



Curriculum & Syllabi Handbook MSc International Business Development (IBD)



www.esb-business-school.de

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1. Qualification Profile

Aims of the programme

The master's degree programme 'International Business Development' will impart competencies that enable graduates to work in internationally-operating companies and to help shape international business activities with the perspective of assuming management responsibility. To this end, students will 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 and to broaden and complement the content focus in the field of business development. In addition, all students will be able to demonstrate several months of international experience on completion of their studies.

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 IBD

LANGUAGE PROFICIENCY	INTER-CULTURAL 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
IBD graduates are proficient in at least one foreign language (admission requirement).	... are intercultur-ally compe-tent.	... are able to man-age complex, ethi-cal and legal issues expertly in their professional field and in wider, environmental con-texts.	... are skilled at solving complex problems in the domain of international business development.	...are able to identify problems and needs of users/customers, to generate business ideas and to elaborate business models by applying entrepreneurial principles, methods and (digital) tools.	...have the skills to apply advanced data analysis.
	... reflect upon the cul-tural context and its com-plexities when mak-ing decisions in a global business en-vironment.	... 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. Furthermore, they are able to develop extensive, prudent and viable solu-tions that conform to ethical behav-iour in their profes-sional field and in wider, environmen-tal and social con-texts.	... analyse complex prob-lems and de-velop innova-tive and viable solutions in the domain of international business de-velopment		...have an understanding of advanced data analysis techniques.
	Measure embedded in module M2.2.2 Intercultural Management, assessed by way of IES online test	Measure embed-ded in module M1.6 Business Ethics, assessed by way of presenta-tion and written exam	Measure embedded in module M 4.2 Thesis, assessed by academic supervisor and non-bias reviewer	Measure embedded in module M1.3 Entrepreneurship, assessed by way of case study	Measure embedded in module M1.1.1 International Business Research, assessed by way of case study

Qualification profile of graduates

IBD graduates will possess sound knowledge and broad-based competencies for establishing new areas of business activity in the international environment, as well as for developing and expanding existing business focus towards the international arena.

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 market development projects and to analyse and control functional units as well as skilled professional interaction with employees and customers at an international level.

Typical occupational fields are:

- Setting up new business activities, especially with an international outreach
- Marketing and sales 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:

- Business development
- Marketing
- Product management
- Strategic management
- Entrepreneurship
- International sales
- Innovation management
- International procurement

2. 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

3. Overview: Modules and Courses

Module	Modules and courses	Credits (ECTS) in Semester				SWS/ Workload						
		1.	2.	3.	4.	SWS/ h per week	Self study	Total workload (hrs)	Type of course	Language	Assessment	Weight of grade
M1.1	International Business Research & Sourcing	5				4	90	150		Engl./Dt.	PA/ RE/ KL (1h)	5/90
M1.1.1	International Business Research	2				2	30	60	Seminar	German	PA/ RE	
M1.1.2	International Sourcing	3				2	60	90	lecture	Engl.	KL (1h)	
M1.2	International Marketing Cases	5				4	90	150	Seminar	German	RE/ KL (1h)	5/90
M1.3	Entrepreneurship	5				4	90	150	Seminar	German	PA	5/90
M1.4	Electives Controlling, Finance, Accounting (1 out of 3)	4				4	60	120				4/90
M1.4.A	International Controlling	4				4	60	120	Seminar	German	CA	4/90
M1.4.B	International Finance	4				4	60	120	Lecture-Seminar	Engl.	RE/ KL (1h)	4/90
M1.4.C	International Accounting	4				4	60	120	Lecture	German	KL (2h)	4/90
M1.5	International Business Law & Strategy	4				4	60	120			RE/ KL (1h)	4/90
M1.5.1	International Business Law	2				2	30	60	Lecture	German	KL (1h)	
M1.5.2	Strategic Management I	2				2	30	60	Lecture	Engl.	RE	
M1.6	Business Ethics	5				4	90	150		Engl.	RE/ KL (1)	5/90
M1.7	Elective Business Language I (1 out of 5)	2				2	30	60			CA	2/90
M1.7.A	Business English I	2				2						2/90
M1.7.B	Business French I	2				2						2/90
M1.7.C	Business Spanish I	2				2						2/90
M1.7.D	Business Chinese I	2				2						2/90
M1.7.E	Business German I	2				2						2/90
	Sum 1st semester	30				26		900				30/90
M2.1	International Market Research Projects		6			4	120	180		German	PA / RE	6/90
M2.2	Applied Management Studies & Intercultural Management		6			6	90	180			PA / KL (2)	6/90
M2.2.1	Strategic Management II		2			2				German		2/90
M2.2.2	Intercultural Management		2			2				Engl.		2/90
M2.2.3	Management Workshops		2			2				Engl./Dt.		2/90
M2.3	Electives International Management (2 out of 4)		10			8	180	300				10/90
M2.3.A	Futures Thinking		5			4	90	150	Seminar	Engl.	CA	5/90
M2.3.B	Sustainability Management		5			4	90	150	Seminar	Engl.	CA	5/90
M2.3.C	Industry 4.0. & Entrepreneurship		5			4	90	150	Seminar	German	CA	5/90
M2.4	International Sales & Innovation Management		6			6	90	180			PA, KL (1)	6/90
M2.4.1	International Sales		4			4				German	PA	

Module	Modules and courses	Credits (ECTS) in Semester				SWS/ Workload						
		1.	2.	3.	4.	SWS/ h per week	Self study	Total workload (hrs)	Type of course	Language	Assessment	Weight of grade
M2.4.2	Innovation Management		2			2				Engl.	KL (1)	
M2.5	Elective Business Language II (1 out of 5)		2			2	30	60			CA	2/90
M2.5.A	Business English II		2			2						2/90
M2.5.B	Business French II		2			2						2/90
M2.5.C	Business Spanish II		2			2						2/90
M2.5.D	Business Chinese II		2			2						2/90
M2.5.E	Business German II		2			2						2/90
	SUM 2nd semester		30			26		900				30/90
M3.A	International Business Studies			30			900	900			Gem. intl. HS	30/90
M3.B	International Internship (compulsory for some, see StuPro)			30		2	870	900				30/90
M3.1.B	Internship			28						depend- ing on country/ com- pany	PR	
M3.2.B	Internship Colloquium			2		2		30	Kolloqu.	Engl.		
M3.C	(International) Internship (voluntary)			30		2	870	900				30/90
M3.1.C	Internship			28						depend- ing on country/ com- pany	PR	
M3.2.C	Internship Colloquium			2		2		30	Kolloqu.	Engl.		
	SUM (additional 3rd) semester			30		0 / 2	870 / 900	900				30/90
M4.1	Advanced Business Simulation			5	(5)	4	30	150		Engl.	CA	5/90
M4.2	Master Thesis			25	(25)		750	750	.	Engl./ Ger- man	MT	25/90
	SUM Final (3rd or 4th Semester)			30	(30)	4	900	900				30/90
	Summe	30	30	30	(30)			2700 (3600)				

Abbreviations

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

4. 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.

4.1. M1.1 International Business Research & Sourcing

Module	M1.1
Semester	1. Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M1.1.1 International Business Research M1.1.2 International Sourcing
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. Sebastian Bunnenberg Sebastian.bunnenberg@reutlingen-university.de
Credits (ECTS)	5 ECTS
Examination / type of assessment	Written project report and/ or presentation; final exam (1 hour)
Weighting of grade	5/90

4.1.1. M1.1.1 International Business Research

Module	M1.1.1
Type of module	Compulsory
Name(s) of lecturer(s)	Prof. Dr. Sebastian Bunnenberg Sebastian.bunnenberg@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	2 ECTS

Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS); primarily as a teaching block during the block week of the study programme
Learning outcomes	<p>After successful completion of this subject, students should be able to analyse complex problems in business development, and especially should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies: Students will have developed the ability and skills to analyze complex problems, determine problem-specific analytical methods, and report findings in a scientifically accepted reporting style. Students will be able to apply multivariate methods in order to conduct studies and respective analyses themselves. • Methodological competencies: Students will hone their critical thinking and problem-solving skills with respect to business modelling, and the application of multivariate methods. They will be able to conduct secondary, and primary research, and know how to cope with incomplete data, as well as how to use secondary data and transform it into useful information. • Social competencies: Due to the interactive nature of the course modules, as well as via group work, students will refine their oral and written communication and their team skills, being able to make positive contributions to team / group projects. • Personal competencies: Students will be confident in the application of analytical methodologies, aware of the vagaries methodological design choices may introduce into an analysis and be critical of the results and interpretation of respective outcomes. They may identify conflicts of interest and resolve them while being aware of project objectives.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students will acquire the skills to analyze, understand, and model complex business problems. Specifically, they will know how to translate research questions into problem cases and which multivariate analysis methods are most suitable to provide answers to specific research questions. They will also know where and how to gather the appropriate data, as well as how to prepare data for one specific multivariate method.</p> <p>CG 6: Student's data analysis competencies will be assessed by way of an empirical research project, which they execute in small groups.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Methods and model building • Multivariate models • Data preparation • Finding secondary business data • Work on group research project; topics provided by teacher, as well as guidance how to write a professional report on research findings
Teaching and learning methodology	<p>A mixture of learning methods is applied, catering to different learning types:</p> <ul style="list-style-type: none"> • Interactive teaching with discussions • Project work in small groups with written reporting

	<ul style="list-style-type: none"> Individual work on project tasks and data files
Miscellaneous	Special emphasis on problem analysis and proper choice of methods; Working with professional statistics software, primarily R
Indicative reading list	<ul style="list-style-type: none"> Angrist, J. D., & Pischke, J.-S. (2015). <i>Mastering 'metrics: The path from cause to effect</i>. Princeton University Press. Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). <i>Research Methods for Business Students</i> (8th edition). Pearson Education. Stock, J. H., & Watson, M. W. (2020). <i>Introduction to Econometrics</i> (4th edition). Pearson Education.

4.1.2. M1.1.2 International Sourcing

Module	M1.1.2
Type of module	Compulsory
Name(s) of lecturer(s)	Dr. Nnamdi Oguji Nnamdi.Oguji@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 h (30 h attendance, 60 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>After successful completion of this subject, students should be able to apply multivariate analytical methods to complex sourcing and supply chain problems and should especially have developed the following competencies:</p> <ul style="list-style-type: none"> Professional competencies: Students are able to identify complex problem areas in international supply chains where multivariate methods may help analyse and solve complex problems. Students are acquainted with select areas of international sourcing and supply chain management and know how to cope with select sourcing and supply chain problems. Methodological competencies: Students are able to apply critical thinking and problem solving skills to sourcing and supply chain modelling and know how to cope with incomplete data, as well as how to deal with uncertainty. Social competencies: No specific additional skills acquired. Personal competencies: No specific additional skills acquired.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG2: Students know how cultural contexts influence sourcing behaviour, decision-making and the design of the supply chain.

	<p>CG3: Students are able to identify ethical and CSR problems in sourcing environments, as well as develop counter measures applying the Sarbanes-Oxley act, designing appropriate sourcing policies or designing compliant sourcing and SC processes with the SCOR model.</p> <p>CG4: Students know how sourcing and the SCM function contribute to successful business development projects and how they support implementation of business development strategies via sound backend processes that can be scaled to planned market development measures, as well as to current results.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Contemporary sourcing and supply chain environment • Scope of sourcing and supply chain management • Contribution of sourcing and SCM to value creation • Objectives and organization • Supplier selection and management • Development of supply (chain) management strategy • International sourcing and respective trends
Teaching and learning methodology	<p>A mixture of learning methods are applied:</p> <ul style="list-style-type: none"> • Primarily lecture format • Interactive teaching with discussions
Indicative reading list	<ul style="list-style-type: none"> • Kerkhoff, G.: Global Sourcing, Wiley-VCH Verlag, Weinheim, 2006 • Pooler, V.H. / Pooler, D.J. / Farney, S.D.: Global Purchasing and Supply Management, Kluwer Academic Publishers, Norwell, Mass. 2004 • Sollish, F., Semanik, J.: Strategic Global Sourcing – Best Practices, J. Wiley & Sons, Hoboken, N.J. 2011 • Handfield, R.B. / Monczka, R.M. / Giunipero, L.C. / Patterson, J.L.: Sourcing and Supply Chain Management, 5th e. (International Edition), South-Western Publishing - Cengage Learning EMEA, Andover, UK 2011 [Global focus] Oshri, I.: Offshoring Strategies, MIT Press, Cambridge, Massachusetts 2011

4.2. M1.2 International Marketing Cases

Module	M1.2
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	Marketing knowledge from a business-oriented undergraduate degree
Level	Master

Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name of lecturer	Prof. Dr. Gruninger-Hermann DHBW Lörrach, Office: H004, Hangstrasse 46-50, 79539 Lörrach Tel.: +49 7621 2071 - 174 gruninger-hermann@dhbw-loerrach.de
Language of instruction	German
Credits (ECTS)	5 ECTS
Total workload	150 h (60 h attendance, 90 h self-study)
Contact hours	4 SWS
Examination / type of assessment	Written exam (1h), presentation (teamwork)
Weighting of grade within programme	5/90
Learning outcomes	<p>The aim of the course is the acquisition of reinforced knowledge concerning theories and tools for marketing and the prevailing market mechanisms. Participants learn to think and act in an international market-oriented way, geared towards market development. They learn to devise a marketing strategy and to implement it using advanced decision-oriented methods and tools. The work on practical case studies enables the application and intensification of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> • Subject-specific competencies: The objective is to be able to qualify for the assumption of professional responsibility in national or international management or marketing both in mid-sized and large-scale companies. Students learn market-focused thinking and reactions and have the capacity to develop markets on a global scale. They learn to create/devise a marketing strategy and to implement it by using marketing tools. • Professional competencies: The students are capable of establishing correlations and cross-links between individual international marketing tools and to classify these within the overall context of market-oriented corporate management. • Social skills, key competencies: Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personal skills. They acquire problem-solving and decision-making capabilities for self-management and autonomy, alongside the ability to work in a team. • Personal competencies: Students recognize the importance and necessity of marketing are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in

	a professional manner. They become competent dialogue partners to specialists in national and international marketing and are capable of professional communication with marketing managers and officers and of developing solutions for marketing issues or problems.
Course-specific contributions to AoL competency goals (CG 2 - 6)	<p>CG 4: Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems in a technically correct manner and develop relevant and viable solutions.</p> <p>CG 5: Teamwork and project management competencies are trained by working on and solving practical case studies.</p>
Content/ indicative syllabus	<p>The theoretical content of the course and the practical case studies to be worked on vary from semester to semester, e.g.:</p> <ul style="list-style-type: none"> • Digital Transformation, Artificial Intelligence and Big Data in Marketing, • Multi Channel Management, Channel Marketing, • Sales Management and Customer Management • Customer Relationship Marketing • Tips for working on case studies • Various selected case studies
Teaching and learning methodology	<p>Different teaching and learning methodologies are used, which alternate and thus appeal to different types of learners:</p> <ul style="list-style-type: none"> • Interactive seminar-style teaching with discussions • Case study work in small groups with presentation of results and discussion • Practical examples, test questions, exercises
Miscellaneous	Guest lecture/workshop if applicable
Indicative reading list	<ul style="list-style-type: none"> • Berndt, Ralph / Fantapié Altobelli, Claudia / Sander, Matthias: Internationales Marketing-Management, 6. Aufl., Berlin 2020 • Sander, Matthias: Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 3. Aufl., Stuttgart 2019

4.3. M1.3 Entrepreneurship

Module	M1.3
Type of module	Compulsory
Lecturers name	Prof. Dr. Maud Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 Maud.Schmiedeknecht@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5 ECTS
Total workload	150 h (60 h attendance, 90 h self-study)
Contact hours	4 hours per week

Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: Learn about entrepreneurial thinking and acting; understand (digital) business models and innovation, get to know agile innovation management approaches, etc.; business design • Methodological competencies: Start-up methods such as design-thinking, lean start-up development, customer-centralized development, problem-solving and decision-making competencies, lean prototyping, project agility, early customer- and market centric validation of hypothesis • Social competencies: New forms of cooperation (working in start-up mode, working in sprints), training of team and communication skills when developing a business idea • Personal competencies: Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of (new) solutions to problem
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Students reflect upon the social responsibility of business development projects. They learn the concept of social entrepreneurship. Their business models are challenged respective of economic, ecological and social dimensions.</p> <p>CG 4: Students generate business ideas in teams. By presenting their ideas in a pitch-event they learn to convince the audience of how their product or service solves a specific problem.</p> <p>CG 5: Students elaborate one business model for their own idea to enhance entrepreneurial skills. Furthermore, they validate the most critical hypotheses of their business model.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> – Kickstart – Entrepreneurial Mindset and Skills – Business Model (Innovation) – Ideation – Business Design – Validation – Innovation Management – Wrap-up
Teaching and learning methods	Lectures, discussions, workshops, literature studies, group work, real-life project with interviews, customer interactions and presentations
Weight of grade within programme	5/90
Indicative reading list	<p>Core:</p> <ul style="list-style-type: none"> • Blank & Dorf (2012): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. K & S Ranch. • Gassmann, Frankenberger & Csik (2014): The Business Model Navigator: 55 Models That Will Revolutionise Your Business. Pearson. • Humble, Molesky & O'Reilly (2015): Lean Enterprise: How High Performance Organizations Innovate at Scale

	<ul style="list-style-type: none"> • Kawasaki (2015): The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything. • Lewrick, Link & Leifer (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses. John Wiley & Sons. • Maurya (2012): Running Lean: Iterate from Plan A to a Plan That Works • Newport (2016): Deep Work: Rules for Focused Success in a Distracted World • Osterwalder & Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons. • Plattner (2010): Design Thinking: Understand – Improve – Apply. Springer. • Ries (2011): The Lean Startup. How today's entrepreneurs use continuous innovation to create radically successful businesses. Currency. • Roam (2012): Blah Blah Blah: What To Do When Words Don't Work • Schrage (1999): Serious Play: How the World's Best Companies Simulate to Innovate • Schrage (2014): The Innovator's Hypothesis (The MIT Press)
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4.4. M1.4 Electives

Controlling, Finance, Accounting (1 out of 3)

Module	M1.4
Semester	1 Semester
Duration of module	1 Semester
Type of module	Compulsory elective (one course out of three must be chosen)
Courses included the module	M1.4.A International Controlling M1.4.B International Finance M1.4.C International Accounting
How frequently is the module offered	Once per semester
Admission requirements	None from the master's degree but knowledge of the basics from undergraduate degree
Level	Master
Responsible professor / module coordinator	Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de
Credits (ECTS)	8 ECTS
Qualification goals of the module	The module establishes a common understanding of the topics of international controlling and international finance. The students apply the teaching and learning methodology 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	Depending on the chosen compulsory elective subject (submodule)
Weighting of grade within programme	4/90

4.4.1. M1.4.A International Controlling

Module	M1.4.A
Type of module	Compulsory elective (same course M1.2.1 'Intl. Contr.' as compulsory in IACT)
Names of lecturers	Prof. Dr. Carmen A. Finckh Tel. 0175-2060333 Carmen.Finckh@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	4 ECTS
Total workload	120 h (60 h attendance, 60 h self-study)
Contact hours	4 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> Professional competencies: The students gain a basic understanding of the challenges in controlling in an internationally-active company with special consideration of the context factors and the coordination requirements. They understand the country-specific differences in the understanding of controlling and can deal with them in a socially competent manner. 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. 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. Social competencies, key competencies:

	<p>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 of controllers.</p> <ul style="list-style-type: none"> • 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 deal with digital learning environments (e.g. Microsoft Teams, Zoom) and to present independently elaborated learning contents with the help of the respective software. They acquire basic digital skills of communication, presentation and cooperation in groups.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Within performance management, students discuss the behavioural consequences of poorly designed performance management systems for an organization.</p> <p>CG 4: Students analyze different current issues in international controlling and create proposals for improvement. They apply instruments, methods and procedures according the different contexts. They work on different case studies and one business project in cooperation with a company.</p> <p>CG 6: Students analyse and discuss the role of controlling in the context of digitalisation in the company as well as the digitalisation of controlling. They understand the influence of digitalisation on the management and control systems as well as the controlling processes and organisation. Different approaches to the implementation of digitalisation are discussed.</p>
Content / indicative syllabus	<ol style="list-style-type: none"> 1. Introduction to international controlling 2. Trends in controlling (role change, digitalisation, sustainability etc.) 3. Data analytics simulation 4. Controlling for different business models 5. Transformation of controlling organisations 6. Performance and cost management
Teaching and learning methods	<p>Lectures, discussions, exercises, case studies, simulations, study of specialist literature. Independent scientific work in groups, conceptualization and implementation of a lecture for other students (peer-teaching)</p>
Indicative reading list	<p>Required reading</p> <ul style="list-style-type: none"> • Demartini, C., Performance Management Systems. Design, Diagnosis and Use, 2014. • Horváth, P., Gleich, R., Seiter, M. Controlling, 14. Auflage, 2020 • Horváth, P., The Controlling Concept; Cornerstone of Performance Management, 2019. • Neely, A. Business Performance Measurement Unifying Theories and Integrating Practice, 2011. • Rieg, R., Internationales Controlling, 1. Auflage, 2020. • Schön, D., Planung und Reporting im BI-gestützten Controlling. Grundlagen, Business Intelligence, Mobile BI und Big-Data-Analytics, 2018.

	References to in-depth literature are provided on the RELAX page or in MS Teams.
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4.4.2. M1.4.B International Finance

Module	M1.4.B
Type of module	Elective (similar lesson M1.2.2 'Intl. Fin.' IACT 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	120 h (60 h attendance, 60 h self-study)
Contact hours	4 semester hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: Students will develop an enhanced understanding of financial statement analysis and corporate M&A transactions and valuation. 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 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. <p>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.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>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.</p> <p>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</p>

	of calculating, normalising and forecasting cash flows, cost of capital and terminal value calculation, and applying such to different valuation approaches.
Content / indicative syllabus	<p>Fundamentals of corporate transactions including types of transactions, transaction stakeholders and their processes.</p> <p>Valuation and assessment concepts and methods with a specific focus on</p> <ul style="list-style-type: none"> • financial statement ratio analysis and market multiples • income/DCF approaches - methodological issues and application • implications of valuing internationally • implications of risk management on value
Teaching and learning methods	Seminar-style lecture including presentations by students, case studies, discussions, coaching by instructor, training and application of the Factset financial software / database
Miscellaneous	Guest lectures by external professionals
Indicative reading list	<ul style="list-style-type: none"> • Damodaran, A. (2012): Investment Valuation, 3rd 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. (2020): Valuation – Measuring and managing the value of companies, 7th 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. (2020): Multinational Financial Management, 11th ed., Wiley <p>Supplementary</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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 <p>Further indicative reading list / articles will be introduced during the course.</p>
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4.4.3. M1.4.C International Accounting

Module	M1.4.C
Type of module	Elective (= M1.3.1 'Int. Acc.' IACT Compulsory)
Responsible professor	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	120 h (60 h attendance, 60 h self-study)
Contact hours	4 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> 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. <p>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.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>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.</p> <p>CG 5: Students will have an in-depth understanding of national and international accounting rules and be able to analyse differences between them.</p>
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 methodology	Seminar-style teaching with discussions, case studies and coaching by the instructor
Miscellaneous	Guest lectures
Indicative reading list	<ul style="list-style-type: none"> 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.

4.5. M1.5 International Business Law & Strategy

Module	M1.5
Semester	1 Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M1.5.1 International Business Law M1.5.2 Strategic Management I
How frequently is the module offered	Once per semester
Admission requirements	None
Level	Master
Responsible professor /module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, room 201, Tel.: 07121 271 3017 philipp.von-carlowitz@reutlingen-university.de
Credits (ECTS)	4 ECTS
Learning outcomes of the courses	<ul style="list-style-type: none"> Professional competencies: Importance and linkage of legal topics in implementable strategy development; understanding of the complexity of strategy development using the example of the consideration of legal framework conditions Methodological competencies: Ability to understand and classify legal facts; application of the strategic set of instruments to real strategic situations of companies

	<ul style="list-style-type: none"> • Social competencies: Intercultural teamwork skills through group work in the preparation of cases; presentation and discussion skills in the presentation of complex issues • Personal competencies: Change of perspective and analytics to link different topics; dealing with complex, wide-ranging issues; focusing on the essentials
Examination / type of assessment	Exam (1h) & presentation
Weighting of grade within programme	4/90

4.5.1. M1.5.1 International Business Law

Module	M1.5.1
Type of module	Compulsory
Name of lecturer	Prof. Dr. Jürgen Schulze juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: Students acquire knowledge of the fundamentals of German private commercial law as well as its practical application to legal issues in business life. • Interdisciplinary competencies, professional competencies: Students can examine simple legal questions from a legal point of view and find a solution. • Social competencies, key competencies: Legal argumentation and discussion, written and oral communication skills • Personal competencies: Awareness of legal issues and problems; ability to engage in legal argumentation and discussion
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students reflect in case study discussion the consequences of legal and ethical misbehaviour. CG 4: Students analyze cases and solve legal problems of international cooperations by applying the conceptual framework of business law.
Content / indicative syllabus	The lecture deals with topics from German and international commercial law:

	<ol style="list-style-type: none"> 1. German Commercial Code (HGB) as special law for merchants 2. Special regulations for commercial transactions and commercial purchase in the HGB 3. Development of commercial law in Europe 4. Comparison of German with French and English commercial law 5. CISG as an internationally unified law 6. Drafting contracts in international trade in goods
Teaching and learning methodology	Interactive course with discussions, practical examples, test questions, exercises
Indicative reading list	<ul style="list-style-type: none"> • Conrads, Markus, Internationales Kaufrecht, Berlin/Boston 2017 • Conrads, Markus/Schade, Friedrich, Internationales Wirtschaftsprivatrecht, 2. Auflage München 2012

4.5.2. M1.5.2 Strategic Management I

Module	M1.5.2
Type of module	Compulsory
Name of lecturer	Prof. Dr. Philipp von Carlowitz Building 5, room 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	<p>Upon completion of this course, students will have obtained the following competencies:</p> <ul style="list-style-type: none"> • 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. • Methodological competencies: Problem solving in strategic management issues also in international context; step-by-step development of strategies • 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 contributions to AoL competency goals (CG 1 – 6)	<p>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.</p> <p>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.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> • What is Strategy & Levels of Strategy • Strategic Analysis I: External Analysis • Strategic Analysis II: Internal Analysis • Developing Strategic Options • Growth Strategies • Strategies in a Globalized World
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	<ul style="list-style-type: none"> • Hungenberg, Harald: Strategisches Management in Unternehmen. Wiesbaden, Springer Gabler 2014 • Lynch, Richard, Strategic Management. Harlow, England ; Pearson 2018 • Morschett, Dirk, Schramm-Klein, Hanna, Zentes, Joachim: Strategic international management. Text and cases, Berlin, Wiesbaden 2015

4.6. M1.6 Business Ethics

Module	M1.6
Semester	1 Semester
Duration of module	1 Semester
Type of course	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	None
Level	Master
Module coordinator/responsible professor	Prof. Dr. iur. Bernd Banke Building 5, room 112, Tel.: 07121 271 6013 bernd.banke@reutlingen-university.de
Name of lecturer	Prof. Dr. iur. Bernd Banke
Language of instruction	German
Credits (ECTS)	5 ECTS

Total workload	150 h (60 h attendance, 90 h self-study)
Contact hours	4 hours per week (SWS)
Examination / type of assessment	Presentations plus 1 hour written exam
Weighting of grade within programme	5/90
Learning outcomes	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> Following a six-step management approach developed by the IWWC students will be taught to develop ethical awareness in moral challenges in business. They will be able to analyse the challenges, find values to orientate and implement these into management procedures. <p>Methodological competencies:</p> <ul style="list-style-type: none"> Knowledge and capability to transfer theoretical knowledge on given, real problems in daily business life by going through 6 steps of ethics management applicable in all situations: <ul style="list-style-type: none"> a) Analysis of the situation given (by applying the theory of social systems and / or other analytic approaches) b) Definition of the ethical problem c) Analysis of the (ethical and economic) arguments d) Risks and challenges e) Evaluation and decision f) Implementation in the management systems <p>Social competencies:</p> <ul style="list-style-type: none"> Improvement of communication skills by: <ul style="list-style-type: none"> Theory: introduction of basic knowledge of communication theories: e.g. Watzlawik and others, Schulz von Thun, transaction analysis Practice: case studies in team work and class discussions <p>Personal competencies:</p> <ul style="list-style-type: none"> Gaining personal confidence by acquiring knowledge, skills and capabilities to approach ethical and moral problems occurring in their professional life Ambition and engagement are strengthened in team and class discussions. Personal flexibility and autonomy are trained.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Ethical awareness, ethical analysis and application of ethics theories are the core elements of the class. The students demonstrate, by their course contributions, that they improve their skill to analyse, apply, to critically reflect and to justify decisions, based on theoretical, ethical knowledge and interactive argumentation.</p> <p>The module includes an embedded assessment based on group presentations and an individual written exam.</p>

Content / indicative syllabus	<p>Theory of social functional systems</p> <p>Theories of Business Ethics</p> <p>Theory of Values Management</p> <p>Case studies on Business Ethics and Values Management</p> <p>Communication in Management and within a Business Environment</p>
Teaching and learning methodology	<p>Seminaristic teaching style</p> <p>Case studies</p> <p>Combination of digital teaching and learning videos, online and face-to-face classes</p> <p>All of above based on the e-learning tool 'Relax'</p> <p>If (due to Corona challenges) possible: 2 day block seminar</p>
Miscellaneous	<p>Guest presentations</p>
Indicative reading list	<ul style="list-style-type: none"> • Noll, Bernd: Wirtschafts- und Unternehmensethik in der Marktwirtschaft, 2013 • Crane, Andrew / Matten, Dirk: Business Ethics, 2010 • Lütge, Christoph: Handbook of the Philosophical Foundations of Business Ethics, 2013 • Banke, Bernd: Wirtschaftsethik 1: Einführung in die Theorien der Ethik; 2019 • Banke, Bernd: Wirtschaftsethik 2: Wirtschaftsethik in der Praxis; 2019

4.7. M1.7 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	M1.7.A Business English I M1.7.B Business French I M1.7.C Business Spanish I M1.7.D Business Chinese I M1.7.E Business German I
How frequently is the module offered	Once per semester
Admission requirements	None (admission test for grouping Business French, Spanish, Chinese, German)
Academic level	Master
Recognition of module	Priorities: Programme, ESB, University
Module coordinator/responsible professor	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 of ECTS	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. WS21-22: All courses will be taught fully online, including live Zoom sessions and asynchronous activities. Specific content will vary depending on the language and the language level.
Weighting of grade	2/90

4.7.1. M1.7.A Business English I

Module	M1.7.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	Course is conducted at C1.2 level.
Recognition of Module	Master

Name(s) of lecturer(s)	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 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will confidently conduct a product review using written and verbal business English. – Students will confidently use verbal and written business English in a variety of scenarios, including difficult or challenging scenarios. – Students will practice editing and critical feedback skills. – Students will confidently conduct a persuasive presentation a business topic in English. – Students will conduct a professional business meeting. – Students will apply extended business and economics-related terminology in simulations and discussions. • Methodological competencies: <ul style="list-style-type: none"> – Students will integrate content knowledge of core programme curriculum to research, analyze, critique and evaluate a business scenario, then write a persuasive paper 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Students will confidently use the English language for different purposes, including business situations.

	<ul style="list-style-type: none"> Students will improve their vocabulary and skills based on their individual competency level.
Content/ indicative syllabus	<p>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.</p> <p>Business English Boot Camp Learning Objectives:</p> <ol style="list-style-type: none"> Assess own grammar needs Apply English grammar rules Compare strategies for writing a report versus writing a persuasive paper <p>Writing a product review & making recommendations Learning Objectives:</p> <ol style="list-style-type: none"> Identify the parts of a business report Identify common business words used in a report Make recommendations Use proper voice and register (formal, informal, neutral) Write a business report <p>Intercultural business communication Learning Objectives:</p> <ol style="list-style-type: none"> Understand how cultural background influences communication Compare/contrast the impact of cultural dimensions in a business scenario Communicating under stress Identify ways to deal with stress at work (conflict resolution approaches) Formulate solution and express self in Business English <p>Case Study 1 Learning Objectives:</p> <ol style="list-style-type: none"> Identify key vocabulary words and their synonyms Edit a paragraph for conciseness Ethical hot seat Learning Objectives: Identify elements of ethical communication Choose a communication approach that best fits a given business scenario <p>Case Study 2 Learning Objectives:</p> <ol style="list-style-type: none"> Identify parts of a business meeting agenda Create an effective agenda Apply appropriate words and phrases used when discussing ideas at a meeting. Confidently state a position Conduct a business meeting while following the agenda <p>Elevator pitch Learning Objectives:</p>

	<ol style="list-style-type: none"> 1. Discuss the purpose of an elevator pitch 2. Identify the parts of an elevator pitch 3. Create & deliver an elevator pitch <p>Managing change & conflict Learning Objectives:</p> <ol style="list-style-type: none"> 1. Using Business English, state a position after taking different perspectives into consideration 2. Use technology tools to communicate virtually <p>Presentations/paper Learning Objectives:</p> <ol style="list-style-type: none"> 1. Persuade an audience using written and verbal Business English
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.
Specialties	The Business English courses are tailored to the needs of the IACT and IBD students.
Indicative reading list	<p><u>Possible resources include:</u></p> <ul style="list-style-type: none"> • English Grammar: Understanding the Basics (2010) By Evelyn P. Altenberg, Robert M. Vago, Cambridge University Press • The New English Grammar: With Phonetics, Morphology and Syntax (2010) By Horace Dalmolin, Tate Publishing • Oxford Business English Dictionary (2006) By Dylis Parkinson & Joseph Noble, Oxford University Press • Collins COBUILD-International Business English Dictionary (2011) By Sandra Anderson, Harper Collins Publishers • Business English: The Writing Skills You Need for Today's Workplace (2010) By Andrea B. Geffner, Barron's Publishers • How to Write Effective Business English: The Essential Toolkit (2009) By Fiona Talbot, Kogan Ltd. Publishers

4.7.2. M1.7.B Business French I

Module	M1.7.B
Type of module	Elective
Admission requirements	Language placement test
Academic level	Master; for French, courses are offered at the B1 to C1 level.
Recognition of module	Master
Name(s) of lecturer(s)	Depends on course level: For Business French: Anne-Marie Labbé, Veronique Förstel, otherwise contact:

	<p>Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de</p> <p>Prof. Dr. Niamh O'Mahony Building 17, room 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de</p>
Language of instruction	French
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Weekly (SWS)/ contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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).
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	For Business French: – To be announced in class (depends on the course level).

4.7.3. M1.7.C Business Spanish I

Module	M1.7.C
Type of module	Elective
Admission requirements	Language placement test
Academic level	For Spanish, courses are offered at the A1 to C1.2 level.
Recognition of module	Master
Name(s) of lecturer(s)	Depends on course level: For Business Spanish: Yolanda Guevara, Esteban Caballero, Francis Figueroa, Maria Engracia Lopez Sanchez, Pilar Vega, Lilliam Rojas-Klaus, 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 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
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: <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. <p>Students will demonstrate best practices for business communication skills in the target language.</p> – On all levels, students will improve their communication skills according to their individual capabilities.

	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Students will analyze and discuss different topics related to business communication. Social competencies: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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).
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	For Business Spanish: <ul style="list-style-type: none"> Meta Profesional A1-A2 Spanisch für den Beruf (2015)/Klett Meta Profesional B1 Spanisch für den Beruf (2015)/ Klett Further Indicative reading list will be announced in class, especially for higher levels.

4.7.4. M1.7.D Business Chinese I

Module	M1.7.D
Type of module	Elective
Admission requirements	Language placement test only if student has prior knowledge of Chinese in the first session
Academic level	For Chinese, courses are offered at the A1 to B1 level.

Recognition of module	Master
Name(s) of lecturer(s)	<p>Depends on course level: For Business Chinese: Xiaohui Xu, Ying Feng, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de</p> <p>Prof. Dr. Niamh O´Mahony Building 17, room 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de</p>
Language of instruction	Chinese
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will improve their language skills, while – increasing their knowledge of basic business terminology in the target language. <p>Students will demonstrate best practices for business communication skills in the target language.</p> <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Students will improve self-confidence using the target language for different purposes, including business situations.

	<ul style="list-style-type: none"> 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).
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.
Specialties	The Business Chinese courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	For Business Chinese: <ul style="list-style-type: none"> To be announced in class (depends on the course level).

4.7.5. M1.7.E Business German I

Module	M1.7.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	For German, courses are offered at the A1 to C1.2 level.
Recognition of module	Master
Name(s) of lecturer(s)	Depends on course level: For Business German: Dr. Karen Diehl, 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 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> Professional competencies: <ul style="list-style-type: none"> Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language.

	<p>Students will demonstrate best practices for business communication skills in the target language.</p> <ul style="list-style-type: none"> – 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). <ul style="list-style-type: none"> • Methodological competencies: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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	<p><u>Reading materials used in class will reflect current topics in business, in the target language. Sources may include newspapers, journals, news reports, etc.</u></p> <p>For Business German:</p> <ul style="list-style-type: none"> – To be announced in class (depends on the course level).

4.8. M2.1 International Market Research Projects

Module	M2.1
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of 'International Business Research' course
Level	Master
Module coordinator / responsible professor	Prof. Dr. Marco Schmäh Building 5, office 213A, Tel.: 07121 271 3018 Marco.Schmaeh@reutlingen-university.de
Name of lecturer	Prof. Dr. Marco Schmäh
Language of instruction	German
Credits (ECTS)	6 ECTS
Total workload	180 h (60 h attendance, 120 h self-study)
Contact hours	4 SWS
Examination / type of assessment	Project work with final presentation
Weighting of grade within programme	6/90
Learning outcomes	<p>The objective of the course is to expand marketing skills through the process of market research in an international context. The theoretical market research knowledge is immediately applied and intensified by working on a practice-based project.</p> <ul style="list-style-type: none"> ▪ Subject-specific competencies: Participants are capable of establishing and understanding correlations and cross-links between international marketing and market research. ▪ Professional competencies: Participants learn the process of market research and its implementation in terms of practical issues drawn from actual practice. ▪ Social skills, key competencies: Within the scope of dealing with a practical project in groups, the students learn and deepen their social skills and advance their personal development. They acquire competencies in problem-solving and decision-making capabilities, in self-management and autonomy; as well as the capacity for teamwork. ▪ Personal competencies: After having taken the course, its participants should be capable of consulting statistical secondary analyses for dealing with practical problems/issues and in particular be able to conduct primary statistical research - both in cooperation with market research institutes and independently.

Course-specific contributions to AoL competency goals	<p>CG 2: Students conduct international market research projects with cultural factors always needing to be taken into account as an important success variable.</p> <p>CG 4: Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems in a technically-correct manner; develop relevant and viable solutions.</p> <p>CG 6: Students analyze the relevance of digital tools and frameworks for their research topic. They use SPSS for analyzing data.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> • Basics of market research and project management • Data collection • Data analysis • Presentation of results and consulting • Project work
Teaching and learning methods	<p>Different teaching methods are used, which alternate and thus appeal to different types of learners:</p> <ul style="list-style-type: none"> • Interactive seminar-style teaching with discussions • Project work in small groups with presentation of results and discussion
Miscellaneous	Direct contact with corporate practice
Indicative reading list	<p>Required reading:</p> <ul style="list-style-type: none"> • Backhaus, Klaus / Erichson, Bernd / Plinke, Wulff / Weiber, Rolf: Multivariate Analysemethoden. Eine anwendungsorientierte Einführung, 15. Aufl., Berlin u.a. 2018 • Fantapié Altobelli, Claudia: Marktforschung. Methoden – Anwendungen – Praxisbeispiele, 3. Aufl., Stuttgart 2017 <p>Additional recommended reading:</p> <ul style="list-style-type: none"> • Nufer, Gerd / Bühler, André (Hrsg.): Management im Sport. Betriebswirtschaftliche Grundlagen und Anwendungen der modernen Sportökonomie, 3. Aufl., Berlin 2012 • Nufer, Gerd / Bühler, André (Hrsg.): Marketing im Sport. Grundlagen und Trends des modernen Sportmarketing, 3. Aufl., Berlin 2013

4.8.1. M2.2 Applied Management Studies & Intercultural Management

Module	M2.2
Semester	2 Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	M2.2.1 Strategic Management II M2.2.2 Intercultural Management M2.2.3 Management Workshops
How frequently is the module offered	Once per semester

Admission requirements	Successful completion of M1.4.2 Strategic Management I
Level	Master
Module coordinator / responsible professor	Prof. Dr. Dominic Wader Building 17, room 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Credits (ECTS)	6 ECTS
Qualification goals of the module	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	Project work in: M2.4.2 Intercultural Management (1/3) und M2.4.3 Management Workshops (1/3) Exam in M2.4.1 Strategic Management II (2h; 1/3)
Weighting of grade within programme	6/90

4.8.2. M2.2.1 Strategic Management II

Module	M2.2.1
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)	2
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 semester hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> Professional competencies: Develop, discuss and reflect on differences in requirements, processes and competencies between transformation, strategy implementation and change management processes Discuss and reflect on specific requirements for transformations in the context of digitalisation and sustainability Gain an overview of the strategy process and the location of strategy implementation Design, review or optimise implementation concepts Identify and professionally manage implementation challenges Get to know and test innovative approaches.

	<ul style="list-style-type: none"> • Interdisciplinary competencies, professional empowerment: Further develop change competencies, develop and deepen systemic organisational understanding • Social competencies, key competencies: Recognise resistance to change and learning to deal with it competently; self-management and collaboration in different project teams • Personal competencies: Reflect on own learning and change processes
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students discuss the requirements in strategy implementation in different contexts (e.g. non-profit/profit, large/small size company, different industries, family-owned companies). They apply the theory in different business simulations.</p> <p>CG 3: Students discuss behavioural aspects of organizational change processes and apply the knowledge in a business simulation.</p> <p>CG 4: Students apply their conceptual knowledge about strategy implementation (concepts, methods, instruments, processes, cultural/behavioural aspects) in specific business simulations for change management.</p> <p>CG 6: Students can develop appropriate implementation concepts for digitisation strategies which can accompany their implementation.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> • Transformation, strategy implementation and change management • Agile, strategy-focused organisations • Concepts and methods • Context-specific change management • Testing innovative approaches
Teaching and learning methodology	Lectures, case studies, digital simulation workshops
Miscellaneous	On a case-by-case basis, representatives from the respective field are invited to present and discuss selected topics.
Indicative reading list	<ul style="list-style-type: none"> • Kaplan, R.S., Norton, D. P., The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment, Boston: Harvard Business School Press, United States of America 2001. • Kaplan, R.S., Norton D.P., Alignment. Using the Balanced Scorecard to create corporate synergies, Boston (Mass.), Boston: Harvard Business School Press, United States of America 2006. • Kolks, Uwe (1990): Strategieimplementierung. Ein anwenderorientiertes Konzept. Wiesbaden: Dt. Univ.-Verl. (DUV). • Kotter, John P. (2010): Leading change: Boston, Mass.: Harvard Business School Press, 2010. • Lauer, Thomas (2014): Change-Management. Grundlagen und Erfolgsfaktoren. 2. Aufl. 2014. Berlin, Heidelberg. • Raps, Andreas (2017): Erfolgsfaktoren der Strategieimplementierung. Konzeption, Instrumente und Fallbeispiele. 4rd ed. • Ross, Beath, Mocker (2019), Designed for Digital, MIT Press, Cambridge, Massachusetts, 2019.

	<ul style="list-style-type: none"> • Scharmer, Otto; Kaufer, Katrin (2013): Leading from the emerging future. From ego-system to eco-system economies. 1st ed. San Francisco. • Scharmer, C. Otto (2019): Essentials der Theorie U: Grundprinzipien und Anwendungen: Carl-Auer Verlag. • Wunder, Thomas (2016): Essentials of Strategic Management. Effective Formulation and Execution of Strategy: Schäffer-Poeschel Verlag für Wirtschaft Steuern Recht GmbH. • Wunder, T. (Hrsg.; 2019): Rethinking Strategic Management. A. Aufl. Cham, Switzerland: Springer International Publishing.
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4.8.3. M2.2.2 Intercultural Management

Module	M2.2.2
Type of module	Compulsory
Name of lecturer	Prof. Baldur Veit, LL.D. Building 3, room 218, Tel. 07121/271-1004 Baldur.Veit@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 of the course	<p>The goals of the course are to bring the students to a closer understanding of various cultural mindsets and to highlight intercultural business connections. Raising awareness for foreign cultures and behavioural patterns are also primary goals.</p> <p>The students should be ready to:</p> <p>assess the influence of cross-cultural differences in international business relationships and their own behaviour to set those differences; prepare adequately for new intercultural situations</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students work in teams and discuss several intercultural case studies. Students' level of intercultural competence will be assessed by way of an online test (Intercultural Effectiveness Scale). Students reflect on their intercultural knowledge and understanding and their behavioural strategies in a project report and will get feedback on this.</p> <p>CG 3: Ethical aspects of diversity are discussed as part of the intercultural management challenges.</p> <p>CG 4: Students discuss and evaluate various case studies from challenging international business situations.</p>
Content/ indicative syllabus	Specific cultural knowledge for selected industrial and emerging economies in the areas of cultural history, policy, religion, ethics, societal rules, economic backgrounds, behaviour and communication rules, negotiation norms.

Teaching and learning methodology	Interactive lecture, homework, case studies, presentations, class room simulation of an intercultural business meeting
Miscellaneous	Simulation of a first meeting of representatives from 2 companies from 2 different countries.
Indicative reading list	<ul style="list-style-type: none"> • Cultures and Organizations: Software of the mind: Intercultural cooperation and its importance for survival (2010), 3rd edition, Geert Hofstede, Gert Jan Hofstede and Michael Minkov, McGraw-Hill, ISBN 978-0-07-166418-9 • Erin Meyer (2014) : The Culture Map: Breaking Through the Invisible Boundaries of Global Business, Hachette Book Group, USA, ISBN 978-1-61-039-2501 • Richard D. Lewis (2010): When Cultures Collide-Leading Across Cultures, 3rd edition, ISBN 978-1-904-838029 • Helen Deresky (2011): International Management; Managing Across Borders and Cultures. Text and Cases, 7th edition, Pearson, ISBN 978-0-13-254555-6 • Kiss, Bow or Shake Hands (2006), 2nd edition, Terri Morrison and Wayne A. Conaway, Adams Media, ISBN 1-59337-368-6 • Fred Luthans, Jonathan P.Doh (2009), International Management: Culture, Strategy, and behaviour, 7th edition, McGraw-Hill, Part II, The role of culture, ISBN 978-0-07-128314-4 • Browaeys, Marie-Joëlle; Price, Roger (2016): Understanding Cross-Cultural Management. Second Edition. Essex: Pearson (3rd ed.). • Holden, N., Michailova, S., & Tietze, S. (Eds.) (2015): The Routledge Companion to Cross-Cultural Management. London, New York: Routledge. • Wildman, J. L., Griffith, R. L., & Armon, B. K. (Eds.) (2016): Critical Issues in Cross Cultural Management. Basel: Springer International Publishing.

4.8.4. M2.2.3 Management Workshops

Module	M2.2.3
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
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS); primarily as a teaching block during the block week of the study programme

Learning outcomes	<ul style="list-style-type: none"> • 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 contributions to AoL competency goals (CG 1 - 6)	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 methodology	Case studies, presentations, discussions From time to time, case studies take place at various companies (external visits)

4.9. M2.3 Electives International Management (2 out of 3)

Module	M2.3
Semester	2 Semester
Duration of module	1 Semester
Type of module	Elective (2 out of 3)
Courses included in the module	M2.3.A Futures Thinking M2.3.B Sustainability Management M2.3.C Industrie 4.0 & Entrepreneurship
How frequently is the module offered	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)	10 ECTS (5 ECTS of 2 electives)

Learning outcomes of the course	<ul style="list-style-type: none"> • 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	10/90 (5/90 ECTS from 2 electives)

4.9.1. M2.3.A Futures Thinking

Module	M2.3.A
Type of module	Elective / Wahlpflicht
Name of lecturer	Prof. Dr. Elizabeth Hofvenschiöld 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)
Learning outcomes of the course	<ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none"> • 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.
Course-specific contribution to competency goals	<p>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.</p> <p>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.</p> <p>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.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> ▪ 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
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	<p>Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, <i>Society & Natural Resources</i>, 29:3, 374-379</p> <p>Curry, A. & Hodgson, A. (2008) Seeing in Multiple Horizons: Connecting Futures to Strategy. <i>Journal of Futures Studies</i>, 13(1):1-20</p> <p>Day, G. S. & Schoemaker, P. J. H. (2006). <i>Peripheral vision: detecting weak signals that will make or break your company</i>. Boston: Harvard Business School Press</p> <p>Hines, A. & Bishop, P. (2015). <i>Thinking About the Future: Guidelines for Strategic Foresight</i>. Houston: Hinesight</p>

	<p>Inayatullah, S. (2007) <i>Questioning the Future: Methods and Tools for Organizational and Societal Transformations</i> (3rd Ed.), Tamsui, Taiwan: Tamkang University</p> <p>O'Reilly, T. (2017). <i>What's the Future and Why It's up to Us</i>. London: Random House Business Books</p> <p>Slaughter, R. (2022). The IT revolution part 4: Transcending the matrix. <i>Futures</i>, Vol. 135, Jan. 2022, 102869</p> <p>Taleb, N.N. (2007) <i>The Black Swan: The impact of the highly improbable</i>. New York: Random House</p> <p>Voros, J. (2003). A Generic Foresight Process Framework. <i>Foresight</i>, Vol. 5, no. 3:10-21</p>
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4.9.2. M2.3.B Sustainability Management

Module	M2.3.B
Type of module	Elective / Wahlpflicht
Name of lecturer	<p>Prof. Dr. Maud Helene Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 Maud.Schmiedeknecht@reutlingen-university.de</p> <p>Prof. Dr. Florian Kapmeier Building 5, office 111, Tel.: 07121 271 3104 Florian.Kapmeier@reutlingen-university.de</p>
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	<ul style="list-style-type: none"> Fachliche Kompetenzen (Professional Competencies): Students will develop an enhanced understanding of theoretical and practical aspects of sustainability management. They will be able to apply methods to identify and analyze challenges and perspectives regarding sustainability issues. Fachübergreifende Kompetenzen (Methodological Competencies): Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills particularly in the field of sustainability management. Furthermore, they will be able to create a presentation deck considering the requirements of a management consultancy. Students will develop an understanding of dynamic complexity in sustainability management. They will learn how to carefully analyze complex systems addressing sustainability, understand over-time-behavior, and impacts of time delays, non-linear relationships, and feedback. They will learn how to and deepen to apply a systems perspective.

	<ul style="list-style-type: none"> • 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 sustainability management issues and thereby grow into responsible decision makers.
Course-specific contribution to competency goals	<p>LO 2: Students reflect upon the complexities of international corporations regarding sustainability topics, e.g. setting up circular business models.</p> <p>LO 3: Students understand the underlying principles and theoretical concepts of Sustainability and Corporate Social Responsibility (CSR).</p> <p>LO 4: Students analyze and assess sustainability management issues, e.g. sustainability strategies and implementation of management systems.</p>
Content/ indicative syllabus	<p>Part Prof. Schmiedeknecht:</p> <ul style="list-style-type: none"> ▪ Introduction to sustainability management: Topics, principles and standards ▪ Implementation of sustainability management: Strategies, structures and processes ▪ Selected functional areas of sustainability management ▪ Sustainable business models and business model innovations: Circularity patterns and transformation towards circular economy <p>Part Prof. Kapmeier:</p> <ul style="list-style-type: none"> ▪ 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 <p>Joint part:</p> <ul style="list-style-type: none"> ▪ Climate action: where is the leverage? (roleplaying game)
Teaching and learning methods	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor, World Climate Simulation
Miscellaneous	Occasional guest speaker
Indicative reading list	<p>Lecture handout with list of references, case studies, current sustainability reports and articles, amongst others:</p> <ul style="list-style-type: none"> – Aagaard, A., Lüdeke-Freund F., Wells, P. (eds.) (2021): Business Models for Sustainability Transitions: How Organisations Contribute to Societal Transformation. Palgrave MacMillan.

- Bocken, N.M.P., Short, S.W., Evans, S. (2014): A literature and practice review to develop sustainable business model archetypes. *Journal of Cleaner Production* (65), pp. 42-56
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- Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. *Journal of Cleaner Production* (198), pp. 401-416
- 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.
- Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. *Sustainability*, 12(1):417.
- Lüdeke-Freund, F., Breuer, H., Massa, L. (2022): Sustainable Business Model Design – 45 Patterns.
- 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.
- Schaltegger, S., & Burritt, R. (2018). Business cases and corporate engagement with sustainability: Differentiating ethical motivations. *Journal of Business Ethics*, 147(2), 241-259.
- Steffen et al. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347(6223), 1259855.
- Sterman, J.D. (2000). *Business Dynamics. Systems Thinking and Modeling for a Complex World*. Irwin McGrawHill.

	<ul style="list-style-type: none"> – Sterman, J.D. (2012). "Sustaining sustainability: creating a systems science in a fragmented academy and polarized world." Sustainability science. Springer New York, 2012. 21-58. – Sterman (2013). Stumbling towards Sustainability: Why organizational learning and radical innovation are necessary to build a more sustainable world—but not sufficient. R. Henderson, M. Tushman and R. Gulati (eds.) Organizational & Strategic Change and the Challenge of Sustainability. Oxford University Press. – Takacs, F., Stechow, R., Frankenberger, K. (2020): Circular Ecosystems: Business Model Innovation for the Circular Economy. White Paper of the Institute of Management & Strategy, University of St. Gallen. – World Economic Forum (2022): The Global Risks Report 2022
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4.9.3. M2.3.C Industrie 4.0 & Entrepreneurship

Module	M2.3.C
Type of module	Elective / Wahlpflicht
Name of lecturer	Prof. Dr. Jürgen Münch Prof. Dr Wolfgang Echelmeyer Dario Wahl
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	<ul style="list-style-type: none"> • 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

	<p>hierbei auf der Transferleistung der erlernten Inhalte auf selbstgewählte Problemstellungen.</p> <ul style="list-style-type: none"> • 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 goals	<p>CG 4: Die Studierenden entwickeln selbst Problemhypothesen, für die sie Lösungshypothesen entwickeln. Diese Lösungshypothesen werden methodisch validiert und auf Umsetzbarkeit untersucht.</p> <p>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.</p> <p>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.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> ▪ 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	<p>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.</p>
Miscellaneous	<p>Die Projekte sollen soweit möglich unter Realbedingungen in der Praxis durchgeführt und Feedback von potentiellen Kunden bzw. Nutzern soll in die Arbeitsphasen integriert werden.</p>
Indicative reading list	<p>Wahl, Dario; Münch, Jürgen (2021): Industry 4.0 Entrepreneurship: Specific Characteristics and Necessary Skills (submitted)</p>

	<p>Bijedic, Ebbers & Halbfas (2019): Entrepreneurship Education (Begriff – Theorie – Verständnis)</p> <p>Fritsch (2019): Entrepreneurship (Theorie, Empirie, Politik)</p> <p>Andelfinger & Hänisch (2017): Industrie 4.0 – Wie cyber-physische Systeme die Arbeitswelt verändern</p> <p>Maurya (2012): Running Lean</p> <p>Blank & Osterwalder (2020): Testing Business Ideas</p> <p>Ries (2011): The Lean Startup</p> <p>Griesbach (2019): Lean Innovation Guide</p> <p>Cagan (2020): Inspiriert – Wie Sie Tech-Produkte entwickeln, die Ihre Kunden lieben werden</p> <p>High-Tech Gründerfonds (2019): Product-Market Fit: Der Hauptgrund für das Scheitern von Industrial-Tech-Startups im HTGF-Portfolio</p>
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4.10. M2.4 International Sales & Innovation Management

Module	M2.4
Semester	2 Semester
Duration of module	1 Semester
Type of module	Compulsory
Courses included in module	M2.4.1 International Sales M2.2.2 Innovation Management
How frequently is the module offered	Once per semester
Admission requirements	None
Level	Master
Responsible professor / module coordinator	Prof. Dr. Marco Schmäh Building 5, office 213A, Tel.: 07121 271 3018 Marco.Schmaeh@reutlingen-university.de
Credits (ECTS)	6 ECTS
Learning outcomes of the course	For a detailed competency description, see competencies in courses 'International Sales' & 'Innovation Management'.
Examination / type of assessment	PA, KL (1)
Weighting of grade within programme	6/90

4.10.1. M2.4.1 International Sales

Module	M2.4.1
Type of module	Compulsory
Name of lecturers	Prof. Dr. Marco Schmäh
Language of instruction	German
Credits (ECTS)	4 ECTS
Total workload	120 h (60 h attendance, 60 h self-study)
Contact hours	4 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: e.g. gaining expert knowledge in the sales field, adopting subject-specific teaching and learning methodology such as value-based selling competencies, learning about scientific teaching and learning methodology for strategy development, developing problem-solving strategies for complex sales; problems being introduced to instruments of digital sales such as digital business models or digital procurement tools • Methodological competencies: e.g. developing interdisciplinary skills on the subjects of leadership and team management as well as decision-making and intuition • Social competencies: e.g. learning teamwork and cooperation skills in role-playing games, learning and applying intercultural competence in case studies • Individual competencies: e.g. showing problem-solving and decision-making skills in role-plays, demonstrating self-management and autonomy when writing a paper, practicing teamwork while working on assignments
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students learn to adapt their behaviour according to intercultural aspects.</p> <p>CG 3: Students reflect upon the ethical consequences of their actions in sales negotiations and acquisitions.</p> <p>CG 4: Students reflect upon the context of the B2B customer acquisition process and its complexities when designing the perfect sales strategy. They reflect upon the consequences of the B2B customer needs and wants for the supply chain and they develop scientific solutions for complex B2B sales problems– assessed in the context of a group project and presentation.</p> <p>CG 5: Students will be able to apply new digital business models, methods of digital selling as well as understand digital procurement as a relevant sales instrument. Students also learn about eprocurement strategies and tools so that they can adapt to the procurement strategies of their customers.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> • Sales Management Basics • Strategic and Operative Sales Management • Value Based Selling Concept

	<ul style="list-style-type: none"> • Service Management in B2B • Sales Strategy • Intuition and Decision-Making • Leadership and Team Leadership • Pricing and Negotiations
Teaching and learning methodology	Lectures, guest lectures, role-plays, workshops, case studies
Miscellaneous	e.g. Online lectures, guest lectures etc.
Indicative reading list	<ul style="list-style-type: none"> • Homburg, Christian, Schäfer, Heiko, Schneider, Janna: Sales Excellence, Wiesbaden: Springer/ Gabler 2016 • Dixon, Matthew; Adamson, Brent: The Challenger Sale. London 2013 oder München 2017

4.10.2. M2.4.2 Innovation Management

Module	M2.4.2
Type of module	Compulsory
Name of lecturer	Nico N. Zimmermann
Language of instruction	German
Credits (ECTS)	2 ECTS
Total workload	60h
Contact hours	2 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: Learn about essential aspects of innovations and tasks of innovation management Differentiate between different forms of innovations and their specific characteristics Gain knowledge of closed and open innovation processes and their areas of application Understand the relevance of innovation culture for organizations Learn about evaluation approaches and basic risk management tools in innovation projects • Methodological competencies: Problem-solving and decision-making skills Application of creativity techniques and agile, user-centred approaches to realise innovations • Social competencies: e.g. learning teamwork and cooperation skills

	<ul style="list-style-type: none"> • Personal competencies: Enhance discussion and presentation skills
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students evaluate innovation projects based on innovation strategies and tools and apply creativity techniques. CG 5: Students learn the organizational requirements to foster entrepreneurial mindset and innovation.
Content / indicative syllabus	<ol style="list-style-type: none"> 1. Invention, innovation and innovation management 2. Types of innovations 3. Innovation processes in organizations 4. Methodological approaches to creativity, evaluation and implementation in innovation projects 5. Innovation culture in organizations 6. Innovation strategies for organizations 7. Business model innovation 8. Influencing factors of innovation success 9. Risk management for innovation projects
Teaching and learning methodology	<ul style="list-style-type: none"> – Lecture, exercises and discussions – Case studies – Guest lecturers
Miscellaneous	<ul style="list-style-type: none"> – If applicable; participation in innovation challenges
Indicative reading list	<ul style="list-style-type: none"> – Provided in lecture

4.11. M2.5 Electives

Business Language II (1 out of 5)

Module	M2.5
Semester	2 Semester (two-semester programme)
Duration of module	1 Semester (two-semester programme)
Type of module	Elective
Courses included in the module	M2.5.A Business English II M2.5.B Business French II M2.5.C Business Spanish II M2.5.D Business Chinese II M2.5.E Business German II
How frequently is the module offered	Once per semester
Admission requirements	None
Academic level	Master

Recognition of module	Priorities: programme, ESB, university
Module coordinator/responsible professor	Prof. Yoany Beldarrain (Ph.D) Building 5, Room office 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 of ECTS	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

4.11.1. M2.5.A Business English II

Module	M2.5.A
Type of module	Elective
Admission requirements	Successful completion of Business English I.
Academic level	Course is conducted at C1.2 level.
Recognition of module	Master
Name(s) of lecturer(s)	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)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will confidently and appropriately use common Business English buzzwords, idioms and phrases. – Students will confidently use negotiation tactics. • Methodological competencies: <ul style="list-style-type: none"> – Students will apply appropriate grammar, punctuation and spelling conventions when writing. – Students will compare/contrast the differences when doing business in the eastern versus western cultures. • Social competencies:

	<ul style="list-style-type: none"> 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 confidently and professionally discuss ideas. <ul style="list-style-type: none"> Personal competencies: <ul style="list-style-type: none"> Students will confidently use the English language—verbally—for different purposes, including business situations and job interviews. Students will improve their vocabulary and skills based on their individual competency level.
Content/ indicative syllabus	<p>The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR).</p> <p>Preparing for the job market</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Compare/contrast different CV styles from different countries/job markets Write a professional cover letter/submission email Professional/business etiquette for expressing interest in job postings Demonstrate interview skills (telephone, virtual, firing squad, case interviews) S.M.A.R.T goals <p>International/intercultural communication</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Use diplomatic language within different cultural contexts East meets west comparison Professional negotiation tactics & persuasion <p>Open topics depending on need</p> <ol style="list-style-type: none"> Business buzz words and idioms Written communication (grammar, style, etc) Verbal communication Expressing cause & effect
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	<p><u>Possible resources include:</u></p> <ul style="list-style-type: none"> English Grammar: Understanding the Basics (2010) By Evelyn P. Altenberg, Robert M. Vago, Cambridge University Press The New English Grammar: With Phonetics, Morphology and Syntax (2010) By Horace Dalmolin, Tate Publishing Oxford Business English Dictionary (2006) By Dylis Parkinson & Joseph Noble, Oxford University Press

	<ul style="list-style-type: none"> • Collins COBUILD-International Business English Dictionary (2011) By Sandra Anderson, Harper Collins Publishers • Business English: The Writing Skills You Need for Today's Workplace (2010) By Andrea B. Geffner, Barron's Publishers • How to Write Effective Business English: The Essential Toolkit (2009) By Fiona Talbot, Kogan Ltd. Publishers
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4.11.2. M2.5.B Business French II

Module	M2.5.B
Type of module	Elective
Admission requirements	Successful completion of previous language level in Semester 1.
Academic level	For French, courses are offered at the B1 to C1 level.
Recognition of module	Master
Name(s) of lecturer(s)	<p>Depends on course level: For Business French: Anne-Marie Labbé, Veronique Förstel, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de</p> <p>Prof. Dr. Niamh O'Mahony Building 17, office 113, Tel.: 07121 271 3028 Niamh.Omahony@reutlingen-university.de</p>
Language of instruction	French
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – 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.

	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Students will analyze and discuss different topics related to business communication. Social competencies: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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).
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.
Specialties	The Business French courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions.
Indicative reading list	For Business French: <ul style="list-style-type: none"> To be announced in class (depends on the course level).

4.11.3. M2.5.C Business Spanish II

Module	M2.5.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.
Recognition of module	Master
Name(s) of lecturer(s)	Depends on course level: For Business Spanish: Yolanda Guevara, Esteban Caballero, Francis

	<p>Figueroa, Maria Engracia Lopez Sanchez, Pilar Vega, Lilliam Rojas-Klaus, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, office 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de</p>
Language of instruction	Spanish
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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).
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	For Business Spanish: <ul style="list-style-type: none"> • Meta Professional A1-A2 Spanisch für den Beruf (2015)/Klett • Meta Professional B1 Spanisch für den Beruf (2015)/ Klett • Further Indicative reading list will be announced in class, especially for higher levels.

4.11.4. M2.5.D Business Chinese II

Module	M2.5.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.
Recognition of module	Master
Name(s) of lecturer(s)	Depends on course level: For Business Chinese: Xiaohui Xu, Ying Feng, 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)
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: <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – 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.

	<ul style="list-style-type: none"> – 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). <ul style="list-style-type: none"> • Methodological competencies: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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).
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	For Business Chinese: <ul style="list-style-type: none"> – To be announced in class (depends on the course level).

4.11.5. M2.5.E Business German II

Module	M2.5.E
Type of module	Elective
Admission requirements	Successful completion of previous language level in Semester 1.
Academic level	For German, courses are offered at the A1 to C1.2 level.
Recognition of module	Master

Name(s) of lecturer(s)	Depends on course level: For Business German: Dr. Karen Diehl, Josefine Kohle-Hempel, Susanne 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)
Contact hours	2 hours per week (SWS)
Learning outcomes	<p>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:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Students will analyze and discuss different topics related to business communication. • Social competencies: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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	For Business German: – To be announced in class (depends on the course level).

4.12. M3.A International Business Studies

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	<p>Successful completion of all coursework in the IBD programme</p> <p>Dependent on international partner university</p> <p>Application for admission to the semester abroad in Reutlingen and at the partner university</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>
Level	Master

Module coordinator/responsible professor	<p>The student is responsible for meeting all requirements of the partner university, as well as of all stakeholders' requirements at Reutlingen University, esp. the IBD programme.</p> <p>Professor and programme coordinator advise about studies at respective partner universities</p> <p>Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de</p>
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 per week	Subject to partner university
Examination/type of assessment	Subject to partner university
Weighting of grade within programme	30/120
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: expand subject knowledge, or learn new subjects not taught within the IACT programme, esp. with respect to accounting, controlling, and taxation • Methodological competencies: gain foreign experience • Social competencies: learn to cope in an alien environment, better-communication skills, establish and expand foreign relationships, increase intercultural understanding • Personal competencies: expand personal horizons, leave comfort zone and gain confidence/ strong personality
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: depending on the partner university / courses chosen</p> <p>CG 6: depending on the partner university / courses chosen</p>
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

4.13. 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 IBD 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 IBD 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 IBD programme) 22 weeks in company
Contact hours per week	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 overall programme	Pass, no pass / ungraded

Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: application of the acquired specialist knowledge in an international company, if possible with deployment abroad and/or dealing with international issues • Methodological competencies (interdisciplinary competencies, professional competencies): application of intercultural competence; reflection theory and practice • Social competencies: increasing communication skills in the international environment; building and expanding international relationships • Personal competencies: expanding personal horizons and leaving one's comfort zone
Course-specific contributions to AoL competency goals (CG 1 - 6)	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 IBD 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).

4.14. M3.C (International) Internship (Voluntary)

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 IBD programme; Dependent on acceptance of international internship agreement.
Level	Master
Module coordinator/responsible professor	<p>Student is responsible for meeting all all stakeholders' requirements at Reutlingen University, esp. the IBD programme, as well as meeting international internship requirements.</p> <p>Professor or programme coordinator advises about internship requirements.</p> <p>Prof. Dr. Carmen A. Finckh Tel.: 0175-2060333 Carmen.Finckh@reutlingen-university.de</p>

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 IBD programme) 22 weeks in company
Contact hours per week	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	Pass, no pass / ungraded
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: application of the acquired specialist knowledge in an international company, if possible with deployment abroad and/or dealing with international issues • Methodological competencies (interdisciplinary competencies, professional competencies): application of intercultural competence; reflection theory and practice • Social competencies: developing communication skills in the international environment; building and expanding international relationships • Personal competencies: expanding personal horizons and leaving one's comfort zone
Course-specific contributions to AoL competency goals (CG 1 - 6)	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 IBD programme.
Teaching and learning methods	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).

4.15. M4.1 Advanced Business Simulation

Module	M4.1
Semester	3 Semester
Duration of module	1 Semester
Type of module	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of all IBD programme coursework
Level	Master
Transferability of the module	Eligible for foreign students with adequate command of English language. Eligibility for other study programmes possible after prior consent of respective lecturer, and with availability of seat/space.
Module coordinator/responsible professor	Prof. Dr. Dominic Wader Building 17, office 116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Werner Glaser Building 17, office 015, Tel.: 07121 271 3048 werner.glaser@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 h (120 h class attendance, 30 h self-study/ preparation)
Contact hours per week	4 hours per week (SWS)
Examination/type of assessment	CA (continuous assessment) with quizzes, project reports, and presentations
Weighting of grade	5/90
Learning outcomes	<ul style="list-style-type: none"> Professional competencies: Students will draw upon all subjects studied in the IBD programme and apply them in the context of managing an international company in a globally-competitive environment. Methodological competencies: Students apply advanced analytical methods during the competition and learn to manage complex decision-making processes and environments. Social competencies: Posing the right questions, managing different skills, interests, and emotions, recognizing different stakeholders' objectives, all lead to a honing in of social skills, judgment, and ethical conduct. With foreign student interaction, intercultural skills and English, business language skills are trained.

	<ul style="list-style-type: none"> • Personal competencies: Participants grow into confident and responsible business decision makers through practice and training, contributing as team players but recognizing nonetheless the necessity to decide under time constraints.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: Students learn how to apply their knowledge acquired in the programme towards the management of a company operating, and competing in international markets. They learn how to deal with complexities in time (past, present, and future), as well as with the interactions of different functional areas.</p> <p>CG 6: Students learn to apply digital analytical skills in an applied management simulation.</p>
Content/ indicative syllabus	<p>Concepts, methods, objectives, instruments applied to manage an internationally-acting company in areas of</p> <ul style="list-style-type: none"> • Human Resource Management • Marketing • Production • Investments • Finance • Competition
Teaching and learning methods	<p>All work, and most of the evaluation, is done in groups:</p> <ul style="list-style-type: none"> • interactive style with discussions • project work, and presentations • occasional guest lecturer
Miscellaneous	<p>General management in an international environment, simulating product managers' and/or business unit managers' work and decisions</p>
Indicative reading list	<ul style="list-style-type: none"> • Handoutsmanuals for preparationarticles for preparation

4.16. M4.2 Master Thesis

Module	M4.2
Semester	3 or 4 Semester
Duration of module	1 Semester
Type of module	Compulsory
How frequently is the module offered	Once per semester
Admission requirements	Successful completion of all IBD programme coursework
Level	Master
Module coordinator	Various professors and company lecturers Prof. Dr. Dominic Wader Building 17, office 116, Tel.: 07121 271 3065 dominic.wader@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)	25 ECTS
Total workload	750 h (self-study)
Contact hours	Individual advisory hours
Examination / type of assessment	Final thesis
Weighting of grade within programme	25/90
Learning outcomes	Supporting final competency goals and objectives specified in the programme qualification section
Course-specific contributions to AoL competency goals (CG 2 - 6)	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	See 'Thesis Guidelines for Masters' Programmes'