International Retail Management
Master of Science M.Sc.
Curriculum and Syllabi Handbook

Hochschule Reutlingen
Reutlingen University

KNOWLEDGE FOUNDATION
Reutlingen University

AACSB ACCREDITED

ESB BUSINESS SCHOOL

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International Retail Management
M.Sc.

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ESB
BUSINESS SCHOOL

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1. Qualification Profile

Aims of the Program

The International Retail Management program integrates theory and practice at a high academic and empirical level and combines attendance phases/classroom learning with projects from corporate practice fitting to the student's professional activity. The concept of the degree program is to broaden both the knowledge and the competences of a Bachelor degree, as well as to embed advancded scientific knowledge of general management and retail management. The curriculum is quantitative and internationally oriented in structure and content. Value is especially placed on scientific and empirical methods, project management and soft skills.

- The degree course provides its graduates with the qualifications that commercial retail enterprises require of their executives.

- The focus is on imparting and developing the knowledge and skills required for management in the retail trade in a national and international context.

- Areas of professional emphasis constitute key elements of business management along with teaching leadership skills.

- In so doing, it is very important to us to work with our students to develop a holistic perspective of management duties in retail businesses in a globalized environment.

Target Groups of the Program

- Persons who will hold responsible positions in the retail sector in the future, in a national and international context.

- Graduates of bachelor programs, who seek to earn a consecutive master's degree so as to position themselves professionally in the promising retail field.

- Professionals with work experience, who are seeking a new career path, and have identified the international retail and marketing sector as an attractive option for their goals.

- Future managers who want to shape competitive organizations and seek to advance the successful development of their careers.

Degree awarded

Master of Science (M.Sc.)

Duration of Studies

The program covers a standard period of four part-time semesters (while working in a retail company or in a retail business unit), with a workload of 90 ECTS-Credits. In case of 120 ECTS to be earned, a study extension is possible.

Competency Goals (CGs) according to AACSB

The overall competency goals and objectives of ESB degree programs 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 programs. The quality of teaching and learning is measured along these outcomes. The program 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 academic degree program and in line with the educational mission of ESB Business School.

The defined competency goals (and objectives) for all ESB programs include on a high level:

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

Competency Goals and Objectives M.A. International Retail Management

LANGUAGE PROFICIENCY	INTER-CULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM-SOLVING COMPE-TENCE	FUNCTIONAL COMPETENCE	METHODO-LOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IRM graduates… … are proficient in at least one foreign language and communicate in spoken and written word at B2 proficiency level (admission requirements).	… are inter-culturally competent.	… are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.	… are domain experts in international retail business.	… can apply project management skills to analyze retail problems and to select and apply project management methods, tools and instruments to solve practical issues in a retail management context.	… are familiar with methods and tools for digital business strategies and have the ability to assess digital business strategies in the context of international retail.
	… reflect upon the cultural context and its complexities when making decisions in a global business environment.	… are able to develop extensive, prudent and viable solutions that conform to ethical behavior in their professional field and in wider, environmental and social contexts.	… analyze complex problems and develop innovative solutions in the domain of international retail management.		
Measure embedded in admission requirements.	Measure embedded in module M14 Intercultural Management by way of self-reflective exercises and IES online test.	Measure embedded in module M15.4 Applied Project Management by way of project documentation.	Measure embedded in module M16 Master Thesis.	Measure embedded in module M15.4 Applied Project Management by way of project documentation..	Measure embedded in module M12 Trends in International Management by way of term paper and presentation.

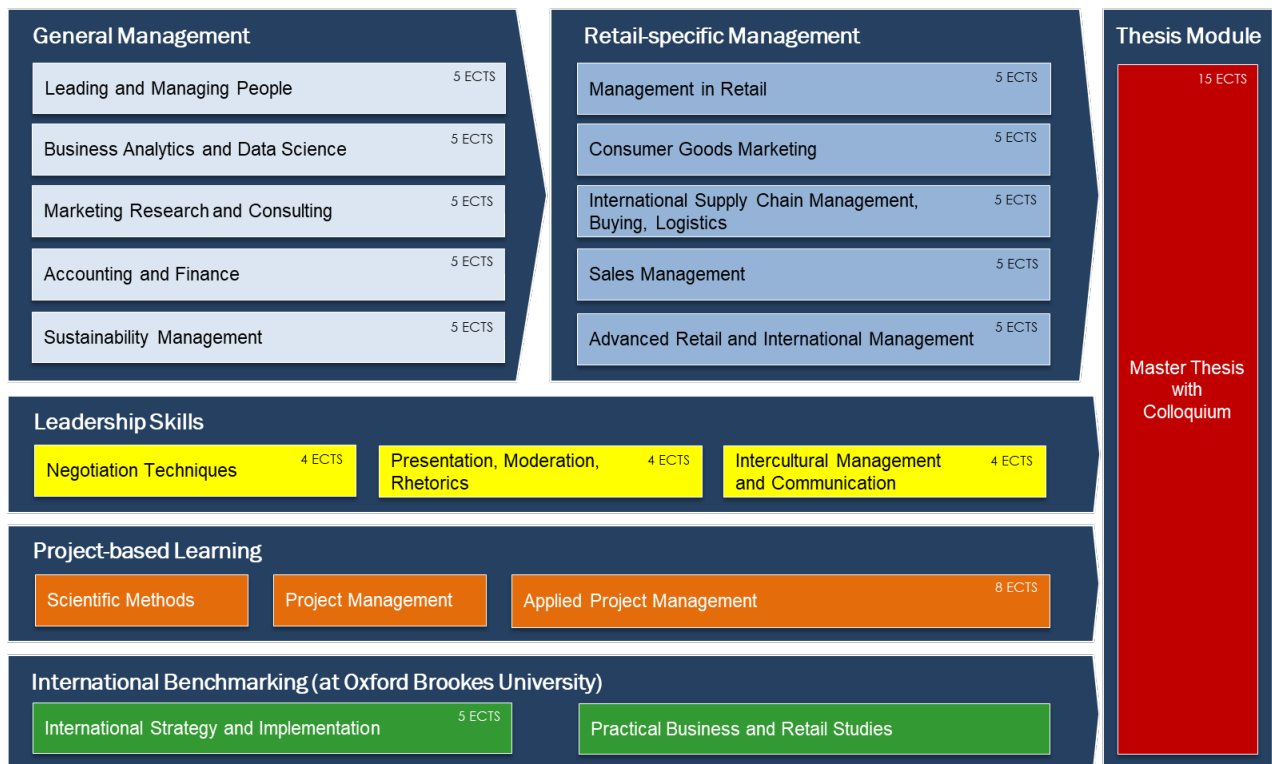## Qualification Profile of Graduates

- The focus is on international market or customer-oriented corporate management from the retail perspective, with forward integration of the industry and backward integration of the retail trade.

- The combination of practice-based seminars and lectures on a high academic level along with hands-on project work supports corporate practices and promotes the integration of acquired competences into professional working life.

- We engender an integral understanding of all relevant business processes in international retail management. A broad range of knowledge and skills, quantitative and scientific methods, international business and leadership create the professional profile required by companies of future managers.

- The program imparts the capability to implement knowledge and decision-making competence in complex and unfamiliar situations with a high degree of independence.

2. Structure of Study Program

The program consists of modules, which may be composed of single courses, contributing to the learning outcomes of the module.

The curriculum comprises international general Management competences, retail-specific knowledge, quantitative and scientific methods as well as interdisciplinary and personal skills. The Master Thesis complements the curricular structure.

The following figure provides an overview of the modules:

General Management		Retail-specific Management		Thesis Module
Leading and Managing People	5 ECTS	Management in Retail	5 ECTS	15 ECTS
Business Analytics and Data Science	5 ECTS	Consumer Goods Marketing	5 ECTS	
Marketing Research and Consulting	5 ECTS	International Supply Chain Management, Buying, Logistics	5 ECTS	
Accounting and Finance	5 ECTS	Sales Management	5 ECTS	Master Thesis with Colloquium
Sustainability Management	5 ECTS	Advanced Retail and International Management	5 ECTS	

Leadership Skills

Negotiation Techniques	4 ECTS	Presentation, Moderation, Rhetorics	4 ECTS	Intercultural Management and Communication	4 ECTS

Project-based Learning

Scientific Methods	Project Management	Applied Project Management	8 ECTS

International Benchmarking (at Oxford Brookes University)

International Strategy and Implementation	5 ECTS	Practical Business and Retail Studies

3. Overview: Modules and Courses

Module	Course	ECTS-Credits in Semester				Workload			Type of course-teaching modus and Language			Weight according to ECTS
		1.	2.	3.	4.	Contact days	Self study	Total workload	Type of course	Language	assessment	
M1	Management in Retail Management im Handel	5				40	110	150	V/S	D	RE+HA	5
M2	Consumer Goods Marketing Konsumgütermarketing	5				40	110	150	V/S	D	PA	5
M3	Business Analytics and Data Science Business Analytics und Data Science	5				40	110	150	V/S	D/E	KL2	5
M4	Negotiation Techniques Gesprächs- und Verhandlungsführung	4				40	80	120	S/Ü	E	RE	4
M5	Leading and Managing People Personalführung und -management		5			40	110	150	V/S	E	KL1+RE	5
M6	Marketing Research and Consulting Marktforschung und Consulting		5			40	110	150	V/S	D	PA	5
M7	International Supply Chain Management, Buying, Logistics Internationales Supply Chain Management, Einkauf, Logistik		5			40	110	150	V/S	D	KL2	5
M8	Accounting and Finance Controlling und Finanzen		5			40	110	150	V/S	E	KL1+RE	5
M9	Presentation, Moderation, Rhetorics Präsentation, Moderation, Rhetorik		4			40	80	120	S/Ü	D	RE	4
M10	Sales Management Verkaufsmanagement			5		40	110	150	V/S	D	PA	5
M11	Sustainability Management Nachhaltigkeitsmanagement			5		40	110	150	V/S	E	PA	5
M12	Advanced Retail and International Management Fortgeschrittenes Handels- und internationales Management			5		40	110	150	V/S	E	RE+HA	5
M13	International Strategy and Implementation Internationale Strategie und Implementierung			5		40	110	150	V/S	D/E	PA	5
M14	Intercultural Management and Communication Interkulturelles Management und Kommunikation			4		40	80	120	S/Ü	E	HA	4
M15	Project-based Learning Projektbasiertes Lernen				8	80	160	240	S/Ü	D/E	PA	8
M16	Master Thesis Masterarbeit				15	0	450	450	S/Ü	D/E	MT	15
	Total	19	24	24	23	640	2060	2700				
			90									

Abbreviations for assessment according to study regulations of Reutlingen University:

HA   Hausarbeit (schriftliche Ausarbeitung) / written scientific homework
KL   Klausurarbeit/ written exam (hours)
MT   Master-Thesis / Master-Arbeit
PA   Projektarbeit (schriftliche Ausarbeitung oder Präsentation kann enthalten sein)/ Project work (may include written scientific paper and presentation)
RE   Referat (Präsentation/Vortrag und ggf. Diskussion) / student's presentation and optional discussion

The following applies for all modules:

Frequency of the offering: All modules are offered once per intake, whereby options for repetition within half a year or a year will be granted.

Usability of the module: The modules are program-specific and not transferable to other programs or target groups.

All modules are **mandatory modules**.

Prerequisites for the module: Management knowledge from a business-oriented bachelor study program. The part-time program requires independent, self-directed preparation and follow-up processing of the module content.

4. Modules and Courses

4.1. Management in Retail

Module No.	IRM-1
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Christian Gruninger-Hermann DHBW Lörrach, Tel.: 07621 2071 174 gruninger-hermann@dhbw-loerrach.de Manuel Muth, M.A. Philipps-Universität Marburg, Tel.: 06421 28-23763 manuelmuth@icloud.com Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 peter.bug@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 40%), presentation (RE 60%). Term paper: 2,000-2,500 words, individually. Presentation: 15 min. (including presentational discussion of 5 min.), individually.
Weighting of Grade within overall program	5/90
Learning outcomes	▪ Subject-specific competences: Participants are able to understand national and international retail companies in a holistic way. The key learning outcome is to fully comprehend the processes within and interdependencies between different functional and regional units of retail organizations on a national and global scale. After completion of the module, participants should be able to explain retail structures and performance factors of retailing in an international context. In addition, they develop the ability to critically evaluate data-

based decision-making in retail with applied analytics and AI models purposefully.

- **Professional competences:**
  Goal of the module is the acquisition of theories and instruments of retail management. Program participants learn to identify developments in the framework of retail and to analyze international market trends and sector-specific trends. Based on identified developments, they have gained the competency to develop sustainable strategies for goal-oriented retail companies in a global business environment. While enabling students to gain an understanding of this industry, it provides guidance, techniques and analytical tools for solving typical strategic and operational management tasks for future retail managers.

- **Social skills, key competences:**
  Communication skills and reflective thinking are trained by discussing in class. Exercises and case studies are usually conducted as group work. Hereby students not only learn to work and organize in groups, but are also advanced regarding social competences und presentation skills.

- **Personal competences:**
  Goal orientation, self-management, information management, commitment and creativity is trained by applying module content competencies to an assignment.

Course-specific contribution to AoL competency goals	**CG4 introduced:** Students are able to understand international retail companies in a holistic way and develop relevant and viable solutions. They are able to evaluate analytical methods and integrate AI-supported decision processes into retail management contexts. They broaden their knowledge in a written assignment and a presentation/discussion and enhance retail-specific problem solving competencies. Students are able to present, explain, classify, and use the theoretical foundations of retail management. They are able to apply what they learn in a problem-related and solution-oriented manner. They know the strengths and weaknesses of the instruments or methods and can weigh them against each other.
Content/ Indicative syllabus	Retail-related knowledge is gained by learning on a selection of the following topics: - Fundamentals of international retail management: selected theories and models of trade management, models for structuring business problems in retailing, success factor research and business comparison in retailing, conceptual retail principles, retail strategies, development of retail business and sales formats, international retail-specific development trends: market trends and retail-sector trends, developments in retail frame conditions, business models and business model innovation in retail. - E-commerce management: e-commerce strategy and conception of online stores, operation and implementation of online stores, online retail platforms, design of online stores, mobile commerce, social commerce and live commerce, virtual commerce and e-marketing, as social media marketing, online advertising. - Service management in international retailing: term and characteristics of service management resp. services (purpose and systematization of services, service-specifics), quality of service (operationalization and measurement of service quality, quality assessment), service production (processes, resource planning, capacity, productivity), service marketing, characteristics of the service marketing mix.

	▪ Retail analytics and AI in retail management: data quality and relevance for decision-making (e.g., GIGO principle, data hierarchies), forecasting methods, use of AI in retail (e.g., neural networks), trade-offs between model transparency and performance, applications of generative AI, practical use cases as well as strategic and organizational frameworks for implementing analytics and AI in retail settings.
Teaching and learning methodology	▪ Lecture in a seminaristic style. ▪ Application of gained theoretical know-how and competency in an individual assignment with outcome presentation and discussion. ▪ Case studies to transfer theoretical knowledge to concrete situations, presentations to train, improve and asses communication and presentation skills.
Miscellaneous	-
Indicative reading list	**Required reading:** ▪ Deges, F. (2023): Grundlagen des E-Commerce: Strategien, Modelle, Instrumente, 2. Aufl., Wiesbaden. ▪ Rudolph, T. (2021): Modernes Handelsmanagement. Eine Einführung, 4. Aufl., Stuttgart. **Additional recommended reading:** ▪ Berman, B. / Evans, J. R. / Chatterjee, P. (2018): Retail management. A strategic approach, 13th ed., Harlow. ▪ Bilinska-Reformat, K. / Kucharska, B. / Twardzik, M. / Dolega, L. (2019): Sustainable development concept and creation of innovative business models by retail chains, in: International Journal of Retail & Distribution Management, No. 1, pp. 2-18. ▪ Bolz, T. / Schuster, G. (2024): Generative Künstliche Intelligenz in Marketing und Sales, 1. Aufl., Wiesbaden. ▪ Fernie, J., / Sparks, L. (2019): Logistics and retail management. Emerging issues and new challenges in the retail supply chain, 5th ed., London. ▪ Fildes, R. / Ma, S. / Kolassa, S. (2022): Retail Forecasting: Research and Practice, in: International Journal of Forecasting, 38(4), S. 1283–1318. ▪ Haller, S. (2018): Handelsmarketing, 4. Aufl., Herne. ▪ Haller, S. (2020): Dienstleistungsmanagement. Grundlagen – Konzepte – Instrumente, 8. Aufl., Wiesbaden. ▪ Heinemann, G. (2023): Intelligent Retail, The Future of Stationary Retail, 1st ed., Wiesbaden. ▪ Heinemann, G. (2023): Der neue Online-Handel: Geschäftsmodelle, Geschäftssysteme und Benchmarks im E-Commerce, 1. Aufl., Wiesbaden. ▪ Herhausen, D. / Bernritter, S. F. / Ngai, E. W. T. / Kumar, A. / Delen, D. (2024): Machine Learning in Marketing: Recent Progress and Future Research Directions, in: Journal of Business Research, 170, S. 114254. ▪ Holtbrügge, D. (2022): Personalmanagement, 8. Aufl., Berlin. ▪ Hubert, B. (2019): Grundlagen des operativen und strategischen Controllings. Konzeptionen, Instrumente und ihre Anwendung, 2. Aufl., Wiesbaden. ▪ Kollmann, T. (2022): E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft, 7. Aufl., Wiesbaden. ▪ Müller-Hagedorn, L. / Natter, M. (2011): Handelsmarketing, 5. Aufl., Stuttgart.

	▪ Müller-Hagedorn, L. / Toporowski, W. / Zielke, S. (2012): Der Handel, 2. Aufl., Stuttgart.
	▪ Piotrowicz, W., / Cuthbertson R. (2019): Exploring Omnichannel Retailing. Common Expectations and Diverse Realities, 1st ed., Cham.
	▪ Reis, C. / Ruivo, P. / Oliveira, T. / Faroleiro, P. (2020): Assessing the Drivers of Machine Learning Business Value, in: Journal of Business Research, 117, S. 232–243.
	▪ Swoboda, B. / Foscht, T. / Schramm-Klein, H. (2019): Handelsmanagement Offline-, Online-und Omnichannel-Handel, 4. Aufl., München.
	▪ Van Giffen, B. / Herhausen, D. / Fahse, T. (2022): Overcoming the Pitfalls and Perils of Algorithms: A Classification of Machine Learning Biases and Mitigation Methods, in: Journal of Business Research, 144, S. 93–106.
	▪ Zentes, J. / Morschett, D., / Schramm-Klein, H. (2017): Strategic Retail Management. Text and International Cases, 3rd ed., Wiesbaden.
Status	08.05.2025

4.2. Consumer Goods Marketing

Module No.	IRM-2
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered?	Each intake
Admission requirements	Marketing knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further marketing modules and market-oriented projects in the following semesters
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: case study with final presentation of results in 30-60 min., team work, evaluated individually. Use of scientific and empirical methods for the preparation of the required examination performance. Research orientation.
Weighting of Grade within overall program	5/90
Learning outcomes	The aim of the course is the acquisition of advanced knowledge concerning theories and tools for consumer goods 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 in practical case studies enables the application and intensification of the theoretical marketing knowledge acquired. ▪ Subject-specific competences: The objective is to be able to qualify for the assumption of professional responsibility in national or international retail management or marketing for consumer goods both in mid-sized and large-scale companies. Students deepen market-focused thinking and acting to 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 competences:**
  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 competences:**
  Within the scope of dealing with and working on case studies in groups, the students enhance their social skills and advance their personality development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team.

- **Personal competences:**
  Students recognize the importance and necessity of marketing, are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. They become competent dialog partners to specialists in national and international marketing and are capable of professional communication with marketing managers and officers and of developing solutions for marketing issues or problems.

Course-specific contribution to AoL learning objectives	**CG4 introduced:** Students evaluate and summarize the concepts of international consumer goods marketing. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems. Moreover, students are able to apply theoretical concepts to specific practical situations. Students work in groups on case studies and present their working results. **CG5 introduced:** Teamwork and project management are trained by working on and solving practical case studies.
Content/ Indicative syllabus	Theoretical and methodical content of the course: - Consumer Behaviour - Customer Relationship Marketing - International Consumer Marketing - Digital Marketing - Marketing below the line: Guerrilla Marketing - Quantitative and Analytical Marketing: Marketing Budgeting and Marketing Controlling - Tips for working on Case Studies - Specials from Research and Practice The practical case studies to be worked on vary from semester to semester, e.g.: - Case Study Positioning of a Bodylotion - Case Study Super GmbH Supermarket - Case Study Apple Watch for Best Agers - Case Study Digital Marketing of Airbnb - Case Study Market Entry of Tchibo in Great Britain - Case Study Internationalization Strategy of Amazon Go
Teaching and learning methodology	Mixture of different teaching methods that alternate and address different learning types: - Course in seminar style

	▪ Preparation of concepts in small groups with final presentation of results and discussion
Miscellaneous	If applicable, guest lecture
Indicative reading list	**Required reading:** ▪ Bühler, A. / Nufer, G. (Hrsg.) (2023): Nachhaltigkeitsmanagement in Sport und Kultur. Grundlagen – Anwendungen – Praxisbeispiele, 1. Aufl., Berlin. ▪ Sander, M. (2023): Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 4. Aufl., Stuttgart. **Additional recommended reading:** ▪ Belch, G. E. / Belch, M. A. (2020): Advertising and Promotion: An Integrated Marketing Communications Perspective, 12th ed., New York. ▪ Bruhn, M. (2014): Integrierte Unternehmens- und Markenkommunikation. Strategische Planung und operative Umsetzung, 6. Aufl., Stuttgart. ▪ Cateora, P. / Gilly, M. / Graham, J. / Money, R. B. (2024): International Marketing, 19th ed., New York. ▪ Dwivedi, A. / McDonald, R. (2018): Building brand authenticity in fast-moving consumer goods via consumer perceptions of brand marketing communications, in: European Journal of Marketing, No. 7/8, pp. 1387-1411. ▪ Green, M. C. / Keegan, W. J. (2020): Global Marketing, 10th ed., Upper Saddle River. ▪ Homburg, C. (2020): Marketingmanagement. Strategie – Instrumente – Umsetzung – Unternehmensführung, 7. Aufl., Wiesbaden. ▪ Jobber, D. / Ellis-Chadwick, F. (2023): Principles and Practice of Marketing, 10th ed., London. ▪ Kotler, P. / Keller, K. L. / Opresnik, M. O. (2023): Marketing-Management. Konzepte – Instrumente – Unternehmensfallstudien, 16. Aufl., München. ▪ Meffert, H. / Burmann, C. / Kirchgeorg, M. (2019): Marketing. Grundlagen marktorientierter Unternehmensführung. Konzepte – Instrumente - Praxisbeispiele, 13. Aufl., Wiesbaden. ▪ Muth, M. / Lingenfelder, M. / Nufer, G. (2024): The application of machine learning for demand prediction under macroeconomic volatility: a systematic literature review, in: Management Review Quarterly, online first. ▪ Muth, M. / Nufer, G. (2024): Neural Networks within Generative AI: A Review from a Marketing Research Perspective, in: SAR Journal, No. 2, pp. 63-69. ▪ Nufer, G. (2021): Innovative Digital Guerrilla Marketing, in: International Journal of Innovation, Management and Technology, No 3, pp. 40-44. ▪ Nufer, G. (2022): Neuromarketing in Retail: Status Quo, Best-Practice Examples and Critical Appraisal, in: International Journal of Sales, Retailing and Marketing, No. 1, pp. 9-16.
Status	30.09.2024

4.3. Business Analytics and Data Science

Module No.	IRM-3
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Mathematical/statistical knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further modules and projects in the following semesters
Module coordinator/Responsible professor	Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 marlene.ferencz@reutlingen-university.de Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 volker.reichenberger@reutlingen-university.de
Lecturers names	Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 marlene.ferencz@reutlingen-university.de Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 volker.reichenberger@reutlingen-university.de
Teaching language	German/English
Credits (ECTS)	5
Total workload	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL2 100%). Written exam: 120 min.
Weighting of Grade within overall program	5/90
Learning outcomes	The objective of the course is to expand mathematical and statistical techniques necessary to present and analyze advanced quantitative problems. The course intends to inspire to a wide range of scientific applications and to give students the confidence to work with quantitative methods in the various fields of management and research. They get introduced to statistical software and learn how to create data driven business decisions and how to communicate them to the stakeholders. ▪ Subject-specific competences: The module imparts advanced skills for the analysis of mathematical and

	statistical problems. This includes concrete procedures as well as methodical approximation methods. The students learn to correctly apply and interpret statistical program packages. ▪ **Professional competences:** Quantitative methods underpin effective evidenced-based planning in all sectors. Participants should gain a practical understanding of data and statistical questions and be able to apply them in business management contexts. ▪ **Social skills, key competences:** Students learn the responsible handling of mathematical problems and statistical data analysis in order to solve and assess the significance of the statements. They improve their ability to work focused and under time pressure. ▪ **Personal competences:** Students learn to handle data and to understand and explain a statistical evaluation. In addition, independent learning and practicing is required.
Course-specific contribution to AoL competency goals	**CG4 reinforced:** Students analyse complex problems and data sets with the most relevant quantitative methods and interpret solutions to underpin decision making processes in the domain of international retail management. **CG6 introduced:** Digital competencies are introduced. Students acquire knowledge of a statistical software and use the tool for analysing data.
Content/ Indicative syllabus	Theory and applications with software solutions: ▪ Descriptive analytics ▪ Predictive analytics ▪ Multivariate statistics ▪ Advanced data science topics (e.g. Neural Nets, Bayesian Statistics etc.)
Teaching and learning methodology	A variety of alternate teaching methods are used: ▪ Seminar-style and course lectures ▪ Working on cases in the computer lab ▪ Discussions and group work
Miscellaneous	The content of this module is universal and applicable around the world.
Indicative reading list	**Required reading:** ▪ Backhaus, K. / Erichson, B. / Plinke, W., / Weiber, R. (2023): Multivariate Analysemethoden, 17. Aufl., Wiesbaden. ▪ Moore, D. / McCabe, G. / Craig, B. (2017): Introduction to the practice of statistics, 9th ed., New York. ▪ Nazarathy, Y. / Klok, H. (2021): Statistics with Julia: Fundamentals for Data Science, Machine Learning and Artificial Intelligence, 1st ed., Wiesbaden, (https://link.springer.com/book/10.1007/978-3-030-70901-3). **Additional recommended reading:** ▪ Agrwal, P. / Jiang, N. / Kakade, S. / Sun, W. (2022): Reinforcement Learning Theory and Algorithms, 4th ed. ▪ Amari, S. (1998): Natural Gradient Works Efficiently in Learning, in: Neural Computation, No. 2, pp. 251–276. ▪ Amari, S.I. and Armstrong, J. (2014): Curvature of Hessian manifolds, in: Differential Geometry and its Applications, No. 33, pp. 1–12. ▪ Arora, S. (2024): Theory of Deep Learning, 4th ed., Cambridge.

- Bahri, Y. / Kadmon, K. / Pennington, J / Schoenholz, S. / Sohl-Dick-stein, J. / Ganguli, S. (2020): Statistical Mechanics of Deep Learning, in: Annu. Rev. Condends. Matter Physics, No. 1, pp. 501-528.

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Status	30.09.2024

4.4. Negotiation Techniques

Module No.	IRM-4
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Hazel Grünewald Building 17, room 17-005, Tel. 0171 9393218 hazel.gruenewald@reutlingen-university.de Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de
Lecturers names	Prof. Dr. Hazel Grünewald Building 17, room 17-005, Tel. 0171 9393218 hazel.gruenewald@reutlingen-university.de Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 peter.bug@reutlingen-university.de
Teaching language	English
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Presentation (RE 100%).
Weighting of Grade within overall program	4/90
Learning outcomes	▪ **Subject-specific competences:** Participants are able to prepare international negotiations and to negotiate and therefore reach better negotiating results. Students will develop the ability to identify whether a negotiation is position-based or interest-based, and will gain a clear understanding of the differences between integrative and distributive bargaining. They will learn to strategically choose the most appropriate approach depending on the specific context of the negotiation. Moreover, students will acquire the skills to critically analyze and effectively prepare for each stage of the negotiation process.

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They will apply proven methods and advanced tactics to manage business negotiations with confidence, ensuring more successful and mutually beneficial outcomes.

- **Professional competences:**
  Students will gain expertise in planning and executing international negotiations, mastering strategies to navigate difficult situations. They will learn to create and explore potential consensus positions, so as to enable more collaborative and successful outcomes. The course will further help them strengthen their ability to present arguments effectively, while adhering to objective criteria to maintain credibility and fairness. Moreover, they will gain proficiency in overcoming obstacles and handling complications that may arise in complex negotiations, ensuring smoother processes and better results.

- **Social skills, key competences:**
  Advanced negotiation skills are essential in every retail environment. Students will learn to identify and analyse issues connected to their business environment. They will develop the ability to distinguish between substantive issues (the deal itself) and broader relationship dynamics, allowing them to manage both effectively during negotiations. Students will explore various cultural, personality, and management styles, and critically reflect on how they influence the dynamics of negotiations. Additionally, they will examine the ethical considerations involved in negotiations and gain awareness of common cognitive biases that negotiators are likely to encounter.

- **Personal competences:**
  Students will be able to analyse and understand their personality and tendencies, as well as those of their counterparts in bargaining situations. Using this knowledge, they will explore how to move out of their comfort zone and adapt to situations. Overall, they will strengthen their communication, emotional intelligence, and interpersonal skills, enabling them to collaborate more effectively with clients, colleagues, superiors, and external partners.

Course-specific contribution to AoL competency goals	**CG2 reinforced:** The module is delivered in English and emphasises an international perspective, with a focus on intercultural differences and their impact on negotiations.
	CG3 introduced: Students will explore the ethical dimensions of negotiations, gaining awareness of the cognitive biases that can influence decision-making throughout the negotiation process.
	CG4 introduced: Students will effectively apply negotiation methods, developing relevant and practical solutions to tackle the complexities of negotiations in retail management.
Content/ Indicative syllabus	Students will delve into negotiation fundamentals and acquire a comprehensive understanding of:
	- distinctions between negotiation types (distributive vs. integrative, competitive vs. cooperative) - concepts such as BATNA (Best Alternative to a Negotiated Agreement) - and ZOPA (Zone of Possible Agreement) - their unique negotiation styles, inclusive of personal and cultural influences, values, and personalities, and their implications on negotiation dynamics - how to recognise and address the needs of stakeholders

	▪ how to establish rapport and build trust and manage challenging ▪ conversations ▪ ways to handle concessions and craft strategic offers ▪ how to identify and navigate ethical dilemmas that may arise in ▪ negotiation contexts.
Teaching and learning methodology	The didactic concept of the module blends: ▪ interactive lectures to introduce topics and concepts (in class), ▪ individual and team-based exercises and assignments to consolidate and apply the acquired knowledge and learnings (in class/ self-study), ▪ individual reading assignments to extend the acquired knowledge and learnings (in class/ self-study), ▪ case studies and critical incidents to help recognise obstacles and factors complicating interpersonal communication, self-assessment exercises to increase self-awareness and assist in adapting or regulating behaviour.
Miscellaneous	-
Indicative reading list	**Required reading:** ▪ Malhotra, D. (2019): HBR's 10 Must Reads on Negotiation, 1st ed., Boston. ▪ Stone, D. / Patton, B., / Heen, S. (2023): Difficult Conversations: How to Discuss What Matters Most, 3rd ed., New York. ▪ Ury, W. (2016): Getting to Yes with Yourself: How to Get What You Truly Want, 1st ed., New York. ▪ Voss, C. / Raz, T. (2023): Never split the difference. Negotiating as if your life depended on it, 2nd ed., New York. **Additional recommended reading:** ▪ Cialdini, R. B. (2021): Influence: The Psychology of Persuasion, New York. ▪ Federman, S. (2023): Transformative Negotiation, 1st ed., Berkeley. ▪ Fisher, R. / Ertel, D. (1995): Getting ready to negotiate: The getting to yes workbook, New York. ▪ Lewicki, R. / Barry, B. / Saunders, D. (2021): Essentials of Negotiation, 7th ed., New York. ▪ Malhotra, D. / Bazerman, M. (2008): Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, New York. ▪ Menkel-Meadow, C. / Wheeler, M. (2010): What's Fair: Ethics for Negotiators, San Francisco. In addition, we will refer to current articles from the following website: https://www.pon.harvard.edu/
Status	30.09.2024

4.5. Leading and Managing People

Module No.	IRM-5
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	2nd semester status
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Hermann Laßleben building 17, room 123, Tel.: 07121 271 6019 hermann.lassleben@reutlingen-university.de Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de Prof. Dr. Hazel Grünewald building 17, room 005, Tel.: 07121 271 3074 hazel.gruenewald@reutlingen-university.de
Lecturers names	Prof. Dr. Hermann Laßleben building 17, room 123, Tel.: 07121 271 6019 hermann.lassleben@reutlingen-university.de Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de Prof. Dr. Hazel Grünewald building 17, room 005, Tel.: 07121 271 3074 hazel.gruenewald@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL1 75%), presentation (RE 25%). Written exam: 60 minutes. Group presentation: 15-30 minutes.
Weighting of Grade within overall program	5/90
Learning outcomes	The overall objective of the module is to provide students with a comprehensive overview of theories, concepts, methods, practices, and research findings in the areas of Leadership, HRM and Organizational Behavior.

	▪ **Subject-specific competences:** Participants will become familiar with theoretical concepts and practical challenges in the subject areas. They will gain an understanding of the complexities of workforce management in organizations. ▪ **Professional competences:** Participants will gain expertise in analyzing and solving problems in the domain of people management. They will receive insights into how strategic workforce management impacts business success. Additionally, they will become familiar with various approaches to people management and their practical applications. Participants will also learn how to effectively utilize different methods and instruments in specific situations including metrics to measure success. ▪ **Social skills, key competences:** Participants will refine their presentation and team-working skills while enhancing their ability to interact and perform effectively in business environments. They will gain a deeper understanding of the dynamics within social systems such as organizations or teams in culturally diverse contexts. **Personal competences:** Participants will be well-equipped to handle HRM and leadership responsibilities within the scope of management positions. They will be capable of navigating ambiguities to effectively manage individual employees and teams.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** Students critically reflect on the complexities of people management in an international context. They engage with case studies centered on global workforce issues, requiring them to consider the culture influences that shape the positions and perspectives of different stakeholders. **CG3 reinforced:** Students critically analyze and discuss the social and ethical implications of HR and leadership strategies and decisions through case studies and exercises. Practical examples demonstrate that organizational success and consideration of people's needs are not contradictory but complementary goals. **CG4 introduced:** Students practise applying HRM tools and techniques to enhance organizational effectiveness and performance. Through case studies and assignments on complex workforce issues, they hone their problem-solving skills.
Content/ Indicative syllabus	**Areas of HRM to be covered:** ▪ Advanced Workforce Planning ▪ Trends in Recruitment & Selection ▪ Modern Training & Development Methods ▪ Performance Management ▪ Enhanced Reward & Retention Management ▪ People/HRM Analytics **Areas of Leadership and OB to be covered:** ▪ Leadership ▪ Motivation ▪ Change Management ▪ International Communication ▪ Behavioral dynamics in/of Groups/Teams

	Organizational Culture & Diversity
Teaching and learning methodology	The didactical concept of the module integrates the following elements: ▪ Interactive lectures to systematically introduce participants to the different topics ▪ Team-based exercises and case study work to deepen the acquired knowledge ▪ Critical analysis of selected scientific literature including journal articles to extend knowledge across different areas Critical analysis (in teams) of current research (quantitative and qualitative) and corporate practices within the subject areas to consolidate the acquired competencies.
Miscellaneous	Diverse study material will be provided on the module's Knoodle site
Indicative reading list	**Required reading:** ▪ Dessler, G. (2024): Human Resource Management, 17th ed., London. ▪ Northouse, P.G. (2021): Leadership: Theory and practice, 8th ed., Thousand Oaks. Individual journal article for presentation (topic depending on individual interest)– e.g. from the journals Human Resource Management, Journal of Organizational Behavior, etc. **Additional recommended reading:** ▪ Bohlander, G. / Snell S. (2018): Managing Human Resources, 18th ed., Boston. ▪ Brewster, C. / Houldsworth, E. / Sparrow, P., / Vernon, G. (2023): International Human Resource Management, 5th ed., London. ▪ Edwards, M. / Edwards, K. / Jang, D. (2024): Predictive HR Analytics: Mastering the HR Metric, 3rd ed., London. ▪ Kotter, J.P. (2010): Leading change, Boston. ▪ Lussier, R. / Hendon, J. (2021): Human Resource Management: Functions, Applications, and Skill Development, 4th ed., Thousand Oaks. ▪ Mondy, R. / Martocchio, J. (2018): Human Resource Management, 15th ed., Harlow. ▪ Noe, R. / Hollenbeck, J. / Gerhart, B. / Wright, P. (2019): Human Resource Management: Gaining a Competitive Advantage, 11th ed., New York. ▪ Phillips, J. / Phillips, P. / Smith, K. (2016): Accountability in Human Resource Management: Connecting HR to Business Results, 2nd ed., Abingdon. ▪ Reiche, B.S. / Harzing, A.W., & Tenzer, H. (Eds.). (2023): International Human Resource Management, 6th ed., Abingdon. ▪ Robbins, S. / Judge, T. (2023): Organizational Behavior, 18th ed., Harlow. ▪ Scandura, T. (2019): Essentials of Organizational Behavior: An Evidence-Based Approach, 2nd ed., Thousand Oaks. ▪ Valentine, S. / Meglich, P. / Mathis, R. / Jackson, J. (2019): Human Resource Management, 16th ed., Boston. In addition, current articles from the following journals: ▪ International Journal of HRM: https://www.tandfonline.com/toc/rijh20/current

	▪ Human Resource Management Review: https://www.sciencedirect.com/journal/human-resource-management-review
	▪ Journal of Organizational Behavior: https://onlinelibrary.wiley.com/journal/10991379
Status	30.09.2024

4.6.   Marketing Research and Consulting

Module No.	IRM-6
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Good mathematical/statistical knowledge and marketing research knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further modules and market-oriented projects in the following semesters
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: practical project with final presentation of results in 30-60 min., team work, evaluated individually. Quantitative market research. Scientific secondary analyses as a basis. Building on this, primary statistical data collection. Analysis of the collected data using SPSS. Use of technological applications. Research orientation.
Weighting of Grade within overall program	5/90
Learning outcomes	The objective of the course is to expand marketing skills through the process of market research in a national and international context. The theoretical and methodical market research knowledge is immediately applied and intensified by working on a practice-based project. ▪ Subject-specific competences: Participants are capable of establishing and understanding correlations and cross-links between international marketing and market research. ▪ Professional competences: Participants learn and deepen the process of market research and its implementation in terms of practical issues drawn from actual practice.

	▪ **Social skills, key competences:** 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 competences:** After having taken the course, its participants should be capable of consulting quantitative statistical secondary analyzes for dealing with practical problems/issues and in particular be able to conduct quantitative primary statistical research - both in cooperation with market research institutes and independently.
Course-specific contribution to AoL competency goals	**CG4 reinforced:** Students work in groups on real-life projects. They acquire the skills to analyze, understand and model complex international marketing research problems. Specifically, they learn how to translate research questions into problem classes and which analysis methods are most suitable to provide answers to specific research questions. They also learn how and where to gather the appropriate data as well as how to analyze data to derive specific recommendations. **CG5 reinforced:** Teamwork and project management are trained by working on and solving practical retail projects. **CG6 introduced:** Students analyze the relevance of digital tools and frameworks for their research topic. Focus on quantitative data analysis. Use SPSS for analyzing data.
Content/ Indicative syllabus	▪ Marketing research planning ▪ Data collection ▪ Data analysis ▪ Presentation of results and consulting ▪ Special features of online market research ▪ Selected special international aspects ▪ Practical marketing research and consulting project
Teaching and learning methodology	A variety of alternate teaching methods are used which will appeal to different learning styles: ▪ Seminar-style course lectures ▪ Immediate application of acquired theoretical knowledge in the scope of a practical project
Miscellaneous	Comprehensive briefing by contact persons from corporate practice, final presentation to representatives of the contracting company
Indicative reading list	**Required reading:** ▪ Backhaus, K. / Erichson, B. / Plinke, W., / Weiber, R. (2023): Multivariate Analysemethoden, 17. Aufl., Wiesbaden. ▪ Fantapié Altobelli, C. (2023): Marktforschung. Methoden – Anwendungen – Praxisbeispiele, 4. Aufl., Stuttgart. **Additional recommended reading:** ▪ Berekoven, L. / Eckert, W. / Ellenrieder, P. (2009): Marktforschung. Methodische Grundlagen und praktische Anwendung, 12. Aufl., Wiesbaden. ▪ Burns, A.C. / Veeck, A. / Bush, R.F. (2020): Marketing Research, Global Edition, 9th ed., Harlow.

	▪ Malhotra, N.K. / Birks, D.F. / Nunan, D. (2020): Marketing Research: Applied Insight, 6th ed., Harlow.
	▪ Nufer, G. / Gröber, M. (2024): Analysis of the global eSports market: value chain, business models and developments, in: International Journal of Business and Applied Social Science, Heft 2, S. 23-33.
	▪ Nufer, G. / Muth, M. (2022): Artificial Intelligence in Marketing Analytics: The Application of Artificial Neural Networks for Brand Image Measurement, in: Journal of Marketing Development and Competitiveness, Heft 1, S. 55-63.
	▪ Nufer, G. (2012): Event-Marketing und -Management. Grundlagen – Planung – Wirkungen – Weiterentwicklungen, 4. Aufl., Wiesbaden.
	▪ Nufer, G. (2018): Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2. Aufl., Berlin.
	▪ Nufer, G. (2023): Gender-specific Differences in Consumer Behavior and Best-practice Examples of Gender Marketing in Brand Management, in: The IUP Journal of Brand Management, No. 4, pp. 56-63.
	▪ Raab, G. / Unger, A. / Unger, F. (2018): Methoden der Marketing-Forschung. Grundlagen und Praxisbeispiele, 3. Aufl., Wiesbaden.
	▪ Stickel, A. / Nufer, G. (2023): Der Einfluss steigender Zuschauerzahlen nach den COVID-19-bedingten Geisterspielen auf den Heimvorteil in der Fußball-Bundesliga, in: Sciamus – Sport und Management, Heft 1, S. 1-28.
Status	30.09.2024

4.7. International Supply Chain Management, Buying, Logistics

Module No.	IRM-7
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de
Lecturers names	Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de Prof. Dr. Marcus Brandenburg Tel.: 0176 49 68 95 31 marcus.brandenburg@hs-flensburg.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL2, 100%). Written exam: 120 min.
Weighting of Grade within overall program	5/90
Learning outcomes	▪ Subject-specific competences: Participants are equipped to address selected logistical challenges using mathematical methods and simulations. They understand the tasks and responsibilities associated with International Supply Chain Management and can make informed decisions accordingly. Participants are proficient in recognizing, managing, and optimizing international supply chain configurations. They are capable of evaluating functional principles and inter-dependencies across value chain areas. Moreover, they can proficiently

	link Supply Chain Management performance parameters with the financial outcomes of a retail company. Participants can also assess and develop the impact of sustainable management practices on supply chains. ▪ **Professional competences:** Participants are able to take responsibility in controlling international value chains. ▪ **Social skills, key competences:** Understanding of intercultural issues and diversity in international supply chains. Key competency is the knowledge about supply chains and their feedback to retail management. ▪ **Personal competences:** Goal orientation, self-management, and specific negotiating techniques are trained in order to reach future personal and company goals easier.
Course-specific contribution to AoL competency goals	**CG2 introduced:** The module focuses on an international perspective and stresses intercultural differences. Students know how cultural contexts influence sourcing structures, behaviours, decision-making and design of a supply chain. **CG4 reinforced:** Students know how supply chain structures and its targets contribute to successful business projects and how they support implementation of business strategies via sound backend processes that can be scaled to planned market development measures, as well as to current results.
Content/ Indicative syllabus	▪ Building a Strategy Framework to Analyze Supply Chains ▪ Designing the Supply Chain Network ▪ Planning and Coordinating Demand and Supply in a Supply Chain ▪ Planning and Managing Inventories in a Supply Chain ▪ Designing and Planning Transportation Networks ▪ Managing Cross Functional Drivers in a Supply Chain
Teaching and learning methodology	There are different teaching methods applied in this module. These methods alternate in order to address different learning types: ▪ Lecture in a seminar style ▪ Develop concepts in small groups with following result presentation and discussion
Miscellaneous	Guest lecture included
Indicative reading list	**Required reading:** ▪ Bai, B. (2023): Acquiring supply chain agility through information technology capability: the role of demand forecasting in retail industry, in: Kybernetes, No. 10, pp. 4712-4730. ▪ Ge, D. / Pan, Y. / Shen, Z.-J. M. / Wu, D. / Yuan, R. / Zhang, C. (2019): Retail supply chain management: a review of theories and practices, in: Journal of Data, Information and Management, No. 1/2, pp. 45-64. **Additional recommended reading:** ▪ Ayers, J. / Odegaard, M. A. (2017): Retail Supply Chain Management, 2nd ed., Boca Raton. ▪ Chopra, S. (2020): Supply Chain Management: Strategy, Planning, and Operation, Global Edition, 7th ed., Harlow. ▪ Chopra, S. / Meindl, P. (2018): Supply Chain Management: Strategy, Planning and Operation (What's New in Operations Management), 7th ed., Harlow.

	▪ Kummer, S. (Hrsg.) / Grün, O. / Jammernegg, W. (2018): Grundzüge der Beschaffung, Produktion und Logistik (Pearson Studium - Economic BWL), 4. Aufl., München.
	▪ Handfield, R.B. / Moncka, R. / Giunipero L. / Patterson,J. (2020): Purchasing & Supply Chain Management, 7th ed., Boston.
	▪ Koberg, E. / Longoni, A. (2019): A systematic review of sustainable supply chain management in global supply chains, in: Journal of cleaner production, pp. 1084-1098.
Status	30.09.2024

4.8. Accounting and Finance

Module No.	IRM-8
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de
Lecturers names	Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total workload	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL1 60%), presentation (RE 40%). Written exam: 60 min. Presentation: 30-60 min., team work.
Weighting of Grade within overall program	5/90
Learning outcomes	The aim of this course is to deepen the student's knowledge and skills in international management control and corporate finance. Participants of the module gain an integrated understanding of the control function as well as selected areas of corporate finance. A focus is put on how these support management decisions.

	▪ **Subject-specific competences:** Students gain advanced knowledge of performance measurement and management, financial analysis, strategic management accounting, value-based management and company valuation in an international context. Practical examples and cases provide them with insights into performance measurement and management systems of existing companies. Upon completion of the module, students will have acquired the skills and knowledge to perform a company financial assessment and valuation. Students will understand the role of the controller in a corporate context including ethical perspectives. ▪ **Professional competences:** Upon completion of the module students will develop critical thinking and problem solving skills in addition to analytical skills. They will be able to critically discuss theoretical concepts applied in international practice and acquire the ability to transfer and apply methodological knowledge to real-life situations. In particular, students will acquire the skills to measure and interpret various aspects of performance of a business firm properly. They will be able to identify operational drivers as well as being able to relate them to financial outcome. This will enable them to understand how performance measurement and performance management help to assess and implement strategies and investments. They will be able to reveal shortcomings and weaknesses which will enable them to discuss and develop solutions to these shortcomings. Students will be able to independently design a strategic performance management system. In this context, they will also understand the meaning and the components of value of a business and the influence of digitalization on management control and valuation. The course participants will apply finance data and Excel for data analysis. ▪ **Social skills, key competences:** Through the interactive nature and strategic content of the module, students will refine their oral and written communication and leadership skills. In addition, students will improve their ability to work in teams under time pressure. Since the module is held in English language, students will be able to apply the acquired concepts and skills in an international company context. ▪ **Personal competences:** Students will be trained in goal oriented team work. Ultimately, students will be equipped with the necessary knowledge and competencies to resume a role in a management control function in an internationally operating firm.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** The module is taught in English. The module highlights international aspects of finance and control. **CG4 reinforced:** Students analyze different current issues in international accounting and finance with a focus on analyzing/assessing accounting data and deriving conclusions for management control and value improvement. Students understand, apply and interpret valuation methods and put them into an international context. Valuation problems are discussed and elaborated in group projects on basis of scientific studies or practical situations.
Content/ Indicative syllabus	▪ Role of the controller and treasurer in the corporate context ▪ Financial statement literacy and usage ▪ Financial statement analysis including ratio analysis

	▪ Performance measurement and management systems
	▪ Strategic and operational decision-making tools
	▪ Value-based measurement and management
	▪ Strategic management accounting and the Balanced Scorecard
	▪ Investment decisions with Discounted-Cash-Flow
	▪ Cost of capital and capital markets
	▪ International company valuation and case study
Teaching and learning methodology	This course will be conducted in the form of lecture seminars, in-class assignments, case studies and homework assignments. Group projects (and case studies) will enhance team work and deepen the understanding. Students will prepare a presentation in a team, coached by the instructor, and present and discuss the results of their work in class.
Miscellaneous	-
Indicative reading list **(most recent editions)**	**Required reading:** ▪ Charifzadeh, M. / Taschner, A. (2017): Management Accounting and Control: Tools and Concepts in a Central European Context, 1st ed., Weinheim. ▪ Damodaran, A. (2024): Investment Valuation: Tools and Techniques for Determining the Value of Any Asset, 4th ed., Hoboken. ▪ Ross, S.A. / Westerfield, R.W. / Jaffe, J. /Jordan, B. (2022): Corporate Finance, 13th ed., New York. **Additional recommended reading:** ▪ Bhimani, A. / Horngren, C.T. / Datar, S.M. / Rajan, M. (2023): Management and Cost Accounting, 8th ed., Harlow. ▪ Brotherson, W.T. / Eades, K.M. / Harris, R.S. / Higgins, R. (2014): Company Valuation in Mergers and Acquisitions: How Is Discounted Cash Flow Applied by Leading Practitioners?, in: Journal of Applied Finance (formerly Financial Practice and Education), No. 2, pp. 43-51. ▪ Buttkus, M. / Eberenz, R. (Eds.) (2019): Performance Management in Retail and the Consumer Goods Industry: Best Practices and Case Studies, 1st ed., Cham. ▪ Damodaran, A. (2024): Equity Risk Premiums (ERP): Determinants, Estimation, and Implications – The 2024 Edition. https://ssrn.com/abstract=4751941 (March 5, 2024). ▪ Damodaran, A. (n.d.): Damodaran Online, https://pages.stern.nyu.edu/~adamodar/ (Various up-to-date published journal articles and studies related to financial valuation). ▪ De Luca, P. (2018): Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation, 1st ed., Cham. ▪ Fernandez, P. / de la Garza, D.G. / Acín, L.F. (2024): Survey: Market Risk Premium and Risk-Free Rate used for 96 countries in 2024. https://ssrn.com/abstract=4754347 (March 10, 2024). ▪ Fridson, M.S. / Alvarez, F. (2022): Financial Statement Analysis: A Practitioner's Guide, 5th ed., Hoboken. ▪ Kaplan, R.S. / Norton, D.P. (1992): The Balanced Scorecard – measures that drive performance, in: Harvard Business Review, No. 1, pp. 71-79.

	▪ Kaplan, R.S. / Norton, D.P. (1996): Using the Balanced Scorecard as a Strategic Management System, in: Harvard Business Review, No. 1, pp. 75-85. ▪ Koller, T. / Goedhart, M. / Wessels, D. (2020): Valuation. Measuring and Managing the Value of Companies, 7th ed., Hoboken. ▪ Peren, F.W. (2023): Financial Math for Business and Economics, Berlin. Additional reading presented in class or on Knoodle.
Status	30.09.2024

4.9. Presentation, Moderation, Rhetorics

Module No.	IRM-9
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	As a consecutive Master, the program focuses on expanding and deepening of acquired knowledge of students. Participants are confronted with higher demands in breadth, depth and practical application.
Level	Graduate, Master
Transferability of the module	The module contains several communications skills, which can be transferred into other semesters in the program. The course has been conceived transversely. It serves as the prerequisite for presentation, moderation, rhetorics and conflict management also It is therefore an interdisciplinary approach that leads to various modules like such as leading and managing people or negotiation techniques
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Thomas Keppler Keppler Institut, Tel.: 0731 165789 thomas.keppler@gmx.net Prof. Dr. Nello Gaspardo building 17, room 13, Tel.: 07121 271 3043 nello.gaspardo@reutlingen-university.de
Teaching language	German
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Presentation (RE 100%). Assessment: Presentation: In their final presentation students will be expected to apply the acquired theoretical knowledge in a customised 'live' case scenario under the criteria of scientific aspects. ▪ The final assessment will be based around a group simulation. Students should discuss on a merger between two companies within a certain time frame appr. two three hours. Due the fact that two involved companies are forced to but not willing to merge, the task will be more demanding and complex in terms of navigating a final outcome. The group will be separated into two groups; each representing the respective company. The ultimate goal will be to achieve a merger agreement among equals. In the simulation assesment, participants should apply the main theoretical and practical input of the course, such as: presentation/moderation and rhetorical knowledge and skills. Other assessment/simulation criteria:

	▪ In a first part each student will have to introduce/present and defend their own suggestions, considering the specific needs of the counterpart company (empathetic approach).
	▪ Each student will have a special role in the company. Both CEOs will coordinate the presentation, and when necessary, have to moderate the controversial discussion.
	▪ In a second part each students will also have to focus on developing a personal approach- getting to know each other and their counterparts, whilst establishing mutual trust among all involved in the merger discussion
	▪ In a third part each student will have to create an appropriate atmosphere in order to face a difficult and controversial discussion. Due the fact that both parties are very proud of their corporate identity and leadership style, company members will need empathy, charisma, convincing rational contents and persuasive arguments. The two CEOs will have to moderate as well as successfully navigating through major party terms and conditions for establishing a positive merger outcome for both parties.
	Final individual feedback on student performance will be given from the professor respectively.
Weighting of Grade within overall program	4/90
Learning outcomes	Through intensive discussions, individual simulation and in small groups, students will face real and authentic cases on a Master Level. They will understand complex situations and solve difficult issues in a given context as professional experts: The main learning outcomes are:
	▪ Subject-specific competences:
	- The theoretical part gives to the participants appropriate communicative tools for presentation, moderation, discussion and conflict management in an international contex.
	- They have to speak like professionals, argue like experts and lead like a leader
	▪ Professional competences:
	- People have to learn listening attentively to their interlocutors
	- Understanding and selecting nonverbal cues
	- Getting familiar with presentation techniques and be more experts
	- Due the practical orientation of the class and final assessment, students will receive theoretically a practically instruments and knowledge to face complex situations
	- With interdisciplinary know-how and problem-solving methods, students will be able to apply communication skills in their professional field
	- Commanding and showing rhetorical competence
	▪ Social skills, key competences:
	- Students will reinforce their communication, presentation and argumentation skills and acquire social competence
	- Managing personal conflicts in a given situation
	- Using convincing technique, persuasive attitude, and moderation principles

	- Working tight together in critical context
	- Using empathy and appropriate communication skills with challenging people and in delicate situations
	▪ **Personal competences:**
	- Demonstrating self-control during controversial discussions, and speaking when required by keeping the final goal
	- Facing unpredictable people, arguments and situations, reinforcing spirit of adaptation, appearing self-confident
	Communicating with challenging people and managing difficult situations in an international context
Course-specific contribution to AoL competency goals	**CG3 introduced:** Intensive case discussions, simulations and group work contribute to the reflection upon the potential ethical consequences of management decisions.
	CG4 introduced: Students have to face a real case tailor made to employ the acquired theoretical knowledge. They show understanding of complex problem structures and develop relevant and viable solutions under the consideration of scientific aspects.
Content/ Indicative syllabus	Every content is on an master-level, so basics will be provided:
	▪ Presentation technique, structuring complex speech, using rhetorical devices to convince listeners with facts and figures by emphasizing advantages
	▪ Listening technique, using empathy and employing emotions and charisma to persuade people by emphasizing benefits
	▪ Dealing successfully with challenging people and in challenging international situations
	▪ Acquiring and employing emotional intelligence and social intelligence
	▪ Managing rhetorical technique
	▪ Managing moderation skills
	▪ Selected international presentations and simulations
Teaching and learning methodology	▪ Interactive teaching method combined with a classical class lecture
	▪ Group discussion
	▪ Individual presentation
	▪ Group presentation
	▪ Conflict management
	▪ Moderation of conflictual situations
	▪ Final feedback of the professor at the end of each performance
Miscellaneous	There is a focus on empirical research e.g. group discussion and for the examination they have to make the exam under consideration of scientific criteria's. It is an interdisciplinary approach to other modules like negotiation techniques, leading and managing people, Lego Serious Play, Personality Diagnostics and new Trends in Presentation, Moderation and Rhetoric.
Indicative reading list	**Required reading:**
	▪ Tailor made manuscript with case studies
	▪ Bartsch, T.Ch. / Hoppmann, M. / Rex, B.F. / Vergeest, M. (2012): Trainingsbuch Rhetorik, 3. Aufl., Paderborn.
	▪ Nagler, G. (2018): Die Rhetorik-Matrix: Erfolgreich reden mit neurolingualer Intervention, 1. Aufl., Tübingen.

- Kramer, O. / Lipphardt, C. / Pelter, M. (Hrsg) (2022): Rhetorik und Ästhetik der Evidenz, Band 30 der Reihe neue rhetorik / new rhetoric, Berlin.

Additional recommended reading:

- Braun, M.T. (2024): Kooperative Kommunikationstechniken, Rechthaberei reduzieren, in: managerSeminare, Heft 317.
- Gaspardo, N. (2020): Von harten Hunden und arroganten Giraffen. Der richtige Umgang mit Menschen im Beruf und Alltag, 2. Aufl., München.
- Goleman, D. (2015): EQ. Emotionale Intelligenz, 25. Aufl., München.
- Groß, S. (2021): Moderationskompetenz, 2. Aufl., Wiesbaden.
- Jiranek, H. / Edmüller, A. (2021): Konfliktmanagement: Konflikten vorbeugen, sie erkennen und lösen, 6. Aufl., Freiburg.
- Meyer, U. (2014): Die Amplifizierte Rhetorik: Grenzen einer Summa rhetorica am Beispiel der „Rhetorik der Werbung", in: Ueding, G. / Kalivoda, G. (Hrsg.): Wege moderner Rhetorikforschung: Klassische Fundamente und interdisziplinäre Entwicklung, 1. Aufl., Berlin, S. 851-862.
- Paschen, M. / Dishmaier, E. (2014): Psychologie der Menschenführung: Wie Sie Führungsstärke und Autorität entwickeln, 2. Aufl., Wiesbaden.
- Schloemer, S. / Tomaschek, N. (2010): Leading in Complexity. New Ways of Management, 1st ed., Heidelberg.
- Schneiderheinze, W. / Zotta, C. (2017): Überzeugen 4.0: Praktische Emotionale Kompetenz für Echtzeit-Kommunikation im Vertrieb, 1. Aufl., Wiesbaden.

Status	30.09.2024

4.10. Sales Management

Module No.	IRM-10
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Marketing knowledge in planning, organization, and implementation of marketing strategies, covering such issues as channel management, sales management, pricing policies and communication as well as a understanding of market research and consumer behavior
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Christian Gruninger-Hermann DHBW Lörrach, Tel.: 07621 2071 174 gruninger-hermann@dhbw-loerrach.de Prof. Dr. Tina Weber building 20, room 106, Tel.: 07121 271 8031 tina.weber@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: Term paper (HA 40%), presentation (RE 60%). Term paper: 2,000-3,000 words, individually. Presentation: 10-15 min., individually.
Weighting of Grade within overall program	5/90
Learning outcomes	Aim of this course is to deepen the knowledge conveyed in the course "Retail Management". Specific aspects regarding sales as sales strategy, sales organization, customer management, sales channel management and controlling are focused. The following objectives are pursued in particular: ▪ **Subject-specific competences:** Participants become familiar with current developments in the national and international retail industry on a scientific and theoretical as well as practical level. In addition, all major aspects of successful retail sales in the consumer goods industry and are identified and deeply discussed. ▪ **Professional competences:** Through numerous role plays, exercises and case studies participants

	learn to develop and apply a successful sales strategy. Digitization in sales management is an essential content. The use of all relevant new technologies in sales organizations, as AI, VR, AR, Metaverse, chatbots etc. will be discussed. ▪ **Social skills, key competences:** Role plays, exercises and international case studies are usually conducted as group work. Hereby students not only learn to work and organize in groups, but are also advanced regarding social competences. ▪ **Personal competences:** Due to the very compact knowledge transfer and high workload during the full-day classes students need high commitment and a high degree of self-management not only during class hours but also during self-study phases.
Course-specific contribution to AoL competency goals	**CG4 reinforced:** Students learn about sales management responsibilities and skills to select and apply appropriate methods of problem solving. Through a rigorous management approach, students acquire the ability to apply theoretical concepts to specific practical situations. Essays written by students and presentations contribute to retail-specific problem solving competencies. **CG6 introduced:** Students understand digital retail strategies. They are able to identify and analyze challenges and perspectives regarding digital retail.
Content/ Indicative syllabus	▪ Sales strategy ▪ Sales organization ▪ Sales information management and quantitative methods in sales controling ▪ Customer management and sales control ▪ Human resource management in sales ▪ Key figures and methods for managing sales partners ▪ Omni channel retailing ▪ Multi channel behaviour ▪ Business models and business model innovation in retail
Teaching and learning methodology	▪ Role plays to apply learned contents in practical situations ▪ Case studies to transfer theoretical knowledge to concrete situations ▪ Presentations to assess communication skills ▪ Essay to test self-study capabilities ▪ Written exam to test knowledge
Miscellaneous	If applicable guest lecturers are invited in class.
Indicative reading list	**Required reading:** ▪ Pepels, W. (2022): Vertriebsmanagement: Die Distributions- und Verkaufspolitik im Marketing, 3. Aufl., Berlin. ▪ Winkelmann. P. / Spandl, T. (2023): Marketing und Vertrieb: Fundamente für die marktorientierte Unternehmensführung, 9. Aufl., Berlin. **Additional recommended reading:** ▪ Berman, B. / Thelen, S. (2018): Planning and implementing an effective omnichannel marketing program, in: International Journal of Retail & Distribution Management, No. 1, pp. 598–614.

	▪ Binckebanck. L. / Elste, R. / Haas, A. (Hrsg.) (2023): Digitalisierung im Vertrieb: Strategien zum Einsatz neuer Technologien in Vertriebsorganisationen, 2. Aufl., Wiesbaden. ▪ Binder, J. (2014): Online Channel Integration - Value Creation and Customer Reactions in Online and Physical Stores, 1st ed., Wiesbaden. ▪ Cummins, S. / Peltier, J.W. / Dixon, A. (2016): Omni-channel research framework in the context of personal selling and sales management: A review and research extensions, in: Journal of Research in Interactive Marketing, No. 1, pp. 2-16. ▪ Gröppel-Klein, A. / Königstorfer, J. / Terlutter, R. (2010): Verhaltenswissenschaftliche Ansätze der Kundenbindung, in: Bruhn, M, Homburg, C. (Hrsg.): Handbuch Kundenbindungsmanagement, 7. Aufl., Wiesbaden S. 43–80. ▪ Flaswinkel, A.M. / Bilstein, N. / Rump, M. / Souka, M. / Decker, R. (2022): How Voice Assistants Affect Customer Experience in Online Shopping, in: Transfer – Zeitschrift für Kommunikation und Markenmanagement, No. 2, pp. 38–45. ▪ Homburg, C. / Schäfer, H. / Schneider, J. (2016): Sales Excellence – Vertriebsmanagement mit System, 8. Aufl., Wiesbaden. ▪ Homburg, C. / Wieseke, J. (Hrsg.) (2011): Handbuch Vertriebsmanagement, 1. Aufl., Wiesbaden. ▪ Kühnapfel, J.B. (2022): Vertriebscontrolling - Methoden im praktischen Einsatz, 3. Aufl., Wiesbaden. ▪ Lee, L.-H. / Braud, T. / Zhou, P. / Xu, D. / Lin, Z. / Kumar, A. / Bemejo, C. / Hui, P. (2022): All One Needs to Know about Metaverse: A Complete Survey on Technological Singularity, Virtual Ecosystem, and Research Agenda, in: Journal of Latex Class Files, No. 8, pp. 1-66. ▪ Rainsberger, L. (2021): KI – die neue Intelligenz im Vertrieb, 1. Aufl., Wiesbaden ▪ Steiner, J. (2013): Vertrieb - Sales Management in der Konsumgüterindustrie, 1. Aufl., Konstanz. ▪ Weis, H.C. (2010): Verkaufsmanagement, 7. Aufl., Ludwigshafen. ▪ Winkelmann, P. (2013): Vertriebskonzeption und Vertriebssteuerung – Die Instrumente des integrierten Kundenmanagements – CRM, 5. Aufl., München. ▪ Wirtz, B. (2022): Multi-Channel-Marketing – Grundlagen, Instrumente, Prozesse, 3. Aufl., Wiesbaden.
Status	08.05.2025

4.11. Sustainability Management

Module No.	IRM-11
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	International management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Maud Helene Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de Prof. Dr. Wolfram Heger building 17, room 013, Tel.: 07121 271 3043 wolfram.heger@reutlingen-university.de
Lecturers names	Prof. Dr. Maud Helene Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de Prof. Dr. Wolfram Heger building 17, room 013, Tel.: 07121 271 3043 wolfram.heger@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: Presentation (60%), term paper (40%).
Weighting of Grade within overall program	5/90
Learning outcomes	▪ Subject-specific competences: 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. Furthermore, students will be familiar with strategies and instruments to apply sustainability management in business and to transform businesses towards CO_2 positive, circular and socially responsible business practices. ▪ Professional competences: 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 (story-line, action title, etc.).
	▪ **Social skills, key competences:** 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.
	▪ **Personal competences:** Students will gain knowledge and competencies in analysing and assessing sustainability management issues and thereby reflect how to grow into responsible decision makers. They will discuss personal consequences, e.g. to take the initiative for a responsible and future oriented behaviour in business and society.
Course-specific contribution to AoL competency goals	**CG2 introduced:** Students reflect upon the complexities of international corporations regarding sustainability topics, e.g. social and ecological challenges of setting up international sustainable supply chains.
	CG3 introduced: When writing term papers and presenting their topics in class, students are asked to put special emphasis on the ethical aspects of their topic. Questions and discussions contribute to ethical behavior. Students review each other´s presentations and provide peer feedback. Arising ethical dilemmas will be used as an opportunity for an ethical discussion. Thus, students learn how to handle these kinds of challenges.
	CG4 reinforced: Based on scientific methods students analyze and assess sustainability management issues, e.g. sustainability strategies and implementation of management systems. They analyze and evaluate sustainability reports regarding strategy, implementation, and KPIs.
Content/ Indicative syllabus	▪ Basics of sustainability management: principles, ethical foundations, concepts, topics, models, challenges and opportunities
	▪ Environmental sustainability dimension (E of ESG): Innovating for climate-friendly and circular economy (product/service, business model and eco-system innovation)
	▪ Social sustainability dimension (S of ESG)– incl. human rights, labour relations in own operations and supply chains
	▪ Sustainability and Corporate Governance (G of ESG): Sustainability strategies and implementation – incl. standards, instruments and processes, regulatory requirements, stakeholder management, sustainability reporting and communication
	▪ Selected functional areas of sustainability management: e.g. production, human resources, procurement
▪ Teaching and learning methodology	A variety of alternating teaching methods are used, thus appealing to different learning styles:
	▪ Seminar-style course lectures
	▪ Development/elaboration of concepts in small groups with a final presentation of results and discussion
Miscellaneous	If applicable guest lecture and/or excursion
Indicative reading list	Lecture handout with list of references, case studies, sustainability reports and articles, amongst others:
	Required reading:

- Ernst, D. / Sailer, U. / Gabriel, R. (eds.) (2023): Sustainable Business Management, 2nd ed., München.
- Rasche, A. / Morsing, M. / Moon, J. / Kourula, A. (2023): Corporate Sustainability: Managing Responsible Business in a Globalised World, 2nd ed., Cambridge.

Additional recommended reading:

- Aagaard, A., Lüdeke-Freund F., Wells, P. (eds.) (2021): Business Models for Sustainability Transitions: How Organisations Contribute to Societal Transformation, Heidelberg.
- Coffay, M. / Bocken, N. (2023): Sustainable by design: An organizational design tool for sustainable business model innovation, in: Journal of Cleaner Production, pp. 1-13.
- Das, A. / Bocken, N. (2024): Regenerative business strategies: A database and typology to inspire business experimentation towards sustainability, in: Sustainable Production and Consumption, pp. 529-544.
- Fröhlich, E. / Steinbiß, K. / Schmiedeknecht, M.H. / Adaui, C.R.L. (eds.) (2024): Circular Economy in Sustainable Supply Chains. A Global Perspective on Challenges, Concepts and Cases. Springer Nature Switzerland, Cham.
- Geissdoerfer, M. / Vladimirova, D. / Evans, S. (2018): Sustainable business model innovation: A review, in: Journal of Cleaner Production, pp. 401-416.
- Konietzko, J. / Bocken, N. / Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems, in: Sustainability, No. 1, p. 417.
- Lehtimäki, H. / Aarikka-Stenroos, L. / Jokinen, A. / Jokinen, P. (eds.) (2023): The Routledge Handbook of Catalysts for a Sustainable Circular Economy, Abingdon.
- Lüdeke-Freund, F. / Breuer, H. / Massa, L. (2022): Sustainable Business Model Design – 45 Patterns, Berlin.
- Müller-Christ, G. (2020): Nachhaltiges Management – Über den Umgang mit Ressourcenorientierung und widersprüchlichen Managementrationalitäten, 3rd ed., Baden-Baden.
- Sailer, U. (2024): Nachhaltigkeitscontrolling, 5th ed., Tübingen
- Schmiedeknecht, M. / Ranisch, L. (2023): Grundlagen und Instrumente des Nachhaltigkeitsmanagements, in: Bühler, A. / Nufer, G. (Hrsg.): Nachhaltigkeitsmanagement in Sport und Kultur, Berlin, S. 23-47.
- 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 (2025): The Global Risks Report 2025 (January 10, 2025).
- Wunder, T. (2024): Toolbox Strategie und Nachhaltigkeit. Wirksame Methoden für neue Geschäftsmodelle und die Transformation, Stuttgart.

Status	28.02.2025

4.12. Advanced Retail and International Management

Module No.	IRM-12
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Knowledge from the module Retail Management
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de Prof. Dr. Andreas Taschner building 17, room 005, Tel.: 07121 271 3027 andreas.taschner@reutlingen-university.de
Lecturers names	Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de Prof. Dr. Andreas Taschner building 17, room 005, Tel.: 07121 271 3027 andreas.taschner@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 75 %), presentation (RE 25 %). Term paper: 15-20 p., individually. Presentation: 15-20 min., individually.
Weighting of Grade within overall program	5/90
Learning outcomes	The objective of the course is to examine current trends in society and business and analyze their impact on the retail industry. ▪ **Subject-specific competences:** Participants gain expert knowledge in dedicated retail questions and their linkages to general trends. They identify and analyze challenges and perspectives arising from these trends and develop appropriate solutions for retail business. ▪ **Professional competences:** After completing participants may conduct in-depth analysis of retail structures und develop new opportunities for their businesses based on current societal and business developments.

	▪ **Social skills, key competences:** Participants improve presentation skills and learn to conduct proper retail analysis. ▪ **Personal competences:** Goal orientation, self-management, information management, commitment and creativity.
Course-specific contribution to AoL competency goals	**CG2 introduced:** The module focuses on an international perspective and stresses intercultural differences. Students evaluate and summarize international/intercultural differences and are able to con-sider the respective cultural environment in their analysis. **CG3 introduced:** Students write term papers and present their topics in class. Questions and discussions contribute to ethical behavior. Students review each other´s presentations and provide peer feedback. If the discussion has an ethical dilemma, the lecturer will use it as an opportunity for an ethical discussion (e.g. in ingredients which are being used in products in some countries and are forbidden in others). Thus, students learn to handle these kinds of challenges. **CG4 reinforced:** When writing a paper students understand complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions. **CG6 reinforced:** Students understand digital business and retail strategies. They are able to identify and analyze challenges and perspectives regarding digital business and retail by solving real cases and by developing future-oriented solutions.
Content/ Indicative syllabus	Content components and processes to achieve qualification; concrete structure of learning sequence. Selection of the following topics according to the development in current international retail: ▪ General trends in business and society and their implications on business models and business operations ▪ Selected tools, approaches and processes for strategic analysis of trends and retail business models ▪ Statistical analysis techniques to identify effect of trends and societal developments on retail industry and individual companies ▪ Trends in international retail and trade (market and management trends – landscape of retailing, Consumer centric retail) ▪ Retail diversification, advanced distribution strategy (systems, direct marketing pier levels, management, marketing logistics) ▪ Location strategy (aim, aspects of location decisions – location analysis, evaluation models) in a digital context ▪ New Retail, E-business, e-commerce, mobile-commerce, social-commerce strategies (auctions, portals, intermediate, onsite/offsite, social media, web) ▪ eCRM (customer acquisition, customer analysis, profiling, relationship-management, ECR, customer value, loyalty programs, omnichannelling, KPis) ▪ New Technologies and their impact on retail management
Teaching and learning methodology	Different teaching methods: ▪ Lecture with seminaristic character

	▪ Integration of theoretical contents in individually assigned tasks with concluding presentation ▪ Creative groupwork with supervised tasks
Miscellaneous	Guest speaker, if appropriate/possible
Indicative reading list	**Required reading:** ▪ Adam, M. / Strähle, J. / Freise, M. (2018): Dynamic capabilities of early-stage firms: Exploring the business of renting fashion, in: Journal of Small Business Strategy, No. 2, pp. 49–67. ▪ Jackson, T. (2016): Prosperity without Growth: Foundations for the Economy of Tomorrow, 2nd ed., Abingdon. ▪ Osterwalder, A. / Pigneur, Y. (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, 1st ed., Hoboken. ▪ Schallehn, H. / Seuring, S. / Strähle, J. / Freise, M. (2019): Customer experience creation for after-use products: A product–service systems-based review, in: Journal of Cleaner Production, pp. 929–944. **Additional recommended reading:** ▪ Bill, A. (2012): "Blood, Sweat and Shears": Happiness, Creativity, and Fashion Education, in: Fashion Theory, No. 1, pp. 49–65. ▪ Brundtland, G.H. (1987): Our Common Future: Report of the World Commission on Environment and Development, Geneva: https://sustainable-development.un.org/content/documents/5987our-common-future.pdf. ▪ Celik, H. (2016): The Functionality of Online Shopping Site within the Customer Service Life Cycle: A Literature Review, in: Encyclopedia of E-Commerce Development, Implementation, and Management, pp. 791–803. ▪ Helliwell, J.F. / Layard, R. / Sachs, J.D. / Neve, J.-E.D. / Aknin, L.B./ Wang, S. (2024): World Happiness Report 2024, https://worldhappiness.report/ed/2024/ (Availability date: March 20, 2020, Access date: March 21, 2024). ▪ Huber, D. (2019): Was SciFi-Autor Isaac Asimov 1983 für das Jahr 2019 voraussagte – und was davon eintraf, in: watson, https://www.watson.ch/wissen/raumfahrt/476602472-was-isaac-asimov-1983-fuer-das-jahr-2019-voraussagte-und-was-davon-eintraf (Verfügbarkeitsdatum: 04.01.2019, Zugriffsdatum: 14.03.2019). ▪ Orboi, M.-D. (2013): Aspects regarding the evolution of the organic food market in the world, in: Research Journal of Agricultural Science, No. 2, pp. 201–209. ▪ Ritch, E.L. (2015): Consumers interpreting sustainability: moving beyond food to fashion, in: International Journal of Retail & Distribution Management, No. 12, pp. 1162–1181. ▪ Schader, P. (2019): Amazon holt Whole Foods Market als Produktmarke nach Deutschland, in: Supermarktblog, https://www.supermarkt-blog.com/2019/01/09/amazon-startet-whole-foods-market-als-produkt-marke-in-deutschland/ (Verfügbarkeitsdatum: 09.01.2019, Zugriffsdatum: 14.01.2019). ▪ Springer, N.P. et al. (2015). Sustainable Sourcing of Global Agricultural Raw Materials: Assessing Gaps in Key Impact and Vulnerability Issues and Indicators, in: PLoS ONE, No. 6, pp. 1–22. ▪ Strähle, J. / Stöcklin, K. (2014): Einkaufsverhalten in Warenhäusern in Deutschland und USA: Zusammenfassung der Studienergebnisse (15.05.2014).

Status	30.09.2024

4.13. International Strategy and Implementation

Module No.	IRM-13
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 175 - 2060333 carmen.finckh@reutlingen-university.de
Lecturers names	Prof. Dr. Simon Adderley Oxford Brookes University, Tel.: +44 1865 485747 sadderley@brookes.ac.uk Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 175 - 2060333 carmen.finckh@reutlingen-university.de
Teaching language	English/German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/Type of assessment	Project work (PA 100%). Project work with final presentation of results in 30-45 min., team work, evaluated individually.
Weighting of Grade within overall program	5/90
Learning outcomes	This module aims to provide students with advanced knowledge and skills necessary for the formulation, analysis, and implementation of business strategies in a global context. This module emphasizes the importance of innovation, the use of quantitative methods, empirical research, and the integration of technological applications to address complex international business challenges. It is designed to build on foundational knowledge, focusing on depth and specialized expertise appropriate for Master's level study. **Strategic Analysis and Formulation:** ▪ Critically evaluate and synthesize advanced theories and frameworks of international strategy.

- Develop and articulate comprehensive international business strategies based on rigorous analysis of global markets, competitive landscapes, and internal capabilities.

Quantitative Methods and Empirical Research:

- Apply advanced quantitative methods and statistical tools to analyze international business problems, and use these to support arguments for strategy development

- Use and demonstrate understanding of empirical research to inform strategic decision-making.

- Critically appraise and synthesize interdisciplinary knowledge from fields such as economics, management science, and technology studies to inform strategic decisions.

Innovation and Technological Integration:

- Assess the role of innovation in international strategy and propose innovative solutions to complex global business challenges.

- Demonstrate a detailed understanding of the mechanisms whereby emerging technologies such as Artificial Intelligence (AI) and Information Technology (IT) can influence the development and implementation of international strategies.

Implementation and Execution:

- Develop detailed implementation plans for international strategies, incorporating project management principles and risk assessment techniques.

- Evaluate the effectiveness of strategy implementation using performance metrics and feedback mechanisms, and propose adjustments based on empirical data.

Ethical and Sustainable Practices:

- Analyze the ethical implications of international business strategies and develop approaches that promote sustainability and corporate social responsibility.

- Advocate for ethical decision-making and sustainable practices in the formulation and implementation of international strategies.

Leadership and Communication:

- Demonstrate advanced leadership skills in the context of international strategy, including team management, cross-cultural communication, and stakeholder engagement.

- Present complex strategic analyses and recommendations clearly and persuasively to diverse audiences, utilizing advanced communication techniques and tools.

After having taken the course, its participants should be capable of international thinking and acting strategically while considering different contexts. Inter alia, the course serves the purpose of providing preparation for increased international fields of work while referencing a strategic approach and for increased requirements to manage the implementation of strategies.

- **Subject-specific competences:**

  - Deeper understanding of the strategic management process in different contexts and its challenges.

  - Confident handling of the strategy and strategy implementation toolbox.

	- Strategic management processes and systems and process- and system-oriented thinking.
	- In-depth content-related and analytical comprehension in selected focus topics/issues.
	▪ **Professional competences:**
	- Understanding of strategic matters and action approaches for complex international strategic and implementation challenges.
	- Thought patterns and analytical procedure with a focus on different contexts.
	- Perceiving and understanding the complexity engendered by international corporate activities and approaches for coping with and managing the complexity.
	▪ **Social skills, key competences:**
	- Teamwork in business simulations and on projects in the development and elaboration of strategic and implementation issues.
	▪ **Personal competences:**
	- Purposeful handling of strategic management approaches and methods as well as the data for the analysis of specific strategic issues/questions.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** The module focuses on an international strategic and implementation perspectives. On the basis of business simulations and case studies the topics of internationalisation strategy and of strategic change of companies are discussed.
	CG4 reinforced: The main feature of the course is to apply strategic management methods and tools to deal with complex and uncertain situations in in the business environment and strategy implementation to come up with feasible and realistic decisions.
	CG6 reinforced: Students understand digital business models and innovation, get to know traditional and agile innovation management approaches.
Content/ Indicative syllabus	▪ What is international strategy, strategic thinking and strategy implementation?
	▪ Exploring the international strategic environment and strategy implementation
	▪ How does culture and the context effect strategy and strategy implementation?
	▪ What is strategic purpose and what are the implementation challenges and how do we set them?
	▪ Measuring strategic capabilities and implementation success
	▪ Making strategic choices
	▪ Innovation, agile organization and implementing strategies
	▪ International case studies in groups
Teaching and learning methodology	This module ensures that students are equipped with the expertise and innovative mindset required to navigate and lead in the dynamic field of international business strategy at a Master's level. A variety of teaching methods are used to achieve this:
	▪ Lecture elements with practical relevance
	▪ Case Studies and Simulations:
	▪ Discussion of Scientific research projects

	▪ Collaborative Learning:
	▪ Group project assignments/work
	▪ Interactive discussions
	Wherever possible, references are made to the retail business, also pointing out its own special features. Several articles and case studies that are used in the course must be read prior to the start of the course.
Miscellaneous	-
Indicative reading list	**Required reading:**
	▪ Grant, R.M. (2021): Contemporary strategy analysis, 11th ed., Hoboken.
	▪ Whittington, R. / Regnér, P. / Angwin, D. / Johnson, G. / Scholes, K. (2024): Exploring Strategy: Text and Cases, 13th ed., Oxford.
	Additional recommended reading:
	▪ Appelbaum, S.H / Habashy, S. / Malo, J.-L / Shafiq, H. (2012): Back to the Future Revisiting Kotters 1996 Change Model, in: Journal of Management Development, No. 8, pp. 764–782.
	▪ Beer, M. / Nohria, N. (2000): Cracking the Code of Change, in: Harvard business review, No. 3, pp. 133–41.
	▪ By, R.T. / Hughes, M. / Ford, J. (2016); Change Leadership- Oxymoron and Myths, in: Journal of Change Management, No. 1, pp. 8–17.
	▪ Chesbrough, H. (2010): Business Model Innovation- Opportunities and Barriers, in: Long Range Planning, No. 2/3, pp. 354–363.
	▪ Gündoğdu, M.Ç. (2012): Re-thinking entrepreneurship, intrapreneurship, and innovation: A multi-concept perspective, in: Procedia-Social and Behavioral Sciences, pp. 296-303.
	▪ Knights, D. / Morgan, G. (1991): Corporate strategy, organizations, and subjectivity A critique, in: Organization studies, No. 2, pp. 251-273.
	▪ Kotter, J.P. (1995): Leading change - Why transformation efforts fail, in: Harvard Business Review, No. 3, pp. 59–67.
	▪ Kaplan, R.S. / Norton, D.P. (2008): The execution premium: linking strategy to operations for competitive advantage, Boston.
	▪ Kaplan, R.S. / Norton, D.P. (2008): The strategy-focused organization: how balanced scorecard companies thrive in the new business environment, Boston.
	▪ Mintzberg, H. / Waters, J.A. (1985): Of strategies, deliberate and emergent, in: Strategic management journal, No. 3, pp. 257-272.
	▪ Porter, M.E. (1997): Competitive strategy, in: Measuring business excellence, No. 2, pp. 12-17.
	▪ Wunder, T. (2023): Essentials of Strategic Management. Effective Formulation and Execution of Strategy in the Era of Sustainability, 2nd ed., Stuttgart.
	▪ Wunder, T. (ed.) (2019): Rethinking Strategic Management. Sustainable Strategizing for Positive Impact, 1st ed., Cham.
	▪ Papers/Articles to specific topics
	▪ Case Studies
Status	30.09.2024

4.14. Intercultural Management and Communication

Module No.	IRM-14
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	3rd semester status
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de Prof. Baldur H. Veit, LL.D. building 3, room 218, Tel.: 07121 271 1004 baldur.veit@reutlingen-university.de Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Lecturers names	Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de Prof. Baldur H. Veit, LL.D. building 5, room 004b, Tel.: 07121 271 1004 baldur.veit@reutlingen-university.de Prof. Dr. Robert Münscher HS Worms, Tel.: 06241 509 140 muenscher@hs-worms.de Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Teaching language	English
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 100%). Term paper: 2,500-3,000 words, individually.

Weighting of Grade within overall program	4/90
Learning outcomes	After successful completion of this course the students should have gained the following knowledge and developed the following competencies:
	▪ **Subject-specific competencies:** Students apply up-to-date, relevant intercultural management concepts and approaches to understand the dynamics of cultural differences in international business contexts and thus leverage diversity to develop innovative solutions.
	▪ **Professional competencies:** Students develop competencies in interacting and successfully leading intercultural teams. They develop skills to prevent and solve intercultural problems in different business situations.
	▪ **Social skills, key competencies:** Students develop competencies for interacting with others in diverse working contexts (e.g. national, organizational, social diversity). Besides, through a broad variety of exercises and simulations, they refine their teamworking and communication skills.
	▪ **Personal competencies:** Students gain an awareness of their own cultural profile and their intercultural communication skills.
Course-specific contribution to AoL competency goals	**CG2 assessed:** The module is taught in English and serves as preparation for the phase abroad. Students work in teams and discuss several intercultural case studies. Students' level of intercultural competence is assessed, especially their intercultural knowledge and understanding and their reflection of behavioural strategies. Intercultural competence is assessed by way of the Intercultural efficiency scale (IES) Test.
	CG3 introduced: Ethical aspects of diversity are discussed as part of the intercultural management challenges.
	CG4 introduced: Students discuss and evaluate various case studies from international business situations.
Content/ Indicative syllabus	1. An advanced understanding of Intercultural Management at an academic level
	▪ Models to explain culture and cultural differences in international management including levels of culture (nation, organization, function etc.)
	▪ Effects of cultural differences on interaction and communication
	▪ Dimensions of intercultural competence /cultural intelligence
	▪ Culture shock and cultural adaptation
	▪ Basis of knowledge in Intercultural Management and science-based application perspectives
	2. Dealing with cultural differences in intercultural interactions
	▪ Advanced usages of the dimensions of difference model (e.g. hierarchy, time management, work organization, communication patterns)
	▪ Consideration of culture-specific values, attitudes and behaviors
	▪ Development of strategies for dealing with intercultural misunderstandings
	▪ Leadership styles in intercultural, rapidly changing business contexts (culture-specific tendencies versus adaptive leadership styles best suited for digitalization, etc.)

	3. Advanced challenges and solutions drawing on concepts from psychology and sociology to better understand human interactions and behaviours ▪ Leading and motivating employees from diverse backgrounds ▪ Communicating and presenting in international business settings ▪ Conflict management and facework ▪ Best practices for managing intercultural teams, including virtual teams ▪ Dynamics behind intercultural/cross-cultural negotiations
Teaching and learning methodology	The following teaching methods are used throughout the course: ▪ Interactive lecture with small group discussions and activities ▪ Discussion of case studies and cultural critical incidents ▪ Analysis and discussion of relevant video clips or TedTalks by experts ▪ Self-inventories, practical exercises and simulations ▪ Moderated reflection of individual experiences ▪ Development of a practical case study using the Critical Incident Technique (CIT) from qualitative research The variety of activities and resources emphasize self-reflection, group reflection, and knowledge transfer, especially transfering CIT research methodology to improve workplace culture and interpersonal relations at the workplace.
Miscellaneous	-
Indicative reading list	**Required reading:** ▪ Steers, R.M. / Nardon, L. / Sanchez-Runde, C.J. (2024): Models of national cultures, in: Steers, R.M. / Nardon, L. / Sanchez-Runde, C.J.: Management across cultures, 5th ed., Cambridge, pp. 385-394. **Additional recommended reading:** ▪ Backmann, J. / Kanitz, R. / Tian, A.W. et al. (2020): Cultural gap bridging in multinational teams, in: Journal of International Business Studies, pp. 1283-1311. ▪ Browaeys, M.-J. / Price, R. (2024): Understanding Cross-Cultural Management, 6th ed., Harlow. ▪ Chhokar, J.S. / Brodbeck, F.C. / House, R.J. (Eds.) (2008): Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies, 1st ed., Mahwah. ▪ Deardorff, D.K. (2009): The SAGE Handbook of Intercultural Competence, 1st ed., Tousand Oaks. ▪ Gross-Golacka, E. / Plotnikova, M. / Žukovskis, J. (2022): Diversity Management in Management Studies, in: Journal of Intercultural Management, No. 3, pp. 4-16. ▪ Heldal, F. / Sjøvold, E. / Stålsett, K. (2020): Shared cognition in intercultural teams: collaborating without understanding each other, in: Team Performance Management: An International Journal, No. 3/4, pp. 211-226. ▪ Holden, N. / Michailova, S. / Tietze, S. (Eds.) (2015): The Routledge Companion to Cross-Cultural Management, 1st ed., Abingdon. ▪ Holtbrugge, D. (2022): Intercultural management: Concepts, practice, critical reflection, 1st ed., London.

	▪ Chua S. / Sun, Y.P. / Sinha, P. (2023): Making sense of cultural diversity's complexity: Addressing an emerging challenge for leadership, in: International Journal of Cross Cultural Management, No. 3, pp. 635-659. ▪ Wildman, J.L. / Griffith, R.L. / Armon, B.K. (Eds.) (2016): Critical Issues in Cross Cultural Management, 1st ed., Basel.
Status	30.09.2024

4.15. Project-based Learning

Module No.	IRM-15
Semester	1-4
Duration of module	4 semesters
Type of module	Compulsory
Courses included in the module	▪ Scientific Methods (semester 1: general prep, semester 4: specific thesis prep) ▪ Project Management (semester 2) ▪ Applied Project Management (semester 2/3) ▪ Practical Business and Retail Studies (semester 3/4)
How frequently is the module offered	Each intake
Admission requirements	Project management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Teaching language	German/English
Total number of ECTS	8
Total workload and breakdown	240 h
Examination/ Type of assessment	Project work (PA 100%). Project work: final report containing 10,000-15,000 words, team work, evaluated individually.
Weighting of Grade within overall program	8/90
Learning outcomes of the module	The course "Project-Based Learning" is designed to equip participants with advanced competencies in scientific method and project management theory and application. They apply these to practical Business and Retail Studies. The course emphasizes quantitative methods, statistics, project and research orientation, preparing students for complex, data-driven projects in various professional field of retail management. ▪ **Subject-specific competences:** Participants master quantitative research techniques and statistical analysis. They are able to design and conduct rigorous scientific experiments and demonstrate proficiency in data collection, interpretation, and presentation. They have an advanced understanding of project management principles and frameworks and apply these principles to practical projects as well as business and retail case studies ▪ **Professional competences:** Participants have advanced skills in planning and managements of complex international projects. The demonstrate professional competencies

	and approaches in order to lead their projects to success. The course is designed for master students who aim to excel in research-oriented and data-driven project environments. By the end of the course, students will have developed a robust skill set that combines scientific rigor with practical project management expertise, making them valuable assets in academia, industry, and beyond. ▪ **Social skills, key competences:** Participants acquire competences in problem-solving and decision-making capabilities, for self-management and autonomy along with the capacity for teamwork. They master effective communication and collaboration within diverse teams, conflict resolution and negotiation skills as well as building and maintaining professional relationships. ▪ **Personal competences:** Participants demonstrate enhanced problem-solving and critical thinking abilities, time management and organizational skills.
Status	30.09.2024

4.15.1. Scientific Methods

Course number/ Code	IRM-15.1
Type of course	Optional
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de
Teaching language	German/English
Credits (ECTS)	-
Total contact hours	2 presence days / 20 h
Learning outcomes of the course	The objective of the course is the acquisition of key qualifications in the field of scientific work The knowledge and skills imparted in this course constitute the basis for scientific papers to be prepared in all other modules, in particular for the Master thesis. ▪ Subject-specific competences: Participants are capable of independently authoring a scientific paper. They recognize the difference between the theft of intellectual property and the legally sound use of knowledge that has already been created. ▪ Professional competences: Participants acquire the theoretical knowledge they need to independently write a scientific paper of the quality of a Master's thesis and to use modern information sources and databases for their research and analyses. In accompanying practical exercises participants learn how to write a thesis proposal and how to use modern information sources and databases for research and analysis. ▪ Social skills, key competences: Acquisition of competences for problem-solving and decision-making capacity, for self-management and autonomy. ▪ Personal competences: Participants should be capable of presenting and documenting scientific results to a professional audience in a competent manner.
Course-specific contribution to AoL competency goals	**CG3 introduced:** Ethical awareness, ethical analysis and application of ethics theories are introduced.
Content/ Indicative syllabus	▪ Scientific working ▪ Structure of a scientific publication or presentation ▪ Development of a scientific publication or presentation ▪ Library and database researchCitation method ▪ Source materials/bibliography ▪ Literature research, library and database research ▪ Selected specific aspects
Teaching and learning methodology	Course in seminar style
Miscellaneous	Library tour and database training

Indicative reading list	Required reading:
	▪ Backhaus, K. / Erichson, B. / Plinke, W., / Weiber, R. (2023): Multivariate Analysemethoden, 17. Aufl., Wiesbaden.
	▪ Theisen, M. (2024): Wissenschaftliches Arbeiten. Erfolgreich bei Bachelor- und Masterarbeit, 19. Aufl., München.
	Additional recommended reading:
	▪ American Psychological Association (Ed.) (2011): Mastering APA style: Student's workbook and training guide, 6th ed., Washington, D.C.
	▪ Fantapié Altobelli, C. (2023): Marktforschung. Methoden – Anwendungen – Praxisbeispiele, 4. Aufl., Stuttgart.
	▪ Harvard Business School (Ed.) (2003): Business Communication: Your Mentor and Guide to Doing Business Effectively, 1st ed., Boston.
	▪ Heesen, B. (2021): Wissenschaftliches Arbeiten: Vorlagen und Techniken für das Bachelor-, Master- und Promotionsstudium, 4. Aufl., Berlin.
	▪ Heister, W. / Weßler-Poßberg, D. (2011): Studieren mit Erfolg: Wissenschaftliches Arbeiten für Wirtschaftswissenschaftler, 2. Aufl., Stuttgart.
	▪ Kornmeier, M. (2021): Wissenschaftlich schreiben leicht gemacht – für Bachelor, Master und Dissertation, 9. Aufl., Bern.
	▪ Mayring, P. (2021): Qualitative Inhaltsanalyse: Grundlagen und Techniken, 13. Aufl., Weinheim.
	▪ Niedermair, K. (2023): Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium, 2. Aufl., München.
	▪ Saunders, M.N.K. / Lewis, P. / Thornhill, A. (2023): Research Methods for Business Students, 9th ed., Harlow.
	▪ Smith, T. (2011): APA/MLA guidelines: for students, Boca Raton.
	▪ Universität Basel (Hrsg.) (2023): Leitfaden «Aus KI zitieren», Basel.
	▪ Universität Hamburg (Hrsg.) (2023): Leitfaden zum Umgang mit KI-Tools in Bachelor-, Master- und Seminararbeiten, Hamburg.
	▪ Universität Mannheim (Hrsg.) (2023): ChatGPT im Studium, Mannheim.
	▪ Voss, R. (2024): Wissenschaftliches Arbeiten … leicht verständlich!, 9. Aufl., München.
Status	30.09.2024

4.15.2. Project Management

Course number/ Code	IRM-15.2
Type of course	Optional
Lecturers names	Prof. Dr.-Ing. Jochen Brune, MBA building 4, room 008, Tel.: 07121 271 7075 jochen.brune@reutlingen-university.de Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German
Credits (ECTS)	-
Total contact hours	2 presence days / 20 h
Learning outcomes of the course	• **Subject-specific competences:** The Participants have an advanced understanding of principles and frameworks of international project management. • **Professional competences:** Participants have advanced skills in planning, executing, and closing international projects. The demonstrate professional competencies in risk management, resource allocation, and stakeholder communication. They analyze and optimize complex international projects based on quantitative data and professionally use project management software and tools for this task. • **Social skills, key competences:** The participants demonstrate team management, cultural awareness and sensitivity in a global project environment. Eventually, they demonstrate the ability to present and defend their projects in a professional steering-board meeting. • **Personal competences:** The students understand why structuring and planning are prerequisites for successful execution of complex international projects. They show adaptability and resilience in dynamic project settings, self-motivation and accountability in achieving project goals.
Course-specific contribution to AoL competency goals	**CG4 introduced:** Retail-specific problem-solving competencies are introduced. Students learn to apply management methods to solve complex problems. **CG5 introduced:** Project management competencies are introduced. Students learn to apply project management methods to work on practical retail projects.
Content/ Indicative syllabus	Project management methods and techniques, with the focus on structured project planning and optimization for complex international projects. Advanced project management: ▪ Project lifecycle and phases. ▪ Project organization forms. ▪ Project planning and scheduling techniques.

	▪ Quantitative risk management.
	▪ Resource allocation and optimization.
	▪ Project budget calculation and optimization.
	▪ Quantitative project optimization.
	▪ Communication to steering boards and senior management.
Teaching and learning methodology	Lecture, combined with teamwork on case studies
Miscellaneous	-
Indicative reading list	**Required reading:** ▪ Lecture script **Additional recommended reading:** ▪ Flyvbjerg, B. / Gardner, D. (2023): How Big Things Get Done: The Surprising Factors that Determine the Fate of Every Project, from Home Renovations to Space Exploration and Everything in Between, 1st ed., New York. ▪ Jenny, B. (2023): Projektmanagement- Das Wissen für eine erfolgreiche Karriere, 9. Aufl., Zürich. ▪ Jenny, B. (2019): Projektmanagement- Das Wissen für den Profi, 4. Auflage, Zürich. ▪ Kerzner, H. (2022): Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 13th ed., Hoboken. ▪ Meredith, J. / Mantel, S. (2021): Project Management – A Managerial Approach, 11th ed., Hoboken. ▪ Project Management Institute (Ed.) (2021): A guide to the project management body of knowledge PMBOK® guide, 7th ed., Newtown Square.
Status	30.09.2024

4.15.3. Practical Business and Retail Studies

Course number/ Code	IRM-15.3
Type of course	Compulsory
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de Prof. Dr. Nicolette Michels Oxford Brookes University, Tel.: +44 1865 741111 nicoletteycmichels@gmail.com Prof. Dr. Sarah Quinton Oxford Brookes University, Tel.: +44 1865 485858 sequinton@brookes.ac.uk
Teaching language	German/English
Credits (ECTS)	-
Total contact hours	4 presence days / 40 h
Learning outcomes of the course	The objective of this module is to delve into corporate practice with the purpose of bridging theory and practice, and in the process applying and critically reflecting on that which has been previously learned in the course of the program. ▪ **Subject-specific competences:** Expanded comprehension of actions in operational management. Knowledge of the influencing factors required to make the potential for success operationally accessible. Cross-sector (or industry) examples of operational management, planning and implementation in large chain-store type or other companies including independent retailers. ▪ **Professional competences:** International benchmarking and application viability of operational methods of analysis in the areas of shop construction, store operations, staff management, merchandising, inventory management and incorporating an appreciation of the target market. ▪ **Social skills, key competences:** Involves acquisition of problem-solving and decision-making capabilities, for self-management and autonomy as well as the capacity for teamwork and presentation skills. ▪ **Personal competences:** After taking the course, participants should be capable of assuming responsibility in operational retail management with a greater understanding of the international complexities.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** Bridging theory and practice and comparing national and international concepts contributes to intercultural competence. **CG4 reinforced:** International benchmarking contributes to retail-specific understanding of complex problems and problem solving competencies.
Content/ Indicative syllabus	▪ Interdisciplinary benchmarking and comparing

	▪ Individual insights into various international companies
Teaching and learning methodology	▪ International benchmarking within the scope of excursions into corporate practice and, as appropriate, with guest lectures by practitioners
	▪ In addition to the lecture parts, stationary, on-site exercises and analyzes are called for, which enable elaboration of the content among the groups of participants
Miscellaneous	Delving into corporate practice, international guest lectures as appropriate
Indicative reading list	**Required reading:** ▪ Company annual reports ▪ Company websites **Additional recommended reading:** ▪ Ebster, C. / Garaus, M. (2011): Store Design and Visual Merchandising: Creating Store Space That Encourages Buying, 1st ed., New York. ▪ Levy, M. / Weitz, B. / Grewal, D. (2022): Retail Management, 11th ed., New York. ▪ Lewis, M. / Weitz, B (2011): Retailing Management, 8th ed., New York. ▪ Umdasch Shop Academy (Hrsg.) (2011): Lexikon für Ladenbau und Ladenmarketing: Ladenarchitektur, Shop-Design, Ladenplanung, Shop-Beleuchtung, Betriebstypen, Standorte, Ladenbau, POS-Marketing, Visual Marketing, Visual Merchandising, 1. Aufl., München. Relevant industry specific publications such as www.thegrocer.com, www.internateretailing.com.
Status	25.08.2025

4.15.4. Applied Project Management

Course number/ Code	IRM-15.4
Type of course	Compulsory
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German/English
Credits (ECTS)	8
Total contact hours	160 h workload in total. Support and supervision by academic and practice-based adviser.
Learning outcomes of the course	The objective of this module is to work in a team to intensively deal with and resolve a practical problem over an extended period of time. ■ **Subject-specific competences:** Participants are capable of intensively dealing with and resolving a practical problem derived from international retail management, complementary to their studies. ■ **Professional competences:** Participants learn to use the project management skills and knowledge acquired in their studies and apply them in practice. ■ **Social skills, key competences:** Within the scope of working on a practice-based international project in groups, the students develop and enhance their social skills and advance their personal development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team. ■ **Personal competences:** Participants should demonstrate that they are capable of dealing with a practical assignment within a specified time limit, in which they work independently in small groups, in a structured manner and using scientific methods, applying social/ethical criteria and by using what they have learned in their studies.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** Bridging theory and practice and comparing national and international concepts contributes to intercultural competence. **CG3 assessed:** Ethical awareness, ethical analysis and application of ethics theories is a part of the team work. Analysis by students contribute to ethical behavior. Each team member reflects individually upon potential ethical consequences and summarizes his/her findings in the final written report. **CG4 reinforced:** Project work on real-life projects by students contributes to retail-specific problem solving competencies. Students show understanding of complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions.

	CG5 assessed: Students apply project management skills to analyze retail problems and to select and apply project management methods, tools and instruments to solve practical issues in a retail management context.
	CG6 reinforced: Students understand digital strategies. They are able to identify and analyze advanced challenges and perspectives regarding digital business.
Content/ Indicative syllabus	▪ Dealing with and working on a practical project management issue from a company (the specific projects vary depending on the company providing the issues/support and supervision)
	▪ Author a written final report
Teaching and learning methodology	Project-oriented learning
Miscellaneous	Support/supervision by a contact person from the company as well as an academic contact person.
	Mentoring in regular coordination meetings with both supervisors.
	Regular coordination meetings (in person, by telephone or video) with the both supervisors.
Indicative reading list	Related to subject
Status	30.09.2024

4.16. Master Thesis

Module No.	IRM-16
Semester	4
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Personal experience with the preparation of scientific papers (Bachelor thesis, term paper, research paper). Registration for the Master thesis is permissible at the earliest after passing modules comprising 60 of 90 (respectively or 90 of 120) ECTS credit points and must take place no later than 2 months after passing all the modules with the exception of the Master Thesis module. The subject of the Master thesis must be such that it can be worked on in a manner which is complementary (accompanies) to the participant's studies, within 4 months.
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de
Lecturers names	All professors of the study program
Teaching language	German/English
Credits (ECTS)	15
Total workload and breakdown	450 h
Total contact hours	Scholarly supervision by first examiner
Examination/ Type of assessment	Master thesis (MT 2/3), colloquium (1/3). ▪ Master thesis: in writing, 15,000 words +/- 10 %, submitted in print in triplicate and in electronic format; individually. ▪ Colloquium: oral presentation with supporting media, responding to follow-up questions (45 minutes in total), individually.
Weighting of Grade within overall program	15/90
Learning outcomes	The objective of the Master's thesis is the detailed presentation of complex interrelationships and the critical examination of an agreed topic in International Retail Management. The Master's thesis should enable students to demonstrate that they are able to solve a problem in a specialist area independently, in a structured manner and within a specified period of time using scientific methods and the knowledge and skills they have acquired. In

	the chosen subject area, the thesis should include aspects that are as relevant to practice as possible as well as previous professional experience and evaluate them with regard to applied and practicable solutions. ▪ **Subject-specific competences:** Participants are capable of independently drafting a complex scientific paper. ▪ **Professional competences:** Participants make use of modern international sources of information and databases for research and analyzes. ▪ **Social skills, key competences:** The competences acquired are in problem-solving and decision-making capabilities, in self-management and autonomy. ▪ **Personal competences:** By means of the Master thesis, participants should demonstrate that they are capable of dealing with an academic problem presentation within a specified time limit, in which they work independently, in a structured manner and using scientific methods, applying social/ethical criteria and by using that which they have learned in their studies up to that time.
Course-specific contribution to AoL competency goals	**CG2 reinforced:** Throughout the process of finding a research topic as well as while conducting the research, each student is challenged to demonstrate an awareness and understanding of intercultural issues in an international business context. **CG3 reinforced:** The understanding of ethical principles and social responsibility perspectives is required within the master thesis through an appropriate choice of research questions. **CG4 assessed:** Participants demonstrate by their Master's thesis that they are able to apply their knowledge to real-world situations and to analyze problems appropriately. They develop viable, innovative solutions for a specific company problem or an empirical question. The idea of the master thesis is to impel students to select and apply appropriate research methods to solve business problems on their own. This is supported by feedback from the supervisor. The program-specific competency goal, the ability to analyze complex problems and to develop innovative solutions in the domain of international retail management, will be assessed by review of the thesis. **CG5 reinforced:** Students apply project management skills to analyze problems and to select and apply project management methods, tools and instruments to solve practical issues. **CG6 reinforced:** Students understand digital strategies. They are able to identify and analyze advanced challenges and perspectives regarding digital business.
Content/ Indicative syllabus	▪ Individual treatise of a research question (varying subjects related to retail business; no group-work) ▪ Working on a scientific topic ▪ Preparation of a Master thesis ▪ Scientific colloquium to defend the thesis
Teaching and learning methodology	Mentoring in regular coordination meetings with the supervisor of the work. Regular coordination meetings (in person, by telephone or video) with the work supervisor. Scientific paper + its defense.

Miscellaneous	-
Indicative reading list	Related to subject
Status	25.08.2025