: ○ Students will learn to work collaboratively in teams and effectively communicate their findings to diverse audiences. ○ The course will emphasize the importance of translating data-driven insights into actionable recommendations for policy-makers and other stakeholders. • Personal competencies: ○ The course will cultivate critical thinking skills, such as the ability to identify biases and patterns in data. ○ Students will develop confidence in their ability to analyze data and make data-driven decisions. ○ Through real-world case studies and hands-on data analysis exercises, students will hone their problem-solving skills and develop a deeper understanding of how data analytics can be used to create value in various professional settings.
Learning outcomes	• 4 hours per week (SWS)
Course-specific contribution to competency goals	CG 4: Students will acquire the skills to identify and analyze complex business problems. This involves a deep understanding of various multivariate analysis methods and the ability to determine which ones are most appropriate for answering specific research questions. Additionally, students will learn how to prepare data for a specific multivariate method. Furthermore, they will be able to visualize data with corresponding tools. CG 6: To evaluate students' data analysis competencies, a written examination will be conducted. The exam will assess whether students are able to select appropriate research methods for specific problems and correctly interpret the results of multivariate analyses.

Content/ indicative syllabus	• Relevance of data and basics of data analyses • Introduction to software tool • Descriptive statistics (basics & correlation measures) • Inductive statistics (basics & multivariate analyses) • Statistics, big data, and AI
Teaching and learning methodology	A mixture of learning methods is applied: • Interactive teaching with discussions • Project work in small groups • Individual work on project tasks and data files
Miscellaneous	Guest lecture/workshop if applicable
Indicative reading list	• Backhaus, K., Erichson, B., Gensler, S., Weiber, R., & Weiber, T. (2023). <i>Multivariate Analysemethoden: Eine anwendungsorientierte Einführung</i> (17th ed.). Springer Gabler. • Field, A. (2017). <i>Discovering Statistics Using IBM SPSS Statistics</i> (5th edition). SAGE Publications. • Kreis, H., Wildner, R., & Kuß, A. (2021). <i>Marktforschung: Grundlagen der Datenerhebung und Datenanalyse</i> (7th edition). Springer Gabler.

M1.1.2 Business Research

Module	M1.1.2
Type of module	Compulsory
Name of lecturer	Prof. Dr. Yvonne Graf Yvonne.Graf@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	• Professional competencies: ○ The course will provide students with the knowledge and skills necessary to conduct rigorous business research, both in academia and in practice. ○ Students will learn to design research studies and formulate research questions. • Methodological competencies: ○ Students will gain proficiency in conducting literature searches, assessing the quality and relevance of sources, and

	critically synthesizing existing knowledge to inform their re- search questions. ○ The course will provide students with a thorough understand- ing of the various primary and secondary data collection meth- ods available for business research. ● Social competencies: ○ The course will promote collaboration and teamwork among students. ○ Students will gain an understanding of the social and ethical implications of business research, and learn how to incorpo- rate stakeholder perspectives in the research process. ● Personal competencies: ○ Students will learn to identify and evaluate research questions and hypotheses in business contexts and gain confidence in their ability to design and conduct research studies. ○ The course will encourage students to reflect on their own eth- ical and professional values, and develop a sense of responsi- bility towards the wider community in conducting research.
Course-specific contri- bution to competency goals	CG3: Students will develop a comprehensive understanding of the ethical issues that are commonly associated with research practices and know how to apply ethical principles to conduct their own research. CG4: Students will gain skills and knowledge required to develop and frame research questions in a way that is both clear and concise, and will be able to identify the appropriate data needed to effectively answer these questions.
Content/ indicative syllabus	● Basics of science and research ● Research questions ● Searching and working with literature ● Primary and secondary data collection ● Content and structural requirements ● Research ethics
Teaching and learning methodology	A mixture of learning methods is applied: ● Interactive teaching with discussions ● Project work in small groups with presentations and written reporting
Miscellaneous	Guest lecture/workshop if applicable
Indicative reading list	● Baur, N., & Blasius, J. (2022). <i>Handbuch Methoden der empirischen Sozialforschung</i> (3rd ed.). Springer VS. ● Saunders, M., Lewis, P., & Thornhill, A. (2023). <i>Research methods for business students</i> (9th ed.). Pearson.

	- Homburg, C. (2020). <i>Marketingmanagement: Strategie - Instrumente - Umsetzung - Unternehmensführung</i> (7th ed.). Springer Gabler. - Kreis, H., Wildner, R., & Kuß, A. (2021). <i>Marktforschung: Grundlagen der Datenerhebung und Datenanalyse</i> (7th edition). Springer Gabler.
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M.1.2 Controlling & Finance

Module	M1.2
Semester	1 Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M1.2.1 International Controlling M1.2.2 International Finance
How frequently is the module offered	Once per semester
Admission requirements	None from the master's programme Basics of Management Accounting (dt. Kosten- und Leistungsrechnung) Basics of Financial Accounting and investment valuation (Investitionsrechnung)
Level	Master
Module coordinator / responsible professor	Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Credits (ECTS)	8 ECTS
Learning outcomes	The module establishes a common understanding of the topics of international controlling and international finance. The students apply the methods and instruments of international controlling and international finance in a problem-oriented manner. The module creates the basis for in-depth studies in international controlling or international finance in the following semesters.
Examination/ type of assessment	Continuous assessment 50%; Presentation and written exam (1h) 50%
Weighting of grade within programme	8/90

M1.2.1 International Controlling

Module	M1.2.1
Type of module	Compulsory

Name of lecturer	Prof. Dr. Carmen A. Finckh Tel. 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	4 ECTS
Total workload and breakdown	120 h (60 h attendance, 60 h self-study)
Contact hours	4 Semester hour per week (SWS)
Learning outcomes	• Professional competencies: The students gain a basic understanding of the challenges in controlling in an internationally active company, with special consideration of context factors and coordination requirements. The students learn to apply the methods and instruments of international controlling in a problem-oriented manner and understand their limitations as well as challenges in implementation. They gain experience in the analysis, evaluation and interpretation of controlling information from the international environment, including information generated or supported by AI-based tools Students gain a basic understanding of ESG-related controlling. • Interdisciplinary, methodological competencies: The students learn about the challenges in the use and further development of management concepts and instruments in the international environment and can transfer this knowledge to other areas. They understand the interrelationships and interfaces of different functional areas for the overall management of international companies (meta-coordination). They understand the connection between management and control in an international context. The students also gain an understanding of the role of controlling in the future working world characterised by volatility, uncertainty, complexity and ambiguity, as well as by increasing digitalisation and the use of artificial intelligence. • Social competencies, key competencies: Students reflect on the different controlling roles in an international context. They gain a deeper understanding of successful cooperation on a horizontal and vertical level within the framework of the various management processes (planning & reporting, decision support, etc.). Students reflect on the ethical behaviour and professional responsibility of controllers, including the responsible use of AI-supported information. • Personal competencies: They understand the requirements for communication competence in the international environment and can better assess their status in this regard as well as further development needs. • Digital competencies:

	The students are able to use digital learning and collaboration environments and to present independently elaborated learning contents. They develop a basic understanding of the opportunities and limitations of digital and AI-based tools in controlling and are able to critically assess AI-generated information.
Course-specific contribution to competency goals	CG 3: Within performance management, students discuss the behavioural consequences of poorly designed performance management systems for an organization. CG 4: Students analyze different current issues in international controlling and create proposals for improvement. They apply instruments, methods and procedures appropriate to different contexts and assess their limitations. They work on different case studies and HBS Business Simulations. When appropriate, digital and AI-based tools are used and critically evaluated. CG 6: Students analyse and discuss the role of controlling in the context of digitalisation, AI and sustainability. They understand the influence of digitalisation, AI and sustainability on the management and control systems as well as the controlling processes and organisation. Different approaches to their implementation and implications for the future role of controllers are discussed..
Content / indicative syllabus	1. Trends in international controlling (role change, digitalisation, artificial intelligence, sustainability etc.) 2. Introduction to sustainability in controlling 3. Transformation of controlling organisations 4. Business Partnering and the changing role of controllers 5. Performance and cost management 6. Controlling for different business models 7. Data Analytics and AI-supported decision support in controlling 8. HBS Data Analytics Simulation
Teaching and learning methods	Lectures, discussions, exercises, case studies, simulations, study of specialist literature. Independent scientific work in groups.
Indicative reading list	Required reading • Abbas, K. (2026). Management accounting and artificial intelligence: A comprehensive literature review and recommendations for future research. <i>The British Accounting Review</i>, 58(2), 101551. • Demartini, C., (2014) Performance management systems. Design, diagnosis and use, 2014. • Horváth, P., Gleich, R., & Seiter, M. (2024). <i>Controlling</i> (15th ed.). Vahlen. • Neely, A. (Ed.). (2007). <i>Business performance measurement: Unifying theory and integrating practice</i> (2nd ed.). Cambridge University Press. • Weber, J., Schäffer, U., Einführung in das Controlling, 18. Auflage, Schäffer-Poeschel, 2026. Further and topic-specific reading • Rautiainen, A., Scapens, R. W., Järvenpää, M., Auvinen, T., & Sajala, P. (2024). Towards fluid role identity of management accountants: A case study of a Finnish bank. <i>The British Accounting Review</i>, 56(4), 101341.

	• Secinaro, S., Calandra, D., Lanzalonga, F., & Biancone, P. (2024). The role of artificial intelligence in management accounting: An exploratory case study. In <i>Digital transformation in accounting and auditing: Navigating technological advances for the future</i> (pp. 207–236). Palgrave Macmillan. Additional references to current academic and professional literature are provided in MS Teams for the respective topics.
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M1.2.2 International Finance

Module	M1.2.2
Type of module	Compulsory
Name of lecturer	Prof. Dr. Hans-Martin Beyer Building 5, room 109, Tel.: 07121 271 6025 Hans-Martin.Beyer@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4 ECTS
Total workload and breakdown	120 h (60 h attendance, 60 h self-study)
Contact hours	4 semester hours per week (SWS)
Learning outcomes of the course	• Professional competencies: Students will develop an enhanced understanding of financial statement analysis and corporate M&A transactions and valuation as well as restructuring. Specifically, students will be able to apply methods and models to identify and analyze the most relevant financial performance measures for managing a firm. Over and above, students will be able to assess and apply core valuation techniques and methods and to critically discuss valuation concepts applied in practice, as well as IT tools and data sources (i.e. Factset). • Methodological competencies: Students will further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of statement analysis, financial due diligence and company valuation and respective decision making. • Social competencies: Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. • Personal competencies: Students will be equipped with the necessary knowledge, experiences and competencies to resume a role in the respective fields

	of professional competence. Conflicting interests and related inter- and intrapersonal conflicts and ethical problems will be assessed and discussed.
Course-specific contribution to competency goals	CG 2: On the basis of transaction examples and projects, the impacts of international differences on transactions and value of companies and potential approaches to tackle these are discussed. CG 4: Students will understand, apply and interpret valuation methods and put them into an international context. Valuation problems are discussed and elaborated in group projects on the basis of scientific studies or practical situations. Students will solve valuation problems in the fields of calculating, normalising and forecasting cash flows, cost of capital and terminal value calculation, and applying such to different valuation approaches.
Content / indicative syllabus	Fundamentals of corporate transactions and restructuring, including types of transactions, transaction stakeholders and processes. Valuation and assessment concepts and methods with a specific focus on • Financial statement ratio analysis and market multiples • Income/DCF approaches - methodological issues and application • Financial due diligence • Implications of international transactions and valuation • Implications of risk management on value
Teaching and learning methods	Seminar style lecture including presentations by students, case studies and workshops, discussions, coaching by instructor and guest lecturers, training and application of the Factset financial software / database
Miscellaneous	Guest lectures/workshops by external professionals
Indicative reading list	• Damodaran, A. (2025): Investment Valuation, 4rd ed, Wiley • Damodaran, A. (2018): The dark side of valuation, 3rd ed., Pearson • De Luca, P.(2018): Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation, Springer • Fridson, M. S. & Alvarez, F. (2022), Financial Statement Analysis: A Practitioner's Guide, 5th ed., Wiley Finance ed. • Gaughan, P.A (2018): Mergers, Acquisitions, and Corporate Restructurings, 7th ed., Wiley • Higgins, R.C. (2018): Analysis for Financial Management, 12th ed. McGrawHill • Joy, Joseph (2018): Divestitures and Spin-Offs, Springer • Koller, T., Goedhart, M., Wessels, D. (2025): Valuation – Measuring and managing the value of companies, 8th ed., Wiley • Reed Lajoux, A. (2019): The Art of M&A – A Merger, Acquisition and Buy-out Guide, 5th ed., McGrawHill • Ross, S.A., Westerfield, R.W., Jaffe J.F. & Jordan, B.D. (2022): Corporate Finance – Core Principles and Applications, 13th edition, McGrawHill • Titman, S. & Martin, J.D. (2015): Valuation – The Art and Science of corporate investment decisions, 3rd ed., Pearson

	- Shapiro, A. C., Hanouna, P. (2024): Multinational Financial Management, 12th ed., Wiley Supplementary - Harrison, W. T., Horngren C. T. et al (2018): Financial Accounting – Global Edition, 11th ed., Pearson http://cpaclass.com/fsa/ratio-01a.htm https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards/DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf - Institut der Wirtschaftsprüfer in Deutschland e.V. (IDW): Standard S1 - Principles for the Performance of Business Valuations (IDW S1), 2008 (i.d.F. 2016) https://www.idw.de/the-idw/idw-pronouncements/idw-standards Further indicative reading list / articles will be introduced during the course.
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M1.3 Accounting & Tax

Module	M1.3
Semester	1. Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M1.3.1 International Accounting M1.3.2 Tax Systems and Income Taxes
How frequently is the module offered	Once per semester
Level	Master
Module coordinator	Prof. Dr. Dominic Wader Geb. 17, Raum 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Credits (ECTS)	7 ECTS
Learning outcomes	Upon completion of this module, students should have the following competencies: - Professional competencies: Building on basic knowledge, in-depth knowledge in the field of (international) accounting and taxation should be acquired. - Interdisciplinary competencies, professional skills: Deepen critical thinking and analytical skills. Through a principle-based approach, students gain the ability to apply general principles to concrete problems and situations and to discuss existing problem solutions. - Social skills, key competencies:

	Through the seminar-style teaching format, students sharpen their ability to engage in discussions and their competence to critically question their own position. Personal competencies: Students gain the necessary knowledge, experience and skills to apply in relevant professional careers. According to the objectives of the programme, this is possible for both professional and consulting careers.
Examination/ type of assessment	Written exam (3,5h)
Weighting of grade within programme	7/90

M1.3.1 International Accounting

Module	M1.3.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Dominic Wader Building 17, room 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	4 ECTS
Total workload and breakdown	120 h (60 h attendance, 60 h self-study)
Contact hours	4 Semester hour per week (SWS)
Learning outcomes of the course	Professional competencies: Building on basic knowledge, in-depth knowledge in the area of (international) accounting, in particular accounting in accordance with national and international accounting standards, should be acquired Methodological competencies: Deepen critical thinking and analytical skills. Through a principle-based approach, students gain the ability to apply general principles to concrete problems and situations and to discuss existing problem solutions. Social competencies: The seminar-style teaching format will sharpen the ability to discuss and the competence to critically question one's own position. Personal competencies: Students will gain the necessary knowledge, experience and skills to apply in relevant professional careers. According to the objectives of the programme, this is possible for both professional and consulting careers.

Course-specific contribution to competency goals	CG 4: Students will understand, apply and interpret the conceptual and technical aspects of international accounting. Hereby they will solve cases in various areas of accounting. CG 5: Students will understand, apply and interpret both conceptual and technical aspects of national and international Accounting. In applying this, students will solve cases both in conceptional aspects and in specific areas of accounting such as accounting for tangible and intangible assets or for provisions.
Content / indicative syllabus	Accounting according to national and international accounting standards 1. Principles of accounting 2. Recognition, measurement and disclosure rules 3. Accounting of fixed assets 4. Accounting for current assets 5. Accounting of equity 6. Accounting for provisions 7. Accounting for liabilities 8. Deferred taxes 9. Income statement
Teaching and learning methods	Seminar-style teaching with discussions, case studies and coaching by the instructor
Indicative reading list	• Pellens/Fülbier/Gassen/Sellhorn: Internationale Rechnungslegung, 11. Edition 2021, Schäffer-Poeschel Verlag. • Coenenberg/Haller/Schultze: Jahresabschluss und Jahresabschlussanalyse, 26. Edition 2021, Schäffer-Poeschel Verlag (separate exercise book). • Beck'scher Bilanz-Kommentar: Handelsbilanz – Steuerbilanz, 12. Edition 2020, Beck Verlag.

M1.3.2 Tax Systems and Income Taxes

Module	M1.3.2
Type of module	Compulsory
Name of lecturer	StB Daniel Wernicke daniel.wernicke@rwt-gruppe.de Julian Wörner Julian.woerner@rwt-gruppe.de Julian.Woerner@Iba.Reutlingen-University.DE
Language	German
Credits (ECTS)	3 ECTS
Total workload and breakdown	90 h (60 h attendance, 30 h self study)
Contact hours	4 Semester hour per week (SWS)

Learning outcomes	- Professional competencies: In the area of tax systems, knowledge of the elements of the tax system and all major types of taxes are provided. In the income taxes area, this is expanded to include in-depth knowledge of company-related income taxation. - Methodological competencies: Deepen critical thinking and analytical skills. Through a principle-based approach, students gain the ability to apply general principles to concrete problems and situations and to discuss existing problem solutions. - Social competencies: The seminar-style teaching format sharpens the ability to discuss and critically question one's own position. - Personal competencies: Students gain the necessary knowledge, experience and skills to apply in relevant careers.
Course-specific contribution to competency goals	CG 3: Students discuss and reflect on the consequences of legal and ethical misconduct. CG 4: Students will understand the background of personal and institutional taxation as well as value-added taxes and apply the knowledge in solving several case studies. CG 5: In the area of income taxation, students will gain an additional understanding of accounting rules.
Content / indicative syllabus	- Systematics of taxation and overview of the main types of taxes - Tax procedural law (especially tax code) - Income tax with emphasis on corporate taxation - Corporate income tax - Trade tax - Basic features of the transformation tax law - Value-added tax - Basic principles of real estate transfer tax - Main features of inheritance and gift tax - Basic features of real estate tax
Teaching and learning methods	Seminar-style teaching with discussions, case studies and coaching by the instructor
Miscellaneous	Lecture is conducted by professional tax advisors.
Indicative reading list	- Bornhofen, M. und Bornhofen, M. C.: Steuerlehre 1, 43. Auflage 2022, Gabler Verlag - Bornhofen, M. und Bornhofen, M. C.: Steuerlehre 2, 42. Auflage 2021, Gabler Verlag - Helmschrott / Grimm / Scheel: Grundkurs des Steuerrechts Band 1, Abgabenordnung, 17. Auflage 2022, Schäffer Poeschel - Hottmann / Beckers / Schustek: Grundkurs des Steuerrechts Band 2, Einkommensteuer, 24. Auflage 2021, Schäffer Poeschel - Meissner / Neeser: Grundkurs des Steuerrechts Band 4, Umsatzsteuer, 26. Auflage 2021, Schäffer Poeschel

	Alber / Szczesny: Grundkurs des Steuerrechts Band 11, Körperschaftsteuer und Gewerbesteuer, 19. Auflage 2021, Schäffer Poeschel
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M1.4 Strategy & Business Models

Module	M1.4
Type of module	Compulsory
Name of lecturer	Prof. Dr. Philipp von Carlowitz Building/Geb. 5, Room/Raum 201, Tel.: 07121 271 3017 philipp.von-carlowitz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	Upon completion of this course, students will have obtained the following competencies: Professional competencies: Critically understand the complexity of strategy development and the ability to link different aspects of business in a long term perspective; ability to scrutinize existing strategies for consistency and doability. Importance of holistic view by using business model approach. Methodological competencies: Problem solving in strategic management issues also in international context; step-by-step development of strategies; business model canvas Social competencies: Argue for or against positions in front of audiences; develop results in discussions in various team set ups; apply effective written and oral communication skills Personal competencies: Awareness of own potential in analyzing and assessing strategy issues; awareness for own argumentation skills and ability to deal with complex issues
Course-specific contribution to competency goals	CG 2: On the basis of some case studies, the topic of internationalization strategy of companies is discussed as one strategic option, identifying the complexity of cross-border business. CG 4: The main feature of the course is to apply strategic management tools to deal with complex and uncertain situations in the business environment and to come up with feasible and realistic long-term strategies. To create a workable strategy deploying business model methodology is used for problem solving in a holistic way.
Content / indicative syllabus	- What is Strategy & Levels of Strategy - Strategic Analysis and Strategic Options

	• Developing Business Models • Business Model Innovation • Internationalization Strategy and Business models • Trends and Strategy
Teaching and learning methodology	Lectures, cases, discussions, exercises, reading assignments on important topics of strategic management. Main focus is on case studies to be prepared in self-study and discussed in class.
Miscellaneous	
Indicative reading list	• Gassmann, O. Frankenberger, K.; Csik, M. (2013). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Hanser Verlag. • Lynch, R. (2018). Strategic Management. Harlow, England; Pearson. • Morschett, D.; Schramm-Klein, H.; Zentes, J. (2015). Strategic international management. Text and cases, Berlin. • Osterwalder A, Pigneur Y, Clark T (2010) Business model generation: A handbook for visionaries, game changers, and challengers. Alexander Osterwalder & Yves Pigneur, [Amsterdam]

M1.5 Business Ethics & Sustainability Management

Module	M1.5
Type of module	Compulsory
Name of lecturer	Prof. Dr. Maud Helene Schmiedeknecht Building 17, room 130, Tel.: 07121 271 3081 Maud.Schmiedeknecht@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 h (60 h presence, 90 h self study)
Contact hours	4 hours per week (SWS)
Learning outcomes	• Fachliche Kompetenzen (Professional Competencies): Students will develop an enhanced understanding of theoretical and practical aspects of business ethics and sustainability management in the three dimensions environment, social and governance (ESG). They will be able to apply methods to identify and analyze challenges and perspectives regarding ethical and sustainability issues. Furthermore, students will be able to organize and constructively use a process of exchange and confrontation with relevant stakeholders and their perspectives. • Fachübergreifende Kompetenzen (Methodological Competencies): Students will enhance their analytical and critical thinking skills in ad-

	dition to their problem-solving skills particularly in the field of sustainability management. Furthermore, they will be able to create a presentation deck considering the requirements of a management consultancy (storyline, action title, etc.). • Soziale Kompetenzen (Social Competencies): 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 analyze and critically reflect on their own learning process during the course. • Persönliche Kompetenzen (Personal Competencies): Students will gain knowledge and competencies in analyzing and assessing ethical and sustainability management issues and thereby grow into responsible decision makers.
Course-specific contribution to competency goals	CG 2: Students reflect upon the complexities of international corporations regarding sustainability topics, e.g. social and ecological challenges of setting up international sustainable supply chains. CG 3: Students understand the underlying principles and theoretical concepts of business ethics and Corporate Social Responsibility (CSR). They are aware of ethical and legal issues, identify ethical dilemmas of management decisions and are able to critically analyze these issues on the basis of normative theory or models. Furthermore, students are able to develop solutions by solving ethical cases in wider, environmental and social contexts with a four-step approach. CG 4: Students analyze and assess sustainability management issues, e.g. sustainability strategies and implementation of management systems. They analyze and evaluate sustainability reports regarding strategy, implementation, and KPIs. CG 5: Students understand the complexity of setting up new sustainable business models or transforming existing business models accordingly.
Content / indicative syllabus	▪ Basics of business ethics & sustainability management: principles, ethical foundations, concepts, topics, models, challenges and opportunities ▪ Values management system & case studies ▪ Communication in Management within a business environment ▪ Environmental sustainability dimension (E of ESG): Innovating for climate-friendly and circular economy (product/service, business model and ecosystem innovation), ▪ Social sustainability dimension (S of ESG)– incl. human rights, labour relations in own operations and supply chains ▪ Corporate Governance sustainability dimension (G of ESG): Sustainability strategies and implementation – incl. standards, instruments and processes, regulatory requirements, stakeholder management, sustainability reporting and communication
Teaching and learning methodology	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor
Miscellaneous	Guest speaker



Indicative reading list	Lecture handout with list of references, case studies, sustainability reports and articles, amongst others: Aargaard, A. (ed.) (2024): Business Model Innovation. Game Changers and Contemporary Issues. Palgrave Bocken, N. M. P., Short, S. W., Rana, P., & Evans, S. (2014). A literature and practice review to develop sustainable business model archetypes. <i>Journal of Cleaner Production</i>, 65, 42-56. 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.): <i>The Routledge Handbook of Catalysts for a Sustainable Circular Economy</i>, 1st ed., Abingdon, pp. 359-387. Bregman, R. (2025). <i>Moral ambition: Stop wasting your talent and start making a difference</i>. Bloomsbury Publishing. Crane, A./Matten, D. (2016): <i>Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization</i>, 4th edition, Oxford University Press, Oxford Das, A., Bocken, N. (2024): Regenerative business strategies: A database and typology to inspire business experimentation towards sustainability, in: <i>Sustainable Production and Consumption</i>, pp. 529-544. Ernst, D., Gabriel, R., Sailer, U. (2023): <i>Sustainable Business Management</i>. UKV European Commission. (2023). <i>Corporate Sustainability Reporting Directive (CSRD)</i>. Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. <i>Journal of Cleaner Production</i> (198), pp. 401-416 Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. <i>Sustainability</i> 2020, 12, 417 Lüdeke-Freund, F., Breuer, H., Massa, L. (2022): <i>Sustainable Business Model Design – 45 Patterns</i>. Raworth, K. (2017). <i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i>. Rockström, J., et al. (2023). Safe and just Earth system boundaries. <i>Nature</i>, 619, 102-111. Palazzo, G., & Hoffrage, U. (2025). <i>The dark pattern: The hidden dynamics of corporate scandals</i>. PublicAffairs. Schmiedeknecht, M., Ranisch, L. (2023): Grundlagen und Instrumente des Nachhaltigkeitsmanagements, in: Bühler, A., Nufer, G. (Hrsg.): <i>Nachhaltigkeitsmanagement in Sport und Kultur</i>, 1. Aufl., Berlin, S. 23-47. World Economic Forum (2026): <i>The Global Risks Report 2026</i>. Wunder, T. (2024): <i>Toolbox Strategie und Nachhaltigkeit. Wirksame Methoden für neue Geschäftsmodelle und die Transformation</i>, 1. Aufl., Stuttgart.
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M1.6 Electives Business Language I (1 out of 5)

Module	M1.6
Semester	1 Semester (two-semester programme)
Duration of module	1 Semester (two-semester programme)
Type of module	Elective
Courses included in the module	M1.6.A Business English I M1.6.B Business French I M1.6.C Business Spanish I M1.6.D Business Chinese I M1.6.E Business German I
Frequency of module	Once per semester
Admission requirements	None (placement test for determining level of Business French, Spanish, German)
Academic level	Master
Transferability of module	Programme, ESB, University
Responsible professor / module coordinator	Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Credits (ECTS)	2 ECTS
Learning outcomes	Language skills at respective language level (see language for details)
Type of assessment/ prerequisites for awarding credits	Continuous assessments (CA) consisting of: written assignment (40%), oral assignment (40%), active participation and attendance (20%). All continuing assessments are determined at the course level.
Weighting of grade	2/90

M1.6.A Business English I

Module	M1.6.A
Type of module	Elective
Admission requirements	There is no language placement test for Business English. All students are expected to already have a high proficiency level upon admission to the programme.
Academic level	Master. Course is conducted at C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability
Lecturer's name See ESB website for contact details.	Depends on semester: Lucas Ogden, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	English

Credits (ECTS)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. After the successful completion of this course, students should have developed: • Professional competencies: – Students will confidently use verbal and written business English in a variety of scenarios, including difficult or challenging scenarios. – Students will confidently conduct a persuasive presentation a business topic in English. – Students will conduct a professional business meeting. – Students will deliver an elevator pitch. – Students will apply extended business and economics-related terminology in simulations and discussions. • Methodological competencies: – Students will integrate content knowledge of core programme curriculum to research, analyze, critique and evaluate a business scenario, then write a persuasive essay response based on the scenario. – Students will apply appropriate grammar, punctuation and spelling conventions when writing. – Students will hone in different strategies for writing reports and persuasive papers. • Social competencies: – Students will apply networking and teambuilding skills within a multicultural context. – Students will collaborate with peers from various cultural backgrounds to problem-solve business scenarios. – Students will develop skills for communicating under stress, especially in intercultural contexts. – Students will compare/contrast the impact of cultural dimensions in different business scenarios. – Students will confidently and professionally discuss ideas and state a position during a business meeting. • Personal competencies: – Students will confidently use the English language for different purposes, including business situations. – Students will improve their vocabulary and skills based on their individual competency level.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). Content will be adapted to the needs of the students.

	Business English Boot Camp Learning Objectives: 1. Assess own grammar needs. 2. Refresh English grammar rules. 3. Speak and write persuasively. Intercultural business communication Learning Objectives: 1. Understand how cultural background influences communication 2. Compare/contrast the impact of cultural dimensions in a business scenario 3. Communicating under stress 4. Identify ways to deal with stress at work (conflict resolution approaches) 5. Formulate solution and express self in Business English 6. Identify elements of ethical communication 7. Choose a communication approach that best fits a given business scenario Effective meetings & pitches Learning Objectives: 1. Create an effective agenda 2. Conduct a business meeting while following the agenda 3. Apply appropriate words and phrases used when discussing ideas at a meeting. 4. Confidently state a position after taking different perspectives into consideration 5. Use appropriate vocabulary to interpret, describe and explain graphs and other visualizations of data in context. ASSESSMENT: persuasive presentation & essay response to a business case. The essay will be written in class.
Teaching and learning methods	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business English courses are tailored to the needs of the IACT and IBD students.
Indicative reading list	Reading materials used in class will reflect current topics in business. Sources may include newspapers, journals, news reports, etc. For this reason, there is no indicative reading list.

M1.6.B Business French I

Module	M1.6.B
Type of module	Elective
Admission requirements	Language placement test
Academic level	Master; for French, courses are offered at the B1 to C1 level.

Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business French: Anne-Marie Labbé, Rauland Ouatarra, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de Prof. Dr. Niamh O´Mahony Building 17, room 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de
Language of instruction	French
Credits (ECTS)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. ○ Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student’s personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies:

	– Students will improve self-confidence using the target language for different purposes, including business situations. – Students will become familiar with France as well as the ways of life and business life in French-speaking countries. – Students will become aware of current economic developments and problems in French-speaking countries.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methods	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business French courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business French: – To be announced in class (depends on the course level)

M1.6.C Business Spanish I

Module	M1.6.C
Type of module	Elective
Admission Requirements	Language placement test
Academic level	Master; for Spanish, courses are offered at the A1 to C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business Spanish: Martha Barreto, Maria Lopez Sanchez, Pilar Beil, Marta Prieto, Amaya Bulumburo, Mayra Cortez, Leon Rodriguez, Juana de Abt, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	Spanish
Credits (ECTS)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)

Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies: – Students will improve self-confidence using the target language for different purposes, including business situations. – Students will become familiar with Spain and Latin-American countries as well as the ways of life and business life in Spanish-speaking countries. – Students will become aware of current economic developments and problems in Spanish-speaking countries.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methods	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business Spanish courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.

Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. The textbooks/workbooks listed below will be used in conjunction with these additional materials. For Business Spanish: • Meta Profesional Plus A1-B1/Klett • Further Indicative reading list sources will be announced in class, especially for higher levels.
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M1.6.D Business Chinese I

Module	M1.6.D
Type of module	Elective
Admission Requirements	Language placement test only if student has prior knowledge of Chinese in the first session
Academic level	Master; for Chinese, courses are offered at the A1 to B1 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business Chinese: Xinchao Cui, Shih-Min Huang otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de Prof. Dr. Niamh O'Mahony Niamh.Omahony@reutlingen-university.de
Language of instruction	Chinese
Credits (ECTS)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities.

	– Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies: – Students will improve self-confidence using the target language for different purposes, including business situations. – Students will become familiar with China as well as the ways of life and business life in China. – Students will become aware of current economic developments and problems in China.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methods	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business Chinese courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business Chinese: – To be announced in class (depends on the course level).

M1.6.E Business German I

Module	M1.6.E
Type of module	Elective

Admission requirements	Language placement test (exchange students must demonstrate basic knowledge of German language in order to participate in regular programme lectures. The Business German course is in addition to the regular lectures).
Academic level	Master; for German, courses are offered at the A1 to C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level: For Business German: Gabriela Ebeling, Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly (SWS)	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies:

	– Students will improve self-confidence using the target language for different purposes, including business situations. – Students will become familiar with Germany as well as the ways of life and business life in German-speaking countries. – Students will become aware of current economic developments and problems in German-speaking countries but especially in Germany.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR).
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business German courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business German: – To be announced in class (depends on the course level).

M2.1 International Controlling Projects

Module	M2.1
Semester	2 Semester
Duration of module	1 Semester
Type of module	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of 'M1.1. Data Analytics & Business Research' and 'M1.2.1 International Controlling'
Level	Master
Module coordinator / responsible professor	Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Name of lecturer	
Language of instruction	German
Credits (ECTS)	8 ECTS
Total workload and breakdown	180 h (approx. 15 h attendance hours project team coaching, 165 h self-study and project work)
Contact hours	4 Semester hours per week (SWS)
Examination/ type of assessment	Research or company-related projects and presentation The assessment criteria are announced at the beginning of each semester via a supplementary course description on Relax.

Weighting of grade within programme	8/90
Learning outcomes	Professional competencies: Company-related projects: Application and further development of controlling knowledge to analyse and solve real management problems in an international and increasingly AI-supported business environment. Research-related projects: Topic-specific, in-depth scientific analysis of current issues in controlling, including sustainability and artificial intelligence, and critical reflection on the relationship between theory, empirical evidence and implementation in practice. Both: Professional application of project management methods and tools throughout the project lifecycle, including project definition, planning, implementation, documentation, presentation and communication of results. Appropriate use of AI-supported tools for research, analysis and project work, including critical evaluation and validation of AI-generated information and results. Interdisciplinary competencies, professional qualifications: Independent project work, preferably in cooperation with an international company or addressing an international research or management issue. Independent application of research theories and methods to current issues in controlling, including digitalisation, artificial intelligence, sustainability and the changing role of management accountants. Selection and appropriate use of digital and AI-supported tools for research, analysis, collaboration and project management. Critical assessment of data quality, AI-generated information and analytical results, considering methodological limitations, transparency, confidentiality and responsible use. Social competencies, key competencies: Development of project management and teamwork skills. Professional written and oral project communication using appropriate digital tools and formats. Effective collaboration in diverse project teams in face-to-face, virtual and hybrid settings. Constructive discussion, evaluation and communication of different analytical perspectives and results. Individual competencies: Effective use of project team coaching for reflection and further development of the project. Ability to deal with complexity, ambiguity and incomplete information.

	Critical judgement when using data, digital tools and AI-generated information. Ability to recognise cross-level interdependencies and assess their implications for management decisions. Reflection on individual responsibility for analytical results and recommendations.
Course-specific contribution to competency goals	CG 4: Students apply and deepen their knowledge of international controlling by analysing current controlling challenges and developing appropriate solutions. Projects may address methods, concepts, instruments, processes or organisational aspects of international controlling and are preferably conducted in cooperation with companies using real-world cases. Students develop their ability to work effectively in project teams and to select and use appropriate project management, collaboration and AI-supported tools. They critically evaluate analytical results and communicate evidence-based recommendations to relevant stakeholders. CG 6: Students conduct scientific analyses of current transformations in management accounting and controlling, including artificial intelligence, digitalisation, sustainability and changing roles and competencies of management accountants. Company-related projects: Students analyse, evaluate, design or implement solutions for current transformation challenges in management accounting and controlling, including AI-supported processes and analyses, digital transformation, sustainability and organisational or role-related change. Both project types: Students critically assess the opportunities, limitations and risks associated with digital and AI-supported approaches and reflect on their implications for professional judgement and decision-making.
Content / indicative syllabus	Execution of an international, practice- or research-oriented controlling project in consultation with the university lecturer. Application of appropriate research, controlling, project management and AI-supported methods and tools. Critical evaluation and validation of data, sources, analyses and AI-generated information used in the project. Reflection on methodological, ethical and professional implications of AI use, where applicable. Participation in at least three project team coaching sessions: • Project definition, objectives, scope and approach • Presentation and critical discussion of interim results • Presentation and critical discussion of final results and recommendations Final project documentation, management-oriented project report or scientific article.
Teaching and learning methods	Group-based, problem-oriented project work supported by project team coaching in face-to-face, virtual or hybrid settings. Students independently select and apply appropriate project management, research, controlling,

	digital and AI-supported tools. Coaching sessions support critical reflection on the project approach, interim results, methodological choices and final recommendations.
Miscellaneous	Supplementary course descriptions will be made available at the beginning of each semester via MS Teams.
Indicative reading list	• Project Management Institute (PMI). (2025). <i>A guide to the project management body of knowledge (PMBOK® Guide)</i> (8th ed.). Project Management Institute. • International Organization for Standardization. (2020). <i>ISO 21502:2020 Project, programme and portfolio management – Guidance on project management</i>. ISO. • Abbas, K. (2026). Management accounting and artificial intelligence: A comprehensive literature review and recommendations for future research. <i>The British Accounting Review</i>, 58(2), 101551. • Murphy, B., Feeney, O., Rosati, P., & Lynn, T. (2024). Exploring accounting and AI using topic modelling. <i>International Journal of Accounting Information Systems</i>, 55, 100709. • Dong, M. M., Stratopoulos, T. C., & Wang, V. X. (2024). A scoping review of ChatGPT research in accounting and finance. <i>International Journal of Accounting Information Systems</i>, 100715. Plus: Current scientific literature and project-specific readings provided for the respective project teams.

M2.2 International Auditing & Consolidation

Module	M2.2
Semester	2. Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M2.2.1 International Auditing M2.2.2 Consolidation
How frequently is the module offered	Once per semester
Level	Master
Module coordinator / responsible professor	Prof. Dr. Dominic Wader Geb. 17, Raum 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Credits (ECTS)	6 ECTS
Learning Outcomes	Upon completion of this module, students should have the following competencies: • Professional competencies: Building on basic knowledge, in-depth knowledge in the field of auditing and consolidation should be acquired. • Interdisciplinary competencies, professional skills:

	Deepen critical thinking and analytical skills in the field of auditing and consolidation. • Social skills, key competencies: The seminar-style teaching format will sharpen discussion skills and the ability to critically question one's own position. • Personal competencies: The course concept helps students learn to deal with previously unfamiliar problems and increase their problem-solving and decision-making skills.
Examination/ type of assessment	Written exam (2h)
Weighting of grade within programme	6/90

M2.2.1 International Auditing

Module	M2.2.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Dominic Wader
Language of instruction	German
Credits (ECTS)	3 ECTS
Total workload and breakdown	90 h (30 h class attendance, 60 h self-study)
Contact hours	4 Semester hours per week (SWS)
Learning outcomes	see module-level
Content / indicative syllabus	1. Corporate governance 2. Institutional aspects of auditing 3. Legal foundation of the statutory audits 4. Process of statutory audits 5. Quality and risk management in an audit firm.
Course-specific contribution to competency goals	CG 3: The course makes explicit references to ethical aspects. In particular, students will be discussing accounting fraud and its implications for accounting and auditing. CG 4: Students will understand, apply and interpret both conceptual and technical aspects of international auditing. The underlying theoretical concepts, especially the approach of business risk auditing, are elaborated and discussed. In applying this, students will solve cases both in conceptual aspects of an audit and in auditing specific areas of accounting, such as inventories.
Teaching and learning methods	A large part of the theory will be taught through lecture-style class along with a group discussion format to discuss problems during class.
Indicative reading list	• Graumann: Wirtschaftliches Prüfungswesen, 7. Auflage 2023, nwb-Verlag.

	• Hense/Ulrich (Hrsg.): WPO-Kommentar, 4. Auflage 2022, IDW-Verlag. • Marten/Quick/Ruhnke: Wirtschaftsprüfung, 7. Auflage 2026, Schäffer-Poeschel-Verlag (Additional readings as required)
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M2.2.2 Consolidation

Module	M2.2.2
Type of module	Compulsory
Name of lecturer	Prof. Dr. Dominic Wader
Language of instruction	German
Credits (ECTS)	3 ECTS
Total workload and breakdown	90 h (30 h class attendance, 60 h self-study)
Contact hours	2 Semester hours per week (SWS)
Learning outcomes	see module-level
Course-specific contribution to competency goals	CG 4: Students will understand, apply and interpret the conceptual and technical aspects of consolidated financial statements. The underlying theoretical concepts are elaborated and discussed. In particular, students will solve cases, for instance in the fields of the consolidation of investments, joint ventures and associates in an international context. CG 5: Students will understand, apply and interpret both conceptual and technical aspects of national and international Accounting. In applying this, students will solve cases both in conceptional aspects and in specific areas of consolidation.
Content / indicative syllabus	1. Duty to prepare consolidated financial statements 2. Scope of a group 3. Consolidation of investments 4. Debt consolidation 5. Consolidation of interim results 6. Deferred taxes in consolidated financial statements
Teaching and learning methods	Interactive lecture, case studies, discussions
Indicative reading list	• Coenenberg/Haller/Schultze: Jahresabschluss und Jahresabschlussanalyse, 26. Auflage 2021, Schäffer-Poeschel Verlag (separates Übungsbuch) • Küting/Weber: Der Konzernabschluss, 14. Auflage 2018, Schäffer-Poeschel Verlag.

M2.3 International Financial Reporting Standards & Taxation

Module	M2.3
Semester	2. Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M2.3.1 International Financial Reporting Standards M2.3.2 International Taxation
How frequently is the module offered	Once per semester
Level	Master
Module coordinator / responsible professor	Prof. Dr. Anna-Lena Kotzur Geb. 5, Raum 214, Tel.: 07121 271 3040 anna-lena.kotzur@reutlingen-university.de
Credits (ECTS)	4 ECTS
Learning outcomes	After successful completion of this subject, students should have developed the following competencies: - familiarity with international accounting and tax rules. Students will practice some basic tax abilities by applying the rules they have learned in fictional cases. - ability to think in a structured manner about accounting and valuation of assets and liabilities; developing competencies to assimilate new knowledge alone or in a group - Participants will study under the guidance of the lecturer in class as well as studying individually outside of the class. Students will learn to handle a considerable amount of unfamiliar and complex material within a limited timeframe.
Examination/ type of assessment	Written exam (2h)
Weighting of grade within programme	4/90

M2.3.1 International Financial Reporting Standards

Module	M2.3.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Anna-Lena Kotzur
Language of instruction	German
Credits (ECTS)	2 ECTS
Total workload and breakdown	60 h (15 h Class attendance, 45 h self-study)
Contact hours	2 Semester hours per week (SWS)
Learning outcomes	see module-level

Course-specific contribution to competency goals	CG 4: Students will understand, apply and interpret the conceptual and technical aspects of international financial reporting standards. The underlying theoretical concepts are elaborated and discussed. In particular, students will solve cases, for instance in the fields of accounting for employee benefits or share-based payments. CG 5: Students will understand, apply and interpret both conceptual and technical aspects of national and international Accounting. In applying this, students will solve cases both in conceptional aspects and in specific areas of accounting such as accounting for revenues or share-based payments.
Content / indicative syllabus	International Financial Reporting Standards 1. IAS 1 Presentation of financial statements 2. IAS 16 Property, plant and equipment 3. IFRS 16 Leases 4. IFRS 15 Revenue from contracts with customers 5. IFRS 9 Financial instruments 6. IAS 36 Impairment of assets 7. IAS 37 Provisions, Contingent Liabilities and Contingent Assets 8. IAS 7 Statements of cash flows 9. IAS 19 Employee benefits 10. IFRS 2 Share-based payments
Teaching and learning methods	Seminar-style teaching with discussions, case studies and coaching by the instructor
Miscellaneous	Guest lectures
Indicative reading list	• Pellens/Fülbier/Gassen/Sellhorn: Internationale Rechnungslegung, 11. Auflage 2021, Schäffer-Poeschel Verlag. • Coenenberg/Haller/Schultze: Jahresabschluss und Jahresabschlussanalyse, 26. Auflage 2021, Schäffer-Poeschel Verlag (separates Übungsbuch)

M2.3.2 International Taxation

Module	M2.3.2
Type of module	Compulsory
Name of lecturer	Gregor Bartle gregor.bartle@rwt-gruppe.de
Language of instruction	German
Credits (ECTS)	2 ECTS
Total workload and breakdown	60 h (15 h class attendance, 45 h self-study)
Contact hours	2 Semester hours per week (SWS)
Learning outcomes	see module-level

Course-specific contribution to competency goals	CG 4: Students will understand the background of international taxation and apply the knowledge in solving several case studies in this area.
Content / indicative syllabus	1. Concepts in international taxation 2. Inbound taxation 3. Outbound taxation 4. Double tax conventions 5. Transfer pricing 6. International tax planning 7. Anti tax avoidance rules
Teaching and learning methods	Interactive lecture, case studies, discussions
Indicative reading list	• Wilke/Weber: Lehrbuch Internationales Steuerrecht, 16. Auflage 2022, NWB Verlag • Brähler: Internationales Steuerrecht, 9. Auflage 2027, SpringerGabler Verlag • Further Indicative reading list will be announced in class.

M2.4 Transformation Management & Management Workshops

Module	M2.4
Semester	2 Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M2.4.1 Transformation Management M2.4.2 Management Workshops
How frequently is the module offered Angebots	Once per semester
Admission requirements	
Level	Master
Module coordinator / responsible professor	Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Credits (ECTS)	5 ECTS
Learning outcomes	In this module, application and practice of management will be trained. Learning outcomes of module parts are detailed with respective course descriptions.
Examination/ type of assessment	M2.4.1 Transformation Management (Exam 2h; 100%) M2.4.2 Management Workshops (participation compulsory)
Weighting of grade within programme	5/90



M2.4.1 Transformation Management

Module	M2.4.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	German
Total workload and breakdown	60 h (30 h attendance, 30 h self-study)
Contact hours	2 semester hours per week (SWS)
Learning outcomes	Professional competencies: Students are able to: ○ distinguish between transformation, strategy implementation and change management and critically assess their interrelationships; ○ analyse key drivers of transformation, particularly artificial intelligence, digitalisation and sustainability, and assess their implications for organisations, business models, processes, roles and competencies; ○ understand the strategy process and the role of strategy implementation within organisational transformation; ○ analyse transformation challenges in different organisational and environmental contexts; ○ design, evaluate and further develop concepts for the implementation of transformation strategies; ○ identify and professionally address implementation challenges, including organisational, cultural and behavioural barriers to transformation; ○ critically evaluate and apply established and innovative approaches to transformation and change management; ○ assess the implications of AI for transformation processes, including changes in work, decision-making, human-AI collaboration and organisational capabilities. • Interdisciplinary competencies, professional empowerment: Students further develop their competencies in managing transformation and change and deepen their systemic understanding of organisations. They are able to analyse transformation challenges from strategic, organisational, technological and behavioural perspectives and to integrate these perspectives when developing implementation approaches.



	• Social competencies, key competencies: Students are able to recognise different perspectives, interests, potential and resistance in transformation processes and deal with them constructively. They develop their ability to collaborate effectively in diverse teams and to communicate and discuss transformation challenges and implementation approaches with different stakeholders. • Personal competencies: Students reflect on their own learning and change processes and develop their ability to deal with complexity, ambiguity and uncertainty. They critically reflect on their own assumptions, perspectives and role in transformation processes.
Course-specific contribution to competency goals	CG 2: Students analyse transformation and strategy implementation in different organisational contexts. They assess how contextual factors influence transformation requirements and implementation approaches and apply their knowledge in case studies and business simulations. CG 3: Students analyse behavioural, cultural and social dynamics of transformation processes, including resistance, leadership, collaboration and human-AI interaction. They apply and critically reflect on relevant concepts in case studies and business simulations. CG 4: Students apply and integrate concepts, methods and instruments of transformation, strategy implementation and change management to complex organisational challenges. They evaluate alternative approaches and develop context-specific solutions for transformation processes. CG 6: Students develop and critically evaluate implementation concepts for transformation strategies, particularly in the context of artificial intelligence, digitalisation and sustainability, and assess their organisational, technological and behavioural implications.
Content / indicative syllabus	• Transformation, strategy implementation and change management: concepts, interrelationships and boundaries • Drivers and types of transformation: artificial intelligence, digitalisation, sustainability and changing business environments • Strategy implementation and transformation architectures • Organisational capabilities for transformation and adaptive organisations • Context-specific transformation and change management • Behavioural and cultural dynamics of transformation: leadership, resistance, conflicts and stakeholder perspectives • AI-enabled transformation: implications for processes, organisational structures, roles, competencies and human-AI collaboration • Methods and instruments for designing, implementing and evaluating transformation processes • Innovative and systemic approaches to transformation and change

Teaching and learning methods	Lectures, case studies, business simulations, experiential learning exercises and reflection sessions. AI-supported tools may be used to analyse, design and critically evaluate transformation approaches.
Miscellaneous	On a case-by-case basis, representatives from the respective field are invited to present and discuss selected topics.
Indicative reading list	Agrifoglio, R., Lazazzara, A., & Za, S. (Eds.). (2024). <i>Navigating digital transformation: Organizational change, digital work, and individual behavior</i>. Springer. Kaplan, R. S., & Norton, D. P. (2001). <i>The strategy-focused organization: How balanced scorecard companies thrive in the new business environment</i>. Harvard Business School Press. Kotter, J. P. (2012). <i>Leading change</i>. Harvard Business Review Press. Roche, K. E., & Baumgartner, R. J. (2025). Corporate sustainability strategy deployment: A case study on the implementation of corporate sustainability using Hoshin Kanri. <i>Corporate Social Responsibility and Environmental Management</i>, 32(1), 927–946. https://doi.org/10.1002/csr.2959 Scharmer, C. O. (2019). <i>Essentials der Theorie U: Grundprinzipien und Anwendungen</i>. Carl-Auer. Urbach, N., & Feulner, D. (Eds.). (2026). <i>Managing artificial intelligence: How organizations succeed with AI</i>. Springer. Wunder, T. (2016). <i>Essentials of strategic management: Effective formulation and execution of strategy</i>. Schäffer-Poeschel. Wunder, T. (Ed.). (2019). <i>Rethinking strategic management: Sustainable strategizing for positive impact</i>. Springer

M2.4.2 Management Workshops

Module	M2.4.2
Type of module	Compulsory
Name(s) of lecturer(s)	Various professors and company lecturers Prof. Dr. Dominic Wader Building 17, office 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Language of instruction	English / German
Total workload and breakdown	60 h (30 h attendance, 30h preparation and review)
Contact hours	2 hours per week (SWS); primarily as a teaching block during the block week of the study programme
Learning outcomes	• Professional competencies: Participants will develop an advanced understanding of theoretical and practical aspects of business administration and various business models.

	• Methodological competencies: ability to analyze and critically assess business models and management issues; problem solving in management issues. • Social competencies: argue for or against positions in front of audiences; develop results in discussions in various team set ups; apply effective written and oral communication skills. • Personal competencies: awareness of own potential in analyzing and assessing business models and management issues; awareness for own argumentation skills.
Course-specific contribution to competency goals	CG 4: Students discuss and evaluate various real life case studies with company representatives.
Content/ indicative syllabus	Discuss current topics of management with executives of well-known companies
Teaching and learning methods	Case studies, presentations, discussions From time to time, case studies take place at various companies (external visits)

M2.5 Electives International Management

Module	M2.5
Semester	2 Semester
Duration of module	1 Semester
Type of module	Elective (1 out of 4)
Courses included in the module	M2.5.A Futures Thinking M2.5.B Sustainability Dynamics M2.5.C Entrepreneurship & Industry 4.0
How frequently is the module offered	Each semester; electives offered may vary each semester.
Admission requirements	Knowledge from the first semester of the programme
Level	Master
Module coordinator / responsible professor	Prof. Dr. Dominic Wader Building 17, office 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Credits (ECTS)	5 ECTS
Learning outcomes	• Professional competencies: The qualification goal is to take on personnel responsibility taking into account national and cultural influences.

	• Interdisciplinary competencies, professional qualifications: The students are able to establish connections and cross-links between different areas of business administration and to integrate them into an overall framework. • Social competencies, key competencies: Students learn and deepen social skills and further develop their personality. • Personal competencies: The students become competent interlocutors and are able to communicate in a qualified manner with responsible persons in companies and develop solutions to problems for companies.
Examination/ type of assessment	Depends on elective (see lecture-level)
Weighting of grade within programme	5/90

M2.5.A Futures Thinking

Module	M2.5.A
Type of module	Elective / Wahlpflicht
Name of lecturer	Prof. Dr. Elizabeth Hofvenschiöld Building 5, office 10, Tel.: 07121 271 3143 Elizabeth.Hofvenschioeld@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 h (60 h Presence, 90 h Self Study)
Contact hours	4 hours per week (SWS)
Examination/ type of assessment	Continuous Assessment
Learning outcomes of the course	• Fachliche Kompetenzen (Professional Competencies): Students will develop skills on how to deal with dynamic, complex and uncertain social and business environments, in particular in regard to the future, long term strategy formulation and decision making, by applying principles of Futures Thinking and tools such as horizon scanning, trend research, and the futures wheel. • Fachübergreifende Kompetenzen (Methodological Competencies): Students will enhance their decision-making skills by challenging mental models, making sense of the future, making decisions in uncertainty, and creating ideas about preferred futures • Soziale Kompetenzen (Social Competencies): Students will apply their oral and written communication skills through the interactive nature of the course. Furthermore, they will



	apply their team skills by developing results in discussions and in a trends research exercise, for example. • Persönliche Kompetenzen (Personal Competencies): Students will gain knowledge and competencies in analyzing and assessing changes in the business environment and linking these insights to strategy formulation and will gain experience in working and collaborating in a hybrid environment.
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Course-specific contribution to competency goals	CG 3: Students will reflect on the social, technical, economical, and ethical implications of emerging trends and their interrelationships. These reflections will support ethical strategic decision making and responsible innovation in the business environment. CG 4: Futures Thinking is a dynamic capability. Students will learn to apply methods of futures thinking to multiple areas in the business environment, particularly to strategic planning. CG 6: Students will learn to identify emerging technology trends and determine their impacts on diverse areas of business and on the future of work in general.
Content/ indicative syllabus	▪ Introduction to Futures Thinking ▪ Understanding change – models of change, change drivers, assumptions of change, and implications of change ▪ Selected tools of Futures Thinking: horizon scanning, 3 horizons, trend research, causal layered analysis, futures wheel, backcasting, and futures communication ▪ Deep dive into emerging technology trend research (identification and description) ▪ Development of a preferred futures narrative based on trends with application to a specific business area of interest ^[SEP]
Teaching and learning methods	Seminar style lectures including presentations from students, discussions, coaching by instructor, workshops, individual research and group work.
Miscellaneous	Occasional guest speaker
Indicative reading list	Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, Society & Natural Resources, 29:3, 374-379 Balagtas, P. (2024) Making Futures Work. O'Reilly Media Hines, A. & Bishop, P. (2015). Thinking About the Future: Guidelines for Strategic Foresight. Hinesight Gidley, J. (2017) The Future. A Very Short Introduction. Oxford University Press Inayatullah, S. (2007) Questioning the Future: Methods and Tools for Organizational and Societal Transformations (3rd Ed.), Tamkang University McGonigal, J. (2022) Imaginable, Spiegel & Grau Schwarz, J. O. (2023) Strategic Foresight: An Introductory Guide to Practice, Routledge Scoblic, P. J. (2020) Learning from the Future. Harvard Business Review, July-August 2020 Slaughter, R. (2022). The IT revolution part 4: Transcending the matrix. <i>Futures</i>, Vol. 135, Jan. 2022, 102869



	Taleb, N.N. (2007) <i>The Black Swan: The impact of the highly improbable</i>. New York: Random House Voros, J. (2003). A Generic Foresight Process Framework. <i>Foresight</i>, Vol. 5, no. 3:10-21
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M2.5.B Sustainability Dynamics

Module	M2.5.B
Type of module	Elective / Wahlpflicht
Name of lecturer	Prof. Dr. Florian Kapmeier Building 5, office 111, Tel.: 07121 271 3104 Florian.Kapmeier@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 h (60 h Presence, 90 h Self Study)
Contact hours	4 hours per week (SWS)
Learning outcomes of the course	Why do so many business and/or sustainability strategies fail? Why do we see so few high sustainability impact actions that transform markets and organizations towards environmental and social sustainability, despite evidence of successful efforts? Why do so many actions fail to produce lasting results? Why do many businesses suffer from periodic crises, fluctuating sales, earnings, and morale? Why do some firms grow while others stagnate? How do once-dominant firms lose their competitive edge? How could companies avoid being accused of “greenwashing”? How can firms assess high-leverage policies against the climate crisis? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects? Accelerating economic, technological, social, and environmental change challenge managers to learn at increasing rates (the “great acceleration”). And we must increasingly learn how to design and manage complex systems with multiple feedback effects, long time delays, and nonlinear responses to our decisions. Yet learning in such environments is difficult, precisely because we never confront many of the consequences of our most important decisions. Effective learning in such environments requires methods to develop systems thinking, to represent and assess such <i>dynamic complexity</i> – and tools managers can use to accelerate learning throughout an organization. Upon completion of this strategy course, participants will have developed the following competencies: Professional competencies: • Students are introduced to systems thinking and the system dynamics modeling methodology. • They apply system dynamics to corporate challenges in the area of strategy, corporate environmental sustainability, organizational change, and policy design.

- Students will learn to visualize a business organization in terms of the structures and policies that create dynamics and regulate performance.
- In particular, they will improve their understanding of the ways in which an organization's performance is related to its internal structure and operating policies as well as those of sustainability, customers, competitors, and suppliers.
- Students will build their own simulation models, use interactive management flight simulators, and work with case studies to develop conceptual and modeling skills for the design and management of organizations in a dynamic world.
- They will learn principles for effective use of modeling in the real world.
- (no prior programming skills necessary)

The module contributes to the profile in Strategy.

Methodological competencies:

- Students will develop an understanding of dynamic complexity, inherent in most business situations of policy-design and decision-making with special focus on corporate environmental and social sustainability.
- They will learn how to carefully analyze complex systems, understand over-time-behavior, and the impacts of time delays, non linear relationships, and feedbacks.
- Students will learn to recognize and deal with situations where policy interventions are likely to be delayed, diluted, or defeated by unanticipated reactions and side effects.
- Students get to work with role-playing games, simulation models, case studies, and management flight simulators to develop principles of policy design for successful management of complex strategies.
- They will have a chance to use state of the art software for computer simulation and gaming (no prior computer modeling experience is needed).

Social competencies:

- Students will improve their ability to work in teams in order to analyze complex business challenges.
- They will also refine their oral and written communication skills because of the interactive nature of the course.
- Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback.

Personal competencies:

- Students will improve their analytical and problem-solving skills. Students will be better aware of dynamic complexity.
- Students learn about high-impact sustainability actions.

	• They will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.
Course-specific contribution to competency goals	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the basic idea of system dynamics and its fields of application in English. In particular, students will be able to critically analyze issues that companies and societies need to deal with and find solutions. CG3: Ethical aspects play an important role in this course, be it in understanding the dynamics of epidemics and vaccinations, the dynamics of companies' too fast growth, which is often followed by a bust, the critical aspect of (too much) consumption in the affluent countries of the world, the reflection on what really makes humans happy, the impact of climate change on inequalities and the role of the Global South. A special focus of the class is the realizing of the differences in wealth of the different countries of the world when students engage in the simulation-based roleplay Climate Action Simulation. Here, students represent different global stakeholders and blocks of the world, and they need to find an international agreement on how to reduce GHG emissions in order to stabilize the temperature rise below 2°C over pre-industrial times. Students realize/feel the tension between the developed and the developing countries of the world. CG4: In this course, students realize that many management tools cut off feedback loops that the world actually consists of. Students learn a different way of thinking of how to approach complex issues that the world is dealing with, including feedback-loops, time delays, and non-linearities – all of which combined enable students to realize the roots of counterintuitive behavior of problem situations. CG5: Students develop quantitative simulation models in class and in assignments. They collect and analyze both qualitative and quantitative data. They transfer the data into dynamic simulation models, validate and analyze them, and generate recommendations for policy-designers and decision-makers. And learn to describe, to present, to analyse and to interpret quantitative information. They are able to derive conclusions, to obtain significant results and make recommendations in a business setting. CG6: Students are introduced to changes in business models through capabilities in digital technology. They also learn how data can support managerial decision-making, using dynamic simulation models.
Content/ indicative syllabus	▪ State of the World ▪ Systems thinking for sustainability: Principles and tools ▪ Dynamics of simple systems, human behavior, and sustainability ▪ Application of the systems perspective to sustainability issues, such as limits to growth, managing natural resources, pandemics ▪ Building capabilities for sustainability ▪ Aspects of Limits to Growth: planetary boundaries; populations; economies; tourism growth and waste management in Small Is-



	land States; “Limits to Growth study; Earth4All study; organizations (example of PEOPLEExpress with “management flight simulator”) ▪ Climate action: where is the leverage? (roleplaying game) ▪ Transition risk analysis ▪ Social sustainability: happiness, (over)consumption ▪ Dynamics of pandemics (such as SARS-Covid-19) and Diffusion of new products in the market) ▪ Examples of system dynamics-based research on sustainability issues
Teaching and learning methods	Interactive lecture, case studies, videos, interactive simulators, and (award-winning) management games
Miscellaneous	Occasional guest speaker
Indicative reading list	Lecture handout with list of references, case studies, current sustainability reports and articles, amongst others: – Booth Sweeney, L. & Sterman, J.D. (2000). Bathtub dynamics: initial results of a systems thinking inventory, System Dynamics Review, 16(4): 249-286. – Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. Energy Research & Social Science, 70, 101779. – Herrington, G. (2021). Update to limits to growth: Comparing the world3 model with empirical data. Journal of Industrial Ecology. 25: 614– 626. – Kapmeier, F., & Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. System Dynamics Review, 34(1-2): 172-221. – Kapmeier, F., Greenspan, A. S., Jones, A. P., & Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the En-ROADS climate policy simulation. System Dynamics Review, 37(4): 333-352. – Kapmeier, F., Jones, A. P., & Sterman, J. D. (2026). Designing for Impact: Engaging Stakeholders with System Dynamics Models. System Dynamics Review, 42(2), e70024 – Repenning N. and J.D. Sterman (2001) “Nobody ever gets credit for fixing problems that never happened”. California Management Review, 43(4):64-88. – Rooney-Varga, J. N., Sterman, J. D., Fracassi, E., Franck, T., Kapmeier, F., Kurker, V., Johnston, E., Jones, A. P., & Rath, K. (2018). Combining role-play with interactive simulation to motivate informed climate action: Evidence from the World Climate simulation. Plos One, 13(8), e0202877. – Rooney-Varga, J. N., Kapmeier, F., Sterman, J. D., Jones, A. P., Putko, M., & Rath, K. (2020). The Climate Action Simulation. Simulation & Gaming, 51(2), 114–140.



	– Rooney-Varga, J. N., Coleman, R. L., Jones, A. P., Kapmeier, F., Newsome, P., Noiseux, K., Patten, B., Rath, K., & Sterman, J. D. (2025). Interactive role-play with climate policy simulation can motivate evidence-based climate action. <i>Communications Earth & Environment</i>, 6(1), 769. – Rooney-Varga, J. N., Cheney, L., Coleman, R. L., Jones, A. P., Kapmeier, F., Newsome, P., Noiseux, K., Patten, B., Rath, K., & Sterman, J. D. (2026). Interactive simulation with En-ROADS spurs climate action among decision-makers. <i>npj Climate Action</i>, 5(1), 36. – Steffen et al. (2015). Planetary boundaries: Guiding human development on a changing planet. <i>Science</i>, 347(6223), 1259855. – Sterman, J.D. (2000). <i>Business Dynamics. Systems Thinking and Modeling for a Complex World</i>. Irwin McGrawHill. – Sterman, J.D. (2012). "Sustaining sustainability: creating a systems science in a fragmented academy and polarized world." <i>Sustainability science</i>. Springer New York, 2012. 21-58. – Sterman (2013). <i>Stumbling towards Sustainability: Why organizational learning and radical innovation are necessary to build a more sustainable world—but not sufficient</i>. R. Henderson, M. Tushman and R. Gulati (eds.) <i>Organizational & Strategic Change and the Challenge of Sustainability</i>. Oxford University Press. – Struben, J., & Kapmeier, F. (2023). From low-hanging fruit to high-impact sustainability transformations: unpacking dynamics of intra- and interorganizational capability traps. <i>System Dynamics Review</i>, 39(4), 404-431.
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M2.5.C Entrepreneurship & Industry 4.0

Module	M2.5.C
Type of module	Elective / Wahlpflicht
Name of lecturer	Prof. Dr. Jürgen Münch Prof. Dr. Wolfgang Echelmeyer Dr. Kathrin Steinbrink
Language of instruction	Deutsch
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 h (60 h Presence, 90 h Self Study)
Contact hours	4 hours per week (SWS)
Learning outcomes of the course	• Fachliche Kompetenzen (Professional Competencies): Die Studierenden erhalten ein grundlegendes Verständnis für die Begrifflichkeit, Anwendungsgebiete und Technologien der Industrie 4.0. Sie lernen die Besonderheiten von Startups im Bereich der Industrie 4.0 kennen und vertiefen dieses Wissen in essentiellen Bereichen der Geschäftsmodellarchitektur. Fokus liegt insb. auf der Problemexploration und Ideation/Lösungsfindung (durch die Anwendung von Design Thinking und Lean Startup bzw. nach dem Prinzip

	von „Build, Measure, Learn“), dem Aufbau eines geeigneten Geschäftsmodells (Skalierbarkeit, Business Model Canvas und Lean Canvas etc.), einer adäquaten Finanzstruktur (Finanzierungsmöglichkeiten, Risikokapital, Grundlagen der Unternehmensbewertung etc.) sowie der systematischen Herangehensweise an den Vertrieb (Sales Funnel, KPIs etc.). • Fachübergreifende Kompetenzen (Methodological Competencies): Die Studierenden wenden die erlernten Inhalte auf selbst entwickelte Problemfelder an. Dadurch steigern sie Ihre Team- und Problemlösekompetenzen und lernen die erlernten Methoden und Kompetenzen (bspw. Lean Startup) auf reale Projekte anzuwenden. Fokus liegt hierbei auf der Transferleistung der erlernten Inhalte auf selbstgewählte Problemstellungen. • Soziale Kompetenzen (Social Competencies): Die Studierenden sollen durch die Arbeit in interdisziplinären Teams soziale Kompetenzen wie Teamfähigkeit, Konfliktlösefähigkeit und zielorientiertes Arbeiten ausbauen. Durch die Integration von externen Stakeholdern in die eigenen Projekte soll die Kommunikationskompetenz erhöht werden. • Persönliche Kompetenzen (Personal Competencies): Die Studierenden sollen Ihre persönlichen Kompetenzen in den Bereichen ausbauen, die im Bereich der Entrepreneurship Education essentiell sind. Dazu gehören u.a.: Handeln in einem Umfeld extremer Ungewissheit, Innovationskraft, Ausdauer, Umsetzungswille und Risikotoleranz.
Course-specific contribution to competency goal	CG 4: Die Studierenden entwickeln selbst Problemhypothesen, für die sie Lösungshypothesen entwickeln. Diese Lösungshypothesen werden methodisch validiert und auf Umsetzbarkeit untersucht. CG 5: Die Herangehensweise an die Projekte ist vollständig methodenfokussiert. Jeder Projektschritt wird durch eine Vielzahl an Methoden gestützt. Die Anwendbarkeit der Methoden an die eigenen Projekte ist sowohl Zielsetzung als auch Bewertungskriterium der Prüfungsleistungen. CG6: Die Studierenden sollen Technologien der Industrie 4.0 auf ihre Problem- und Lösungshypothesen anwenden. Diese Technologien beinhalten digitale Bestandteile in Form von Software und Daten. Es wird grundlegendes Verständnis für komplexe Produkte oder Dienstleistungen mit digitalen Komponenten geschaffen.
Content/ indicative syllabus	▪ Entrepreneurship Grundlagen (Begrifflichkeiten, Lean Startup, Finanzierungsmöglichkeiten, Charakteristika & Spezifika, Phasen etc.) im Bereich Industrie 4.0 ▪ Technologien und Anwendungsgebiete von Industrie 4.0 ▪ Design Thinking zur Problemexploration ▪ Anwendung der Lean Startup Methode für Industrie 4.0 Projekte ▪ Deep-Tech Prototypenentwicklung ▪ Geschäftsmodelle, Skalierungs- und & Investmentmöglichkeiten bei Industrie 4.0 Start-ups ▪ B2B-Vertrieb für den Bereich Industrie 4.0

Teaching and learning methods	Informationsvermittlung durch interaktive Vorlesungen mit Expert*innen aus der Praxis; Übertragung der Inhalte auf praxisnahe Innovationsideen als Projektarbeit in interdisziplinären Teams; Team-Coaching mit Feedback; Reflektion im Team.
Miscellaneous	Die Projekte sollen soweit möglich unter Realbedingungen in der Praxis durchgeführt und Feedback von potentiellen Kunden bzw. Nutzern soll in die Arbeitsphasen integriert werden.
Indicative reading list	Wahl, Dario; Münch, Jürgen (2021): Industry 4.0 Entrepreneurship: Specific Characteristics and Necessary Skills (submitted) Bijedic, Ebbers & Halbfas (2019): Entrepreneurship Education (Begriff – Theorie – Verständnis) Fritsch (2019): Entrepreneurship (Theorie, Empirie, Politik) Andelfinger & Hänisch (2017): Industrie 4.0 – Wie cyber-physische Systeme die Arbeitswelt verändern Maurya (2012): Running Lean Blank & Osterwalder (2020): Testing Business Ideas Ries (2011): The Lean Startup Griesbach (2019): Lean Innovation Guide Cagan (2020): Inspiriert – Wie Sie Tech-Produkte entwickeln, die Ihre Kunden lieben werden High-Tech Gründerfonds (2019): Product-Market Fit: Der Hauptgrund für das Scheitern von Industrial-Tech-Startups im HTGF-Portfolio

M2.6 Electives Business Language II (1 out of 5)

Module	M2.6
Semester	2 Semester (two-semester programme)
Duration of module	1 Semester (two-semester programme)
Type of module	Elective
Courses included in the module	M2.6.A Business English II M2.6.B Business French II M2.6.C Business Spanish II M2.6.D Business Chinese II M2.6.E Business German II
Frequency of module	Once per semester
Admission requirements	None
Academic level	Master
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability

Responsible professor / module coordinator	Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Credits (ECTS)	2 ECTS
(Module) learning outcomes	Language skills at respective language level (see language for details)
Type of assessment/ prerequisites for awarding credits	Continuous assessments (CA) consisting of: written assignment (40%), oral assignment (40%), active participation and attendance (20%). All continuing assessments are determined at the course level.
Weighting of grade	2/90

M2.6.A Business English II

Module	M2.6.A
Type of module	Elective
Admission requirements	Successful completion of Business English I.
Academic level	Master; course is conducted at C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on semester: Steven Kerns, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. After the successful completion of this course, students should have developed: • Professional competencies: – Students will confidently and appropriately use common Business English phrases and professional vocabulary in different contexts. – Students will practice editing and critical feedback skills. • Methodological competencies: – Students will apply appropriate grammar, punctuation and spelling conventions when writing for business purposes. • Social competencies:

	– Students will apply networking and teambuilding skills within an intercultural context to discuss and solve real-world business problems. – Students will confidently and professionally discuss ideas. • Personal competencies: – Students will confidently use the English language—verbally and written—in different business contexts. – Students will improve their vocabulary and skills based on their individual competency level.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). Preparing for the job market Learning Objectives: 1. Write a professional cover letter by leveraging AI tools responsibly. 2. Practice case interview strategies in a mock interview. 3. Identify and apply S.T.A.R. method in a mock interview. Critical thinking & communication skills under pressure 1. Identify and apply advanced vocabulary for business ethics topics. 2. Discuss, in a panel-style, current events impacting the economy and propose solutions. 3. Write a critical analysis of a business case (essay style). 4. Present a critical analysis of a business case. ASSESSMENT: analytical presentation & essay response to a business case. The essay will be written in class.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, case studies, etc., depending on individual student needs.
Miscellaneous	The Business English courses are tailored to the needs of the IACT and IBD students.
Indicative reading list	Reading materials used in class will reflect current topics in business. Sources may include newspapers, journals, news reports, etc. For this reason, there is no indicative reading list.

M2.6.B Business French II

Module	M2.6.B
Type of module	Elective
Admission requirements	Successful completion of Business French I.
Academic level	For French, courses are offered at the B1 to C1 level.

Transferability of module	Eligibility for other programmes with consent of teachers and according to availability
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business French: Anne-Marie Labbé, Rauland Ouatarra, otherwise contact: Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de Prof. Dr. Niamh O'Mahony Building 17, office 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de
Language of instruction	French
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. – Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies: – Students will improve self-confidence using the target language for different purposes, including business situations.

	– Students will become familiar with France as well as the ways of life and business life in French-speaking countries. – Students will become aware of current economic developments and problems in French-speaking countries.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business French courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business French: – To be announced in class (depends on the course level).

M2.6.C Business Spanish II

Module	M2.6.C
Type of module	Elective
Admission requirements	Successful completion of previous language level in Semester 1.
Academic level	For Spanish, courses are offered at the A1 to C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business Spanish: Martha Barreto, Maria Lopez Sanchez, Pilar Beil, Marta Prieto, Amaya Bulumburo, Mayra Cortez, Leon Rodriguez, Juana de Abt, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	Spanish
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills

	in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. – Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies: – Students will improve self-confidence using the target language for different purposes, including business situations. – Students will become familiar with Spain and Latin-American countries as well as the ways of life and business life in Spanish-speaking countries. – Students will become aware of current economic developments and problems in Spanish-speaking countries.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business Spanish courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news re-

	ports, etc. The textbooks/workbooks listed below will be used in conjunction with these additional materials. For Business Spanish: • Meta Profesional Plus A1-B1/Klett • Further Indicative reading list sources will be announced in class, especially for higher levels.
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M2.6.D Business Chinese II

Module	M2.6.D
Type of module	Elective
Admission Requirements	Successful completion of previous language level in Semester 1.
Academic level	For Chinese, courses are offered at the A1 to B1 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business Chinese: Xinchao Cui, Shih-Min Huang otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de Prof. Dr. Niamh O'Mahony Building 17, office 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de
Language of instruction	Chinese
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. – Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities.

	- Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. - Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). Methodological competencies: - Students will analyze and discuss different topics related to business communication. Social competencies: - Students will interact in the target language for various purposes and with different types of audiences. - Students will improve their intercultural awareness and intercultural communication competencies. Personal competencies: - Students will improve self-confidence using the target language for different purposes, including business situations. - Students will become familiar with China as well as the ways of life and business life in China. - Students will become aware of current economic developments and problems in China.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). For the exact business topics and grammar concepts for each level/each language, please refer to the ESB Zentralsprachen Modulhandbook, which is available in the RELAX course titled "Info. ESB-Sprachen". Students may enroll without a password.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business Chinese courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business Chinese: To be announced in class (depends on the course level).

M2.6.E Business German II

Module	M2.6.E
Type of module	Elective

Admission requirements	Successful completion of Business English I.
Academic level	For German, courses are offered at the A1 to C1.2 level.
Transferability of module	Eligibility for other programmes with consent of teachers and according to availability of seats
Name of lecturer(s) For contact details, see ESB website.	Depends on course level & semester. For Business German: Gabriela Ebeling, Josefine Kohle-Hempel, Su-sanne Lindner, Gabriele Cwejn, Martin Böhler, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly SWS or total contact hours	2 hours per week (SWS)
Learning outcomes	Over the course of two semesters, students complete two consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: • Professional competencies: – Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. – Students will demonstrate best practices for business communication skills in the target language. – On all levels, students will improve their communication skills according to their individual capabilities. – Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. – Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). • Methodological competencies: – Students will analyze and discuss different topics related to business communication. • Social competencies: – Students will interact in the target language for various purposes and with different types of audiences. – Students will improve their intercultural awareness and intercultural communication competencies. • Personal competencies: – Students will improve self-confidence using the target language for different purposes, including business situations.

	– Students will become familiar with Germany as well as the ways of life and business life in German-speaking countries. – Students will become aware of current economic developments and problems in German-speaking countries but especially in Germany.
Content / indicative syllabus	The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR).
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business German courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc. For Business German: – To be announced in class (depends on the course level).

M3.A International Study Semester

Module	M3.A
Semester	3 Semester
Duration of module	1 Semester
Type of module	Compulsory M3.A or M3.B for those lacking foreign experience and according to study and examination regulations.
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of all coursework in the IACT programme Dependent on international partner university Application for admission to the semester abroad in Reutlingen and at the partner university Reutlingen: Preparation and coordination of the course selection in the learning agreement. The Learning Agreement must be in accordance with the overall objectives of the degree programme and must be approved by the person responsible for the module before the semester abroad begins. If course changes are necessary on site, this must be advertised within one week after the start of the study programme. The student sends the final course selection with the signature of the supervisor of the partner university to the person responsible for the module with the request for approval (the student is responsible for providing proof). Subject-specific courses at master's level that complement the course of the degree programme (max. 30 ECTS) and language courses (up to max. 12 ECTS of the 30 ECTS) are recognised, with the exception of English language courses, from partner universities of HS/ESB Reutlingen or from

	recognised colleges or universities of comparable quality to ESB Business School. For recognition, the corresponding transcript of records with the signed learning agreement is sent promptly to the module supervisor for recognition both by post and electronically.
Level	Master
Module coordinator / responsible professor	The student is responsible for meeting all requirements of the partner university, as well as of all stakeholders' requirements at Reutlingen University, esp. the IACT programme. Professor and programme coordinator advise about studies at respective partner universities Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	Usually English, but dependent on partner university
Credits (ECTS)	30 ECTS
Total workload and breakdown	900 h (subdivision subjective to partner university arrangements)
Contact hours	Subject to partner university
Examination/ type of assessment	Subject to partner university
Weighting of grade within programme	30/120
Learning outcomes of the course	• Professional competencies: Students broaden and deepen their subject-specific knowledge and gain access to academic perspectives and subject areas that complement the IACT curriculum. • Methodological competencies: Students experience different academic and learning environments and further develop their ability to learn and work independently in an international context. They become familiar with different academic approaches, methods and perspectives. • Social competencies: Students develop their intercultural communication and collaboration skills and their ability to interact effectively with people from different cultural and academic backgrounds. They build international relationships and strengthen their understanding of different cultural perspectives and practices. • Personal competencies: Students broaden their personal and international perspectives, strengthen their adaptability and ability to deal with unfamiliar situations, and develop greater independence, self-confidence and openness to new perspectives.
Course-specific contribution to competency goals	CG 2: depending on the partner university / courses chosen CG 6: depending on the partner university / courses chosen

Content/ indicative syllabus	Dependent on partner university
Teaching and learning methods	Dependent on partner university
Miscellaneous	Dependent on partner university
Indicative reading list	Dependent on partner university

M3.B International Internship

Module	M3.B
Semester	3 Semester
Duration of module	1 Semester (at least 22 weeks)
Type of module	Compulsory M3.A or M3.B for those who lack foreign experience and in accordance with study and examination regulations.
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of all coursework in the IACT programme; Dependent on acceptance of international internship agreement.
Level	Master
Module coordinator / responsible professor	Student is responsible for meeting all stakeholders' requirements at Reutlingen University, esp. the IACT programme, as well as meeting international internship requirements. Professor or programme coordinator advises about internship requirements. Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	Usually English, but dependent on international internship company.
Credits (ECTS)	30 ECTS
Total workload and breakdown	900 h (subdivision subjective to international internship company, as well as all stakeholders' requirements at Reutlingen University, esp. the IACT programme) 22 weeks in company
Contact hours	2 hours per week (SWS)
Examination/ type of assessment	Internship Report (28 out of 30 ECTS): 4000 words, in German or English, submission of print and electronic copy of the report Internship Colloquium (2 out of 30 ECTS): dates, duration, examiners will be communicated at the beginning of each semester.
Weighting of grade within programme	Pass, no pass / ungraded

Learning outcomes of the course	• Professional competencies: Application and further development of acquired specialist knowledge in an international company or professional environment, preferably through an assignment abroad and/or by working on international business issues. • Methodological competencies (interdisciplinary competencies, professional competencies): Application and further development of intercultural competencies; critical reflection on the relationship between theoretical knowledge and professional practice; independent application of appropriate methods and tools to practical tasks. • Social competencies: Development of professional communication and collaboration skills in an international and intercultural environment; building and expanding international professional relationships. • Personal competencies: Broadening personal and professional perspectives; strengthening independence, adaptability and self-confidence by working in unfamiliar professional and cultural environments.
Course-specific contribution to competency goals	CG 2: Students work in internationally-oriented companies where they have to cope with mixed teams, with their supervisors and different clients. CG 6: dependent on working tasks
Content/ indicative syllabus	Dependent on international internship company, as well as all stakeholders' requirements at Reutlingen University, esp. the IACT programme:
Teaching and learning methods	Practical or conceptual activity in the company
Indicative reading list	The student must review the relevant specialist literature on the subject area of the internship and reflect accordingly (theory-based internship).

M3.C Voluntary Internship

Module	M3.C
Semester	3 Semester
Duration of module	1 Semester (at least 22 weeks)
Type of module	Voluntary, supplementary foreign experience in accordance with respective study and examination regulations
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of all coursework in the IACT programme; dependent on acceptance of international internship agreement
Level	Master
Module coordinator / responsible professor	Student is responsible for meeting all stakeholders' requirements at Reutlingen University, esp. the IACT programme, as well as meeting international internship requirements.

	Professor or programme coordinator advises about internship requirements. Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	Usually English but dependent on international internship company
Credits (ECTS)	30 ECTS
Total workload and breakdown	900 h (subdivision subjective to international internship company, as well as all stakeholders' requirements at Reutlingen University, esp. the IACT programme) 22 weeks in company
Contact hours	2 hours per week (SWS)
Examination/ type of assessment	Internship Report (28 out of 30 ECTS): 4000 words, in German or English, submission of print and electronic copy of the report Internship Colloquium (2 out of 30 ECTS): Dates, duration, examiners will be communicated at the beginning of each semester.
Weighting of grade within programme	Pass, no pass / ungraded
Learning outcomes of the course	• Professional competencies: Application and further development of acquired specialist knowledge in a professional environment; gaining practical insights into relevant business functions and professional fields. • Methodological competencies (interdisciplinary competencies, professional competencies): Application of appropriate methods and tools to practical tasks; critical reflection on the relationship between theoretical knowledge and professional practice. • Social competencies: Development of professional communication and collaboration skills; gaining experience in working with different teams and stakeholders and building professional relation • Personal competencies: Broadening personal and professional perspectives; strengthening independence, adaptability and self-confidence in a professional environment.
Course-specific contribution to competency goals	CG 2: Students work in international oriented companies where they have to cope with mixed teams, with their supervisors and different clients. CG 6: dependent on the working tasks
Content/ indicative syllabus	Dependent on international internship company, as well as all stakeholders' requirements at Reutlingen University, esp. the IACT programme
Teaching and learning methodology	Practical semester/work in the company

Indicative reading list	The student must review the relevant specialist literature on the subject area of the internship and reflect accordingly (theory-based internship).
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M4 Master Thesis

Module	M4
Semester	3 or 4 Semester Students who undertake an international study semester or a (voluntary) internship during their 3rd semester will complete their thesis in the 4th semester.
Duration of module	1 Semester
Type of course	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	The thesis can only be started if the module "Data Analytics & Business Research" and a total of 45 ECTS credits in the IACT programme have been completed.
Level	Master
Responsible professor /module coordinator	Various professors and company lecturers Prof. Dr. Maud Helene Schmiedeknecht Building 17, office 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de
Name(s) of lecturer(s)	Various professors as first advisors and company representatives as second advisors
Language of instruction	German or English
Credits (ECTS)	30 ECTS
Total workload and breakdown	750 h (self-study)
Contact hours	Individual advisory hours
Examination/ type of assessment	Final thesis
Weighting of grade within programme	30/90
Learning outcomes of the module	Supporting final competency goals and objectives specified in the programme qualification section
Course-specific contribution to competency goals	CG 4: With their master's thesis, students demonstrate how they can apply their knowledge from the programme to real-world opportunities and problems; arriving at viable solutions to issues of one specific company or some empirical challenge that can be analysed accordingly.
Content / indicative syllabus	Time: 5 months See 'Thesis Guidelines for Masters' Programmes'



	Evaluation criteria: <i>Introduction (10%):</i> Motivation & research statement; comprehensiveness <i>Literature Review & Research Method (50%):</i> Literature Review and – if applicable - hypothesis development; method selection; sample size and selection; method application; interpretation <i>Findings, Interpretation & Conclusion (25%):</i> Placement within the previous literature; implications for company/organization/industry; limitations of study <i>Documentation & Initiative (15%):</i> Formal criteria; citations and bibliography, initiative & independence
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