



Curriculum & Syllabi Handbook

MSc Global Management & Digital Competencies (MGMDC)



Study and Examination Regulations: 26.02.2020

Academic Year: 21/22

Date: 01.03.2021

www.esb-business-school.de



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1. Qualification Profile

Aims of the programme

This master's degree programme aims to qualify graduates for international leadership, management and expert positions in companies in all sectors and organisations in an era of digital transformation. To this end the following objectives will be pursued:

1. Imparting of advanced theoretical and practical management subject knowledge and skills.
2. Imparting of modern business solutions and management methods to deal with the organisational and technological challenges which face corporations with international operations.
3. Equipping students with the requisite skills to analyse data, to manage technologies and to have a grasp on the pace and processes surrounding innovation
4. Development of very good English language skills as the entire programme is taught in English Language.
5. Development of a sound knowledge of the global business context as well as a high degree of sensitivity towards international cultural differences.
6. Reinforcement of students' initiative and creativity in the identification of and development of solutions for management problems. Case Studies, therefore, play a central role in classes, training students to work in teams on projects and to think in an interdisciplinary manner.
7. Development of a critical, ethical as well as global outlook in order to successfully work in an global management context.
8. Reinforcement of the ability to undertake independent academic work.

Degree awarded

Master of Science (MSc)

Duration of studies

3 Study Blocks full time (15 months) - 90 ECTS

Competency goals (CGs) according to AACSB

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

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

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

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

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

Table 1: Competency goals and objectives MGMDC

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	DOMAIN-SPECIFIC PROBLEM-SOLVING COMPETENCE	COMPLEX DATA ANALYSIS	SCIENTIFIC ANALYSIS & ASSESSMENT
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5 DIGITAL SKILLS	COMPETENCY GOAL 6 RESEARCH SKILLS
ESB MGMDC graduates are proficient in at least one foreign language (admission requirement).	...are interculturally competent.	...are ethical decision makers.	... are skilled at solving problems in a complex management context.	...are able to perform complex data analysis.	...are able to evaluate research questions and research methodologies.
	COMPETENCY OBJECTIVE 2	COMPETENCY OBJECTIVE 3	COMPETENCY OBJECTIVE 4	COMPETENCY OBJECTIVE 5	COMPETENCY OBJECTIVE 6
	...reflect upon the cultural context and its complexities when making decisions in a global business environment.	...reflect upon the potential ethical consequences of management decisions.	...analyze complex problems and draw on their generalist knowledge to develop solutions in the domain of global management.	...analyze complex data using multivariate analysis tools and are able to communicate the significance to managers that have no statistical background.evaluate clarity of research questions and assess the appropriateness and strengths/ weaknesses of the proposed methodology.
English proficiency is admission requirement.	Assessment in Leadership in a Digitalized World via online survey and 2 intercultural sessions	Embedded assessment in Ethics Day by reflective essay	Embedded assessment in thesis	Embedded assessment in Data Analytics & Visualization by exam question	Embedded assessment in Research Methods by student per evaluation essay

Qualification profile of graduates

Fields of expertise:

Graduates of the MGMDC programme are suited for a wide variety of business careers in an international context.

Typical jobs:

- General Management
- Administration
- Controlling & Finance
- Human Resource Management
- Management Consultancy
- Operational Management
- Marketing & Sales

2. Study Structure

Lectures and seminars

The MGMDC is a full-time programme consisting of teaching in seminar groups. Some modules are offered in blocks in order to, for example, be able to integrate industry representatives who are involved in teaching some of the modules; others will be offered on a weekly basis. Lecture notes and material are offered via Relax, the university's online learning platform.

Table 2: Study Structure

Course	Contact hours (à 45 min.)	ECTS credits ¹
Study Block 1 (30 ECTS) Canada/France/Ireland/Italy (5/6 ECTS/Modules)	Lecture	ECTS
Core Modules		
Advanced Global Strategy		
Advanced International Business		
Advanced International Marketing		
Regional Basket (indicative list) (in total minimum 18 ECTS)		
Cross Cultural Agility		

Economic Geography & GeoPolitics		
Business Process Innovation		
Internet & Social Media Marketing		
Augmented Reality Marketing		
International Negotiation Skills		
Personal Branding & Career Management		
Sustainability Management		
Advanced Economic Scenario Analysis		
Global Challenges & Impacts		
Enterprise Talent & Culture		
Electives		
Total		30
Study Block 2 (30 ECTS)	Lecture	ECTS
Germany	Contact hours	
(5 ECTS/Modules)	(à 45 min.)	
Core Modules (15 ECTS)		
Statistics for Business	30	5
Data Analytics & Visualisation	30	5
International Finance & Risk Management	30	5
Business Ethics Workshop	8	-
Total	98hrs	15ECTS
Regional Basket (15 ECTS)		
Smart Operations Management	30	5
Leadership in a Digitalized World	30	5
Consulting for Digital Transformation	30	5
Total	90hrs	15ECTS
Study Block 3 (30 ECTS)	Lecture	ECTS
Germany		
(5/25 ECTS/Modules)		
Core Modules (30 ECTS)		
Research Methods	30	5
Thesis	-	25
Total	30hrs	30
For programme in total	Ca. 400hrs	90ECTS

3. Overview: Core Modules

Table 3: Core Modules

Code	Modules and Courses	ECTS per Semester					Workload (hours) Contact seminars à 45 min.							
		1.	2.	3.	4.	5.	Lecture/ seminar	Contact seminar	Type of Module	Self- study	Total workload	Type of assess- ment	Language	Grade weighting
M 1	International Partner Modules	30									900	According to partner regulations	English	30/90
M 2	Statistics for Business		5						Core	120	150	CA+ KL 2	English	5/90
M 3	Data Analytics & Visualisation		5						Core	120	150	CA+ KL 2	English	5/90
M4	International Finance & Risk Management		5						Core	120	150	CA+ KL 2	English	5/90
M8	Research Methods			5					Core	120	150	CA+HA	English	5/90
M9	Thesis			25					Core		750	MT	English	25/90
M10	Compulsory integrated Internship		30								900	PR	Depends on country	Un-graded
	Total	30	15/45	30						480	2250/3150			

M10 Compulsory integrated internship is only completed by students entering the programme with 180 ECTS. This internship must be completed after Study Block 2 before progressing to the thesis stage. This ensures that all graduates achieve 300 ECTS on graduation. This is graded on a pass/fail basis

Abbreviations:

CA Continuous assessment
MT Master-Thesis

KL Klausurarbeit/ written exam including timeframe
HA Hausarbeit / Individual Research Paper

PR Personal report

Table 4: Compulsory Regional Electives

Code	Modules and courses	ECTS per semester				Workload (hours) contact seminars à 45 min							
		1.	2.	3.		Lecture seminar	Contact seminar		Self-study	Total work-load	Type of assessment	Language	Grade weighting
M5	Regional Elective 1: Smart Operations Management		5						120	150	CA+HA	English	5/90
M6	Regional Elective 2: Leadership in a Digitalized World		5						120	150	CA+HA	English	5/90
M7	Regional Elective 3: Consulting for Digital Transformation		5						120	150	CA+PA	English	5/90
	Total		15						360	450			

Abbreviations:
CA Continuous assessment

HA Hausarbeit / Individual Research Paper

PA Project

VERY IMPORTANT MESSAGE!

PLEASE NOTE THAT FOR ALL RESEARCH PAPERS COMPLETED AS PART OF THE FOLLOWING MODULES THE ESB EXPECTS YOU TO APPLY THE PRINCIPLES OF ACADEMIC WRITING CONTAINED IN THE DOCUMENTS "GUIDELINES AND DIRECTIONS FOR THE THESIS" & ESB GUIDELINES FOR WRITING ACADEMIC PAPERS, SPECIFICALLY, THE SECTIONS ON THE LITERATURE REVIEW, STYLE AND REFERENCING/LIST OF REFERENCES. FAILURE TO APPLY THESE GUIDELINES WILL BE REFLECTED IN THE GRADE AWARDED

3. CORE MODULES

3.1 Statistics for Business

Module	M2
Semester	Study Block 1
Duration of module	17 Weeks
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Prof. Dr. Sascha Schweitzer Email: sascha.schweitzer@reutlingen-university.de
Name of lecturer	Dr. Kevin Laubis E-Mail: info@kevin-laubis.de Telephone: +49 151 55144881
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours, 120 h self-study
Contact hours	2 SWS
Examination/ type of assessment	Assessment <ul style="list-style-type: none"> • 120 Minutes written examination (60%) • Project work (40%). In the project work, students work in teams on analytics problems.
Weighting of grade within programme	5/90
Learning outcomes	Module aims: The goal of the module is to gain both a thorough understanding of statistical methods and the ability to apply them appropriately in the business domain. Well-established process models are covered to

identify and solve actual business problems by using descriptive and predictive methods. Pitfalls of improper use of data and improper interpretation of results are highlighted. The methods are applied to real-world use cases using statistics software packages of the programming language Python. In particular, the following competencies are covered:

Professional competencies

- Students have the ability to describe data requirements for various purposes such as forecasting, classification and estimation of causal effects
- Students are able to describe given data sets using standard metrics and test hypotheses statistically
- Students can analyse and critically reflect on given datasets according to potential shortcomings, such as outlier problems, missing data, confounding variables, and imbalanced data

Methodological competencies

- Students master the presentation and interpretation of descriptive statistics of single variables as well as relations across variables
- Students are able to apply and critically interpret the results of statistical testing and statistical learning methods with continuous and categorical dependent variables

Social competencies

- Students improve skills of (oral and written) structured communication as well as the ability of working in teams with respect to time constraints

Personal competencies

- Students can work with previously unknown programming language (Python) for statistical purposes in a structured and goal-oriented way
- Students are able to quickly and concisely select appropriate methods to reduce complex issues to metrics relevant to a problem

Learning Outcomes:

Upon completion of the module, students are able to handle the following:

- Identification of business problems that can be addressed using statistical methods and appropriate selection of particular methods for statistical testing, prediction, and classification.
- Description and interpretation of data sets from different sources and critical interpretation of evaluation results to support sound decision making.
- Usage of a programming language to actually apply statistical methods for statistical testing, forecasting, and classification in the business domain.

Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2 reinforced: The students not only apply the statistical methods in hands-on sessions, but also learn to work with them in group projects. Intensive coordination within the intercultural teams is required and learned, as it is necessary for the success of the project.</p> <p>CG3 reinforced: Students not only learn about the potentials of statistical methods, but also look at the legal and ethical boundaries, for example, by considering the European proposal for an AI regulation with harmonized rules for applying artificial intelligence.</p> <p>CG4 reinforced: Students learn well established process models in order to apply the statistical methods to identify and solve complex business problems. These process models are applied in hands-on sessions and in project work.</p> <p>CG5 reinforced: The students learn, understand, and practice the statistical principles necessary to perform complex data analysis. Special emphasis is put on enabling students not only to describe statistics in abstract terms, but also to apply and explain their implications to real-life situations.</p> <p>CG6 reinforced: Students understand how statistical testing methods can be used to prove hypotheses not only to answer business questions but also to evaluate scientific research questions.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"> 1. Purposes of data analytics (forecasting, classification, and econometric analysis) and data analytics process models 2. Categories of data and data sources (observations, questionnaires, and experiments) 3. Data types and data handling with programming language (Python) 4. Descriptive statistics and statistical testing (distributions, summary statistics, and A/B testing) 5. Statistical learning (regression and classification) 6. Statistical learning vs. machine learning beyond linearity
Teaching and learning methods	<ul style="list-style-type: none"> • Lectures, case studies, student presentations • Software-based (Python) data analysis
Indicative reading list	<ul style="list-style-type: none"> • Bruce, P.; Bruce, A.; Gedeck, P. (2020): Practical Statistics for Data Scientists – 50+ Essential Concepts Using R and Python, 2nd edition, O'Reilly • James, G.; Witten, D.; Hastie, T.; Tibshirani, R. (2021): An Introduction to Statistical Learning: with Applications in R, 2nd edition, Springer • McKinney, W. (2017): Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython, 2nd edition, O'Reilly • Provost, F.; Fawcett, T. (2013): Data Science for Business: What you need to know about data mining and data-analytic thinking, O'Reilly • Sarstedt, M.; Mooi, E. (2019): A Concise Guide to Market Research. The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer

3.2 Data Analytics & Visualisation

Module	M3
Semester	Study Block 2
Duration of module	17 Weeks
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Prof. Dr. Sascha Schweitzer
Lecturers names	Prof. Dr. Sascha Schweitzer Building 5, Office E-Mail: Sascha.Schweitzer@Reutlingen-University.DE Telephone:
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours, 120 h self-study
Contact hours	2 SWS
Examination/ type of assessment	Assessment: <ul style="list-style-type: none"> • 120 Minutes written examination (60%) • Project work (40%) In the project work, students work in teams on analytics problems.
Weighting of grade within overall programme	5/90
Learning outcomes	Professional competencies <ul style="list-style-type: none"> • Students know the purpose, tools, and process of business analytics.

	<ul style="list-style-type: none"> Students have the ability to explore data sets and identify meaningful questions. Students have the ability to hypothesize and test cause-and-effect relationships of economic interrelations on the basis of empirical methods. Students are familiar with the fundamental rules of analysing large data sets with univariate and multivariate empirical methods. Students are able to combine business questions with data-based solutions and both visualize and communicate analysis results to information recipients without substantial knowledge in statistics / analytics. <p>Methodological competencies</p> <ul style="list-style-type: none"> Students master both fundamental and advanced methods of analysing large data sets with univariate and multivariate empirical methods. Students have an understanding of the derivation of analytically relevant properties of databases. Students master the fields of application and the handling of practice-relevant analysis methods (focus: regression analysis, cluster analysis, machine learning). Students have an understanding of the choice and application of different types of visualisations. In doing so, they recognize and mitigate potential caveats of the visualisation methods. <p>Social competencies</p> <ul style="list-style-type: none"> Students improve skills of (oral and written) structured communication as well as the ability of working in teams with respect to time constraints. Students apply the legal and ethical limitations of data utilization (ESOMAR guidelines, PII, etc.). <p>Personal competencies</p> <ul style="list-style-type: none"> Students are able to deal with previously unknown programming languages (SQL, Python) in a structured and goal-oriented way. <p>Students can quickly and concisely narrow down complex issues to the attributes and metrics relevant to a problem.</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG3 introduced: in group discussion, students must weigh the benefits of gaining insight through data collection and analysis against the privacy and liberty rights of consumers, employees, etc.</p> <p>CG4 reinforced: the students practice the translation of statistical analysis results into the “language” of management in order to prepare decisions in an international management context.</p>

	<p>CG 5 assessed: via an exam question in the end of module exam requiring students demonstrate their ability to use multivariate data analysis tools to understand, interpret and analyse data and communicate the results effectively to a non-expert audience.</p> <p>CG 6 reinforced: the students practice the selection of the appropriate method of data analysis for a given research question.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Objectives, components, and process of data analytics • Data storage and organisation • Data handling and data transformation • Uni- & multivariate methods of data analysis • Interpretation, visualisation, and communication of analysis results
Teaching and learning methods	<ul style="list-style-type: none"> • Lectures, case studies, student presentations • Software-based (SQL, Python) data analysis
Indicative reading list	<ul style="list-style-type: none"> • Berry, M.J.A.; Linoff, G.S. (2000): Mastering Data Mining. The Art and Science of Customer Relationship Management. Wiley Computer Publishing • Hair, Black, Babin, Anderson (2013). Multivariate Data Analysis, 7th ed., Upper Saddle River: Prentice Hall. • Kimball, R., Ross M. (2013): The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling, 3rd edition, Wiley, Indianapolis. • McKinney, W. (2017): Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython, 2nd edition, O'Reilly, Sebastopol. • Murach, M (2015): Murach's MySQL, 2nd Edition, Mike Murach & Associates, Fresno. • Provost, F.; Fawcett, T. (2013): Data Science for Business: What You Need to Know About Data Mining and Data-analytic Thinking, O'Reilly, Sebastopol. • Sharda, R., Delen, D, Turban E. (2017): Business Intelligence, Analytics, and Data Science: A Managerial Perspective, 4th edition, Pearson, Boston. • Wilke, C. O. (2019): Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures, O'Reilly, Sebastopol.

3.3 International Finance & Risk Management

Module	M4
Semester	Study Block 2
Duration of module	17 Weeks
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Christian Müller Head of Regulatory Reporting UBS Europe SE
Name(s) of lecturer(s)	Christian Müller E-Mail: Christian.mueller@sfuta.de Telephone +49 (0) 179 466 6018
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours – 120 h self-study
Contact hours	2 SWS; courses delivered on 5 Saturdays: (Schedule to be finalized)
Examination/ type of assessment	Assessment: <ul style="list-style-type: none"> • Final exam: 2 hour written exam (individual) – (65%) • Continuous Assessment: (35%), thereof • Presentation: (group) – (15%) • Assignment: (group) – (15%) • Class room participation: (individual) – (5%)
Weighting of grade within overall programme	5/90

Learning outcomes	<p>Module aims: Upon completion of this course, the participants will have developed an enhanced understanding and insight into the financial management and decision-making in an international context and the related key Risk areas a MNC needs to manage. Furthermore, students will acquire an understanding of Governance structures for Risk Management. In particular, students will acquire the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies: Students will understand the environment and factors associated with an international financial set-up incl. currency risks. Students will also gain insights into instruments to manage financial risks and be able to demonstrate knowledge about further key risk areas like regulatory risks, implications on financial regulation on corporates and the root causes of the financial crisis 2008/2009. They understand and evaluate strategic risks like strategic positioning, reputational risks and implications of business ethics. Approaches and methodologies for Risk Identification will complement the students` profile. Students will also have a good understanding about structures and governance needed for Risk Management within a MNC (e.g. 3 LoD). • Methodological competencies: Students will develop critical thinking skills, case analysis skills and academic writing skills. In addition, they acquire presentation skills. • Interdisciplinary competencies: Students will acquire knowledge of the parameters required for risk/return based optimized decision-making in international financial management and learn how to apply the necessary decision-making tools of multinational corporations. • Practical competencies: Students will be familiar with and able to apply techniques to manage foreign exchange and interest rate risk in operations and in a portfolio management context. They will acquire the skills to identify the key risks for an international operating firm and approaches how to manage risks appropriately. Essentially, they will be prepared with the necessary expertise and skills to resume a role in the financial management or risk management of an internationally operating firm. • Key competencies: Students develop the skills to work autonomously on a new complex topic. They learn how to act competently and self-responsibly. Through the interactive nature of the course, students will refine their oral and written communication skills. Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills. • Learning Outcomes: This course covers issues related to international financial operations in a global setting and the risks an international firm faces while conducting business. Increased globalisation affects both the management of operations as well as the risks from the oper-
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	<p>ating environment of a firm. Both require a solid understanding of international currency markets and of valuation techniques to assess investment opportunities from a risk/return perspective.</p> <p>Throughout the course, quantitative valuation methods will be applied that are grounded in the extensive theoretical advances witnessed by modern finance over the past 40 years. These insights will be supported by research papers both from academics as well as from practitioners published in leading journals in recent years.</p> <p>We will start with an introduction into Risk Management and ERM and continue with an overview of key risk areas (Financial, Regulatory and Strategic Risks) and Risk Identification. Building on this, we will develop theories and quantitative tools (where appropriate) for</p> <ul style="list-style-type: none"> • Project assessments • Exchange rate management • Regulatory environment and the international financial crisis <p>Implications of strategic risks (e.g. business mix), reputation and business ethics</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2 reinforced: Students assess international business opportunities and risk implications within the cultural context of multinational corporations.</p> <p>CG3 reinforced: Students discuss reputational risks and impact of (un)ethical business decisions on the market standing as well as future business opportunities of a multinational corporation.</p> <p>CG4 reinforced: Group work requires student to analyse topic where lecturer provides introduction only. Students need to structure the problem statement in a complex area and provide analysis and insights. Solutions to question also need to relate back to more general situation in international finance context.</p> <p>CG6 reinforced: While analysing multinational corporates during the course, assessing methods for risk mitigations and evaluating business opportunities, students need to select the appropriate approach for the detailed scenario/question during the Group project. This also requires a good understanding of the different analytical and scientific approaches.</p>
Content/ indicative syllabus	<p><i>Introduction into RM and ERM</i> also covering current approaches for corporate governance structures.</p> <p><i>Financial Risks:</i> theoretical foundations, empirical evidence and practical application</p> <ul style="list-style-type: none"> • NPV calculations / project assessments • Recap of financial markets and instruments (derivative features, use of derivatives) • Forward rates and the theoretical foundations and empirical observations: Interest rate parity, expectation theory, purchasing power parity, capital markets equilibrium

	<ul style="list-style-type: none"> • Hedging – Theory and practical perspective • Recap: Basic concepts portfolio theory (e.g., CAPM, Cost of capital calculation) <p><i>Regulatory Risks and current developments</i></p> <ul style="list-style-type: none"> • Recap of current regulatory environment • Impact of regulation on financing structures of corporates • Development of recent crisis (e.g., Financial Crisis 2008/2009, BREXIT) • Implication on business models <p><i>Strategic Risks , empirical evidence and practical implications</i></p> <ul style="list-style-type: none"> • Reputational Risks • Business Ethics • Risk of wrong strategic positioning incl. business mix and approaches for business model optimization
Teaching and learning methods	<p>Lectures, problem sets, cases, research papers and presentations, class discussions.</p> <p>It is always appreciated if you bring current developments concerning the course topics to our attention. We will be happy to include these readings into the course where appropriate.</p>
Miscellaneous	Guest lecture (tbc)
Indicative reading list	<p>Textbooks:</p> <ul style="list-style-type: none"> • Madura, Jeff / Fox, Roland: International Financial Management, 2nd ed., Cengage 2011. ISBN 978-1-4080-3229-9. • Butler, Kirt C.: Multinational Finance, 3rd ed., South Western 2004. ISBN: 0324177453. • Eiteman, David K./ Stonehill, Arthur I / Moffett, Michael H.: Multinational Business Finance, International Edition, 11th ed., Addison-Wesley 2007. ISBN: 0321449568. • Eun, Cheol S. / Resnick, Bruce G.: International Financial Management, 4th ed., McGraw-Hill 2007. ISBN 0072996862. • Buckley, Adrian: Multinational Finance, 5th ed., Financial Times Press 2004. ISBN: 0273682091. • Valdez, Stephen/ Molyneux, Philip: An Introduction to Global Financial Markets, 7th ed., Palgrave 2013. ISBN: 978-1-137-00752-0. <p>Journal Articles:</p> <ul style="list-style-type: none"> • William W. Lang & Julapa A. Jagtiani (2010) The Mortgage and Financial Crises: The Role of Credit Risk Management and Corporate Governance, International Economic Journal, 38, 123-144. <p>In addition, press articles and journal articles will be provided in the course or available on RELAX.</p>

3.4 Research Methods

Module	M8
Semester	Study Block 3 but taught in Study Block 2
Duration of module	17 Weeks
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Prof. Dr. Sebastian Bunnenberg
Name(s) of lecturer(s)	Prof. Dr. Philipp Wunderlich Building 5, Office 210 E-Mail: Philipp.Wunderlich@Reutlingen-University.DE Telephone: +49 7121 271 3134
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours, 120 h self-study
Contact hours	2 SWS
Examination/type of assessment	Assessment: <ul style="list-style-type: none"> • Continuous assessment (25%) • Research Paper (75%)
Weighting of grade within programme	5/90
Learning outcomes	Module aims: Professional competencies <ul style="list-style-type: none"> • Knowledge acquisition of recent development and theories, especially in the field of strategy and other management disciplines required to implement strategy Methodological competencies

	<ul style="list-style-type: none"> • Understand the meaning and impact of research paradigms and methodologies • Distinguish and select appropriate research methods <p>Practical competencies</p> <ul style="list-style-type: none"> • Acquisition of quantitative analysis skills relevant to research methods • Ability to present and communicate scientific work <p>Key competencies</p> <ul style="list-style-type: none"> • Making optimal choices for methodology, data collection and analysis • Communicating scientific results according to accepted academic standards <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Ability to read and interpret contributions from leading journals • Capacity to deconstruct the research methodology of academic research pieces • Ability to use structuring skills in scientific contexts
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3 reinforced: Principles and key issues on ethics in research are included as part of research methodology considerations. Key issues highlighted include plagiarism and need for informed consent in empirical investigations.</p> <p>CG4 reinforced: Students develop a research concept for a research question or applied problem in International Management. In doing so, they independently suggest and critically analyse an agenda to answer the suggest research question or applied problem.</p> <p>CG 6 assessed via student peer evaluation essay on a research question and methodology. Students demonstrate their ability to assess the clarity of the selected research question as well as the appropriateness of the proposed methodology and scientific argument.</p>
Content/ indicative syllabus	<p>I. Structuring and presentation skills</p> <ul style="list-style-type: none"> • Structured thinking • Hypothesis-driven analysis • Turning management concepts into professional consulting products • Communication rules • Competing consulting philosophies • Selected consulting concepts <p>II. Research paradigms and philosophies</p> <ul style="list-style-type: none"> • Meaning of research paradigms for the overall research design

	<ul style="list-style-type: none"> • Ontological and epistemological choices • Positivism, Interpretivism and Realism • The hypothesis-driven scientific method applied to social sciences • Research ethics <p>III. Research methodology and research methods</p> <ul style="list-style-type: none"> • Reasoning for qualitative and quantitative approaches to research • Techniques and limitations of quantitative research • Quantitative analysis skills • Statistical analysis • Techniques and limitations of qualitative research • Data collection approaches <p>Reliability and validity</p>
Teaching and learning methods	<p>This module will draw on a number of teaching and learning methods including:</p> <ul style="list-style-type: none"> • Interactive lectures • Critical review of research contributions • Group work
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Bryman, A. & Bell, E. (2007). Business Research Methods. Oxford: Oxford University Press. • Easterby-Smith, M., Thorpe, R., & Lowe, A. (2008). Management Research: an introduction. London: Sage. • Gill, J., & Johnson, P. (1997). Research methods for managers - 2nd edition. London: Paul Chapman. • Jankowicz, A. D. (2005). Business Research Projects. London: Thomson Learning. • Riley, M., Wood, R.C., Clark, M A., Wilkie, E., & Szivas, E. (2000). Researching and writing dissertations in business and management. London: Thomson Learning. • Robson, C. (1993 and 2002). Real World Research. Oxford: Blackwell. • Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods for business students. Harlow: Pearson Education Ltd.

In their Thesis students integrate their global management knowledge and competencies, apply appropriate methods and demonstrate their problem-solving abilities in their (60-80 pages) thesis reviewed/assessed by 2 professors.

ELECTIVES (Compulsory)

3.5 Smart Operations Management

Module	M5
Semester	Study Block 2
Duration of module	17 Weeks
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Jürgen Thurner xprts4xInc - Thurner & Suadicani Partnergesellschaft Founder & Co-Owner
Name of lecturer	Jürgen Thurner E-Mail: Juergen.Thurner@Reutlingen-University.DE Telephone: +49 172 7830512
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours – 120 h self-study
Contact hours	2 SWS
Examination/ type of assessment	Assessment: <ul style="list-style-type: none"> • Continuous Assessment: (40%) • Individual Research Paper: (60%)
Weighting of grade within overall programme	5/90
Learning outcomes	Module aims: <ul style="list-style-type: none"> • Professional competencies <p>The objective of this course is to understand the opportunities and challenges of supply chain management in the age of digitalization within a globalized environment and to be able to evaluate, concept</p>

and design different supply chain setups. It furthermore provides knowledge about how to transform a classical Supply Chain into a Smart Supply Chain by utilizing means of IoT, IIoT and Industry 4.0.

- **Methodological competencies**

This course will provide knowledge of the principles of building a (digital) service system and how to improve the processes of delivering these services in the context of international operations management. It will furthermore provide the principles of Project Management, Lean Management and Design Thinking.

- **Interdisciplinary competencies**

The course furthermore provides an understanding on how the principles of Supply Chain Management are linked to other managerial subjects such as Product Design, Product Lifecycle Management, People Management, Finance and others. It shows the interdependencies between Product Design decisions, operational performance and global competitiveness.

- **Practical competencies:**

Each academic aspect of the subject of Smart Operations Management will be emphasized by practical examples that prove the theory of the lecture. In addition, a practical hands-on simulation will be carried out with the students.

- **Key competencies**

The creation of the Group Presentation and the Case Study will require the students to demonstrate their ability to apply the principles of academic work in terms of information research, analysis of given situations, problem solving and cooperation. Furthermore, presentation skills will be developed.

Learning Outcomes:

Students will have developed:

- a broad understanding of the challenges, opportunities, dynamics and interdependencies of logistic networks within different markets in a globalized and digitalized world. They will be able to recognize internal and external threats to those networks and apply the appropriate measures accordingly. Furthermore, the students will be able to structure and evaluate logistics networks and will possess the know-how for managing and optimizing these networks from a business perspective.
- the ability to do structured research on methodologies about optimizing supply chains through ex-cathedra lecturing and through the requirement of the group presentations. The results of their findings will be shared with their peers in the presentation. This way the students contribute actively to the lecture material.

	<ul style="list-style-type: none"> • a deep understanding about the functional interdependencies between product or service design and supply chain efficiency. They will be able to transfer this knowledge and holistically apply these skills to other aspects of Operations Management. This includes the application of Design Thinking methodologies. • the ability to apply the gained knowledge to real life industry situations. This includes the selection of the right measure or methodology to be applied in the given case or situation. • the ability to do primary and secondary research on subjects they are not yet familiar with. Furthermore, to analyze these cases from a Supply Chain point of view and provide solutions by applying the learning from the lecture. In addition, the students will be able to understand the key elements of effective presentation as a side effect of their group presentations.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2 reinforced: Students become aware of the special requirements in complex global Supply Chains with regard to the cultural context and actively incorporate this into their actions. Students reflect on cultural difference through stimulated active discussions of real life cases.</p> <p>CG3 reinforced: Students reflect upon the ethical consequences of Supply Chain Management decisions as well as the ethical consequences of market behaviour. Awareness of the consequences of one's actions is created through discussion of real market examples.</p> <p>CG4 reinforced: Students will be able to identify and develop solutions to complex problems by taking a holistic view of global supply chains and apply the generalist knowledge acquired in the course.</p> <p>CG5 reinforced: Students will understand the heterogeneous IT landscapes of today's and tomorrow's smart supply chains and know where and how to extract, analyse, and visualize specific data to present to a non-expert audience.</p> <p>CG6 reinforced: In the context of the written term paper, students are able to clearly formulate and evaluate research questions. Furthermore, they are able to evaluate the effectiveness of the chosen research methods on the problem.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Module 1: Term Definition & Fundamentals <ul style="list-style-type: none"> • What is Operations? • What is a Supply Chain? • What is Supply Chain Management (SCM)? • What are the Goals of SCM? • What are the Main Challenges of SCM? • What are the Main Concepts of SCM? • Module 2: System Dynamics <ul style="list-style-type: none"> • Team-Based Hands-On Simulation (Beer Game) • The Bullwhip Effect

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- Module 3: Market Dynamics
 - The Technology Lifecycle
 - The Pressure to Integrate / Disintegrate
 - The Industry Clock Speed
 - Mega Dynamics
 - Module 4: Basic Methodologies of Operations Management
 - Project Management
 - Push / Pull
 - Leadtime Scheduling with Network Technique
 - Basic Concepts of Lean Management
 - Lean Manufacturing
 - Continuous Improvement Processes
 - Module 5: Methodologies & Tools
(Content provided by the students as group presentations. The amount of subjects covered is subject to the number of student groups available.)
 - SCOR
 - Six Sigma
 - Product Lifecycle Management
 - Design for eXcellence (DfX)
 - Total Cost of Ownership
 - Sustainable Supply Chain Management
 - Innovation Management
 - Knowledge Management
 - Blockchain
 - Globalization
 - Design Thinking
 - Module 6: Main Aspects of Today's Supply Chains
 - Product Design and Supply Chain Efficiency
 - Supply Chain supporting Functions
 - Supply Chain Risk Mitigation
 - Outsourcing as Key Element of Supply Chain Management
 - Impact of Supply Chain Management on Financial Results
 - Blood in Supply Chains
 - Module 7: Supply Chain Design
 - The New Thinking
 - Supply Ecosystem Design (8-Step SC Design)
 - Measures of Quality
 - Module 8: Business Process Management
 - Product Life Cycle & Value Chain
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	<ul style="list-style-type: none"> • Business Prozesse Design • IT Landscape • Data Analytics • KPI Framework & Governance Model • Risk Management • Operational Excellence (TSP 6P Model) <ul style="list-style-type: none"> • Module 9: The Digital Revolution of the 21st Century <ul style="list-style-type: none"> • The Digital Transformation • The Internet of Things • Industry 4.0 / Smart Factory • Smart Supply Chain • IT Systems supporting Smart Supply Chains • Module 10: Disruption • Bonus Track: Starting a Business <ul style="list-style-type: none"> • Financing Possibilities • Lean Startup • MVP Management • Design Thinking
Teaching and learning methods	Ex-cathedra lecturing with two simulation games, 13 practical group exercises, the student group presentation and the individual research paper. This will be enriched with a number of real-life examples by the lecturer and - upon time and availability - a presentation from an external Industry expert.
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Nahmias, S. (2001): <i>Production and Operations Analysis</i>, 4th edition. McGraw-Hill International. (ISBN: 0-07-118127-X) • Bardi,E; Coyle, J.; Langley,C (2003 oder neuer): <i>The Management of Business Logistics. A Supply Chain Perspective</i>; Thomson • Simchi-Levi, D. / Kaminsky, P. / Simchi-Levi, E (2003): <i>Managing the Supply Chain. The Definitive Guide for the Business Professional</i>. New-York: McGraw-Hill • Teich, Tobias (2003): <i>Extended Value Chain management</i>. Chemnitz: Verl. der GUC (Habilitationsschriften 1). • Andersson, Mattias / Johnson, Tord / Thurner, Juergen (2011): <i>DfX in Business</i>. Available through MTEK Consulting Sweden AB or through the lecturer • Brumme, Hendrik (2009): <i>Product Design For Supply Chain</i> (White Paper) • Christopher, Martin (2005): <i>Logistics and Supply Chain Management: Creating Value - Adding Networks</i>; Prentice Hall • Lewrick, Michael / Link, Patrick / Leifer, Larry (2018): <i>The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products,</i>



	<p>Services, Businesses and Ecosystem. Wiley, 1st edition 2018. ISBN 1119467470.</p> <ul style="list-style-type: none">• Moore, G. A. (2002): Crossing the chasm: Marketing and selling high-tech goods to mainstream customers. New York, USA: Harper Business• Rosling, Hans / Rosling Rönnlund / Rosling, Ola (2018): Factfulness: Ten Reasons We're Wrong About the World. Flatiron Books (April 2018). ASIN: B0756J1LLV• Rüttimann, Bruno G. (2019): Transactional Lean: Preparing for the Digitalization Era. Springer, 2019. ISBN: 9783030228606.• Simchi-Levi, D. / Kaminsky, P. / Simchi-Levi, E (2003): <i>Designing and Managing the Supply Chain. Concepts, Strategies & Case Studies, 6th edition</i>. New-York: McGraw-Hill• Wirtz, Bernd W. (2019): Digital Business Models : Concepts, Models, and the Alphabet Case Study. Springer, 2019. ISBN 9783030130053• Wisner, J.; Leong, K; Than, K-C (2005): Principles of Supply Chain Management. A balanced Approach: Thomson South-Western• Zsidisin, George A. / Henke, Michael (2019): Revisiting Supply Chain Risk. Springer International Publishing, 2019. ISBN: 9783030038137
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3.6 Consulting Skills for Digital Transformation

Module	M7
Semester	Study Block 2
Duration of module	17 Weeks
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Prof. Dr. Niamh O'Mahony
Name of lecturer	Prof. Dr. Markus Westner E-Mail: Markus.Westner@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours, 120 h self-study
Contact hours	2 SWS
Examination/type of assessment	Assessment: <ul style="list-style-type: none"> • Consulting Project (70%) • Class Participation (30%)
Weighting of grade within programme	5/90
Learning outcomes	Module aims: Professional competencies <ul style="list-style-type: none"> • Participants know about the need for complexity reduction in decision making (80:20 rule). • Participants make correct decisions about the level of detail during the analysis of complex issues on the one hand and the level of abstraction in communicating the results to decision makers on the other hand. • Participants correctly assess the relevance of convincing communication of decision templates and can structure their parameters

	<p>(structuring, graphic implementation, freedom from errors, simplification, etc.).</p> <p>Methodological competencies</p> <ul style="list-style-type: none"> • Participants master the analysis of large data sets using appropriate empirical methods. • Participants are able to develop complex Excel models using advanced features. • Participants acquire theoretical knowledge of problem structuring and can implement it practically. <p>Practical competencies</p> <ul style="list-style-type: none"> • Participants can structure a complex and comprehensive task under high time pressure and work on a basis of work-sharing. • Participants are able to apply their data-analytical skills to a specific entrepreneurial issue and to develop sound decision-making templates. • Participants master the implementation of complex analysis results into messages and documentation suitable for management. • Participants can present and defend their results in front of a critical audience. <p>Key competencies</p> <ul style="list-style-type: none"> • Making well-structured improvement suggestions of complex business issues <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Ability to conduct a comprehensive consulting project from problem definition to problem solving and communication • Capacity to deconstruct a complex problem into workable streams in order to achieve an implementable solution • Ability to use structuring skills for business issues as well as methods like design thinking or scrum as part of agile project management
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG2 reinforced The assignment to be analysed and the case examples discussed have a multinational background, and the analysis might need reflection on cultural and cross-cultural management aspects.</p> <p>CG3 reinforced: Students learn how to research and raise empirical data adhering to ethical standards. Students learn about importance of ethics in context of the consulting industry.</p> <p>CG4 reinforced Complex problem solving is a key part of the course, as the problems consider cross business disciplines. In their assignment (resembling a consulting project), students need to draw on their business and generalist knowledge to provide competitive insight into the state of the analysed issue.</p>

	<p>CG5 reinforced As part of the course, students need to analyse empirical and vague data of various sources in an efficient and effective manner while communicating the results in a management-oriented fashion.</p> <p>CG6 reinforced Students will develop hypotheses to guide their research and analysis methods. Based on hypotheses formulation they learn how to evaluate different methodological approaches and select the appropriate ones.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Fundamentals consulting – industry structure, industry dynamics, business models, and current trends • Structuring techniques - how to systematically and quickly get from the symptom to the core problem • Analysis techniques - how data becomes information and information becomes decisions including design thinking techniques or scum methodology (agile project management) • Presentation techniques - how to convey structures and analysis in a concise and convincing manner • Implementation techniques - how to track the successful implementation of decisions in the company
Teaching and learning methods	<p>This module will draw on a number of teaching and learning methods including:</p> <ul style="list-style-type: none"> • Interactive lectures • Breakout exercises • Comprehensive consulting case in group work
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Andler, Nicolai: Tools for Project Management, Workshops and Consulting: A Must-Have Compendium of Essential Tools and Techniques, 2016. • Wickham, L. & Wilcock, J. (2016): Management Consulting: Delivering an Effective Project. Pearson: Harlow, 5th Ed. • Minto, Barbara: The Pyramid Principle: Logic in Writing and Thinking, 2008. • Zelazny, Gene: The Complete Say It With Charts Toolkit, 2006.

3.7 Leadership in a Digitalized World

Module	M6
Semester	Study Block 2
Duration of module	2 Weeks
How frequently is the module offered	Annually
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Transferability of the module	Integrated into the curriculum of the MSc Global Management & Digital Competencies
Module coordinator/responsible professor	Prof. Dr. Arjan Kozica Professor for Human Resource Management and Organizational Behavior at ESB Reutlingen
Name of professor	Prof. Dr. Arjan Kozica Building 5, Office 206 E-Mail: Arjan.Kozica@Reutlingen-University.DE Telephone: +49 7121 271 3134
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	30 contact hours, 120 h self-study
Contact hours	2 SWS
Examination/type of assessment	The assessment of the course consists of the following items: <ul style="list-style-type: none"> • Individual seminar paper (50%). Submission date: XXX Please see the document "Guidelines and Directions for the Thesis" • Continuous assessment (50%) which might include student project, case studies, literature reviews, short presentations (the specific course assessment will be presented at course start.)
Weighting of grade within programme	5/90
Learning outcomes	1. Module Aims The course aims to provide students with an understanding of the principles of effective leadership, and the challenges leaders in digitalized societies

face in the 21st century. Today organizations recognize that effective leadership at all levels in organizations is necessary to sustain profitability, productivity, good customer relations as well as engaged employees.

In a world with an increasingly rapid pace of technological innovation and economic complexity leaders operate in environments quite unlike those known only a few years ago. As the world and the workplace change, so does the expectation concerning the role of leaders, their capabilities and behavior.

They must be sensitive to their employee's needs in a diverse workforce often dispersed in different places around the globe. Yet, leading from a distance by means of modern communication technology differs substantially from traditional leadership and requires a different skillset to be effective.

Digitalization, as a driver of change, forces leaders to learn continuously and adapt to changing contexts, not only themselves but also their organizations. It is therefore essential for leaders in the 21st century to have a clear understanding of organizational transformation, to hold and promote the right mindset, and be familiar with respective methods to spur change proactively.

Apart from such considerations concerning leadership effectiveness, leading others always goes along with special responsibility. Several recent examples show that in a highly connected world, a leader's capability to make ethical judgement is crucial not only for a healthy work climate in an organization but also for the sustainable success and the sheer survival of the company.

Consistent with the dual emphasis on theory and practice at ESB and based on the prior notions the course also aids students to develop their individual leadership skills that helps them to prepare for leadership positions in a digital world.

2. Learning Outcomes

In particular, the students will acquire the following competencies.

Professional competencies:

- Explain the meaning of leadership and how it differs from management
- Identify basic leadership competencies and how they can be developed
- Know the central challenges leaders of organizations in the 21st century face and which concepts are suitable to react to them
- Reflecting on the mindset and competencies needed in a digitalized work environment
- Discover the leaders' critical role in successfully managing organizational transformation and coping with complexity
- Recognize the importance and the impact of a strong ethical reasoning

Methodological competencies:

	<ul style="list-style-type: none"> Understand leadership as a scientifically informed, evidence-based practice and critically judge practical concepts of leadership in a structured way Analyze and structure the complex set of information provided by case studies, identify key pieces of relevant information and key success factors and apply structuring and analytical methods to complex problems Research the relevant theoretical foundations and practical examples of a contemporary challenge in leadership and transformation, analyze and break it down into its constituent elements, work on them systematically and generate solutions <p>Interdisciplinary competencies:</p> <p>Draw together relevant existing knowledge from other subject disciplines (especially Philosophy, Sociology, Psychology, and Organizational Behavior) and apply this to the field of leadership and organizational transformation in a complex digitalized environment.</p> <p>Practical competencies:</p> <ul style="list-style-type: none"> Apply concepts of organizational change and leadership to a given problem Show awareness of the challenges associated with managing and leading dispersed teams and use the opportunity to practice in a hands-on workshop setting Gather hands on leadership experience in a simulation game and transfer them to potential leadership situations in practice, hence reinforcing leadership competence Find ways to transfer theoretical knowledge to practice and systematically reflect own experiences to improve leadership behavior <p>Key competencies:</p> <ul style="list-style-type: none"> Reflect on career aspiration by evaluating personal strengths and attitudes towards leading oneself and others Consider the importance of personal values and ethical standards Value respect, trust, diversity and openness for change as important prerequisites for effective leadership Effectively communicate, present and share knowledge of the key findings of student study project within a diverse group Work independently or with limited supervision on a concrete project task
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2 reinforced Student's investigate the intercultural dimension of leadership by reflecting on models of organisational cultural and discussing their relevance in the intercultural context.</p>

	<p>CG 3 reinforced: Leader's responsibilities will be investigated by means of case studies and practical examples.</p> <p>CG4 reinforced: Students will solve group-tasks that aim at understanding effective leadership in distributed teams and the structure and methodology of organizational transformation.</p> <p>CG6 Student's reflect on research questions addressing leadership and change management, thereby developing their competency to identify and formulate research questions.</p>
Content/ indicative syllabus	<p>1. Contemporary Leadership Basics</p> <ul style="list-style-type: none"> ▪ The digital context of leadership in the 21st century ▪ Important leadership approaches and concepts ▪ Leadership skills and competencies ▪ Leadership as evidence-based practice <p>2. Complexity Leadership in a digital world</p> <ul style="list-style-type: none"> ▪ Introduction to complexity science ▪ Organizations as complex systems ▪ Leadership strategies to cope with complexity <p>3. Leadership Ethics</p> <ul style="list-style-type: none"> ▪ The responsibility of leadership ▪ The importance of ethical decisions and behavior ▪ Practicing ethical judgement <p>4. Organizational Transformation</p> <ul style="list-style-type: none"> ▪ Change Management and leading change ▪ Methodology of organizational transformation ▪ Organizing for adaptability and leading constant change
Teaching and learning methods	<p>The format of the course is highly interactive including sharing the students' own experiences to explore how leadership unfolds in practice. The methods employed to achieve course objectives will include: Class lectures, reading assignments, case studies, short cases student presentations, board games</p>
Miscellaneous	
Indicative reading list	<p>Textbooks:</p> <ul style="list-style-type: none"> • Alvesson, M./ Blom M./ Sveningsson, S. 2017. Reflexive Leadership. Los Angeles (u.a.): SAGE. • Crane, A./ Matten, D. 2019. Business Ethics. 5. Edition. Oxford: Oxford University Press • Hayes, J. 2018. The Theory and Practice of Change Management. 5. Edition. London: Palgrave. • Laloux, F. 2014. Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness. Brussels: Nelson Parker.

- Northouse, P. G. 2018. Leadership: Theory and Practice (8th ed.). Los Angeles (u.a.): SAGE.

Journal articles (indicative):

- Newstead, T./ Dawkins, S./ Macklin, R./ Martin, A. 2019. We don't need more leaders – We need more good leaders. Advancing a virtues-based approach to leader(ship) development. The Leadership Quarterly. In press.
- Plowman, D. A., Solansky, S., et al. 2007. The role of leadership in emergent, self-organization. The Leadership Quarterly 18, 341-356.
- Raelin, J. A. 2016. Imagine there are no leaders: Reframing leadership as collaborative agency. Leadership 12(2), 131-158.
- Rigby, D. K., Sutherland, J., & Takeuchi, H. 2016. Embracing Agile: How to master the process that's transforming management. Harvard Business Review (May), 40-50.
- Stouten, J./ Rousseau, D. M./ De Cremer, D. 2018. Successful Organizational Change: Integrating the Management Practice and Scholarly Literatures. Academy of Management Annals 12(2), 752-788.
- Yammarino, F.J. , Salas, E., Serban, A., Shirreffs, K., and Shuffler, M.L. (2012): Collectivistic leadership approaches: Putting the “we” in leadership science and practice. In: Industrial and Organizational Psychology (4), 382-402.

Courses (Compulsory)

3.8 Business Ethics Day: Compulsory Workshop: 0 ECTS

Semester	2
Duration of course	1 day
Type of course	Compulsory Workshop
Admission requirements	Successful completion of all modules of Study Block 1
Level	MSc
Responsible professor	Prof. Dr. Arjan Kozica Professor for Human Resource Management and Organizational Behavior at ESB Reutlingen
Name(s) of lecturer(s)	Heike Schulze E-Mail: heike.schulze@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	0
Total workload and breakdown	
Contact hours	8 hours
Examination/ type of assessment	Individual reflective essay
Weighting of grade within overall programme	
Learning outcomes of the course	The so-called "soft skills" of managers are to be considered key qualifications in modern business life. This workshop introduces the modern theories of business ethics and their relevance for the economic success of companies. Students will learn about the ideas of sustainable growth and ethical standards such as; United Nations Global Compact, International Labour Standards or the EU CSR-Programme. Each student will have to hand in a one paged self-reflection essay at the end of the programme. The essay is supposed to reflect the learning outcome of the business ethics day, e.g. by describing a company and its implementation of certain corporate social responsibility aspects that were discussed in class.

Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3 assessed Assessment via individual reflective essay where students research and discuss how specific companies are impacted by business ethics.
Content/ indicative syllabus	History and definitions: Business ethics, sustainability, corporate social responsibility International guidelines and standards Tools and implementation for companies; e.g. sustainability strategy, sustainable supply chain management Case studies and dilemma situations
Teaching and learning methods	Lectures and practical sessions in the form of case discussions on the problems of ethics in international business.
Indicative reading list	<ul style="list-style-type: none"> Manuel G. Velasquez, Business Ethics, 6th edition 2006, Prentice Hall; Crane / Matten Business Ethics, 3rd ed. 2010, Oxford University press <p>Additional titles will be introduced during the course of the workshop</p>

Other

3.9 Compulsory Integrated Internship for students with 180 ECTS

Module	M10
Semester	After completion of Study Block 1 and 2 or pre-accredited
Duration of course	Min. 20 weeks (max. 24 weeks) – 900 h
Type of course	Compulsory for Students with 180 ECTS
Admission requirements	Successful completion of all modules in Study Blocks 1 & 2/or prior to commencement of programme for students with appropriate work experience post-graduation.
Level	MSc
Module coordinator/ responsible professor	Prof. Dr. Niamh O'Mahony
Name(s) of lecturer(s)	Prof. Dr. Niamh O'Mahony Building 17. Office: 113 Niamh.OMahony@Reutlingen-University.DE 07121-271 3028
Language of instruction	English
Credits (ECTS)	30
Total workload and breakdown	900 hours
Contact hours	24 weeks full-time internship with average weekly workload of 37.5 hours
Examination/ type of assessment	15 page typed internship report in English signed and dated by the student and co-signed by the workplace supervisor (once approved by the programme director); a copy of the internship contract must be included as an appendix. The report should include details of the company, its structure and the position of the student within the structure, details of the duration of the internship, and work carried out by the student over the course of the internship. The report should provide a reflective account of the tasks/projects completed by the student during the internship. All sources should be cited following APA citation rules. Students need to submit a reference from the company with their internship report. Please see <u>Additional Important Notes</u> below.
Weighting of grade within overall programme	The internship will be awarded a pass or fail based on the internship report. The 30 ECTS are intended to bring students entering the programme with 180 ECTS on completion of MSc Global Management & Digital Competencies (90ECTS) to the necessary 300 ECTS needed for a master's degree in Germany.

Learning outcomes of the course	<p>1. Module Aims</p> <p>The aim of the internship is to enable students to apply their knowledge and skills within an organisational context thus helping them to prepare themselves for the world of work post-graduation. The core of the internship should be a specific project on which students will produce a written document (approx. 15 pages).</p> <p>2. Learning Outcomes</p> <p>The internship should provide students with the following:</p> <p>Professional Competence:</p> <ul style="list-style-type: none"> • The ability to deal with concrete organisational issues using and building upon their existing knowledge <p>Methodological Competence:</p> <ul style="list-style-type: none"> • The ability to analyse and breakdown questions/problems into their constituent elements, work on them systematically and generate solutions • The competence to gather, process and evaluate data and information within the context of a concrete project <p>Interdisciplinary Competence:</p> <ul style="list-style-type: none"> • The ability to understand how their tasks, position and competences fit into/contribute to the overall organisation • The ability to draw together relevant existing knowledge from various subject disciplines and apply this to concrete organisational tasks and projects <p>Practical Competence:</p> <ul style="list-style-type: none"> • The opportunity to practice coping with complex situations and organisational problems • The ability to recognise which methods and skills are appropriate in which situation and to apply them accordingly <p>Key Competences:</p> <ul style="list-style-type: none"> • The ability to communicate, present and share knowledge within an international organisational setting • The ability to work independently or with limited supervision on a concrete organisational task • Team-working skills
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>The content and location of the internships is wide and very varied. It is, therefore, impossible to draw general conclusions except for CG4.</p> <p>CG4 reinforced: Students in their internship-related tasks will be required to analyse and solve problems.</p>
Content/ indicative syllabus	<p>The concrete content of the internship will depend on the actual internship itself. All internships, however, must meet the following requirements:</p>

	<ul style="list-style-type: none"> • The internship must involve the student working on a concrete and relevant project in an organisational setting • This project will normally involve the collection, presentation and evaluation of information and data based on a concrete question • The project must involve students applying their existing subject-specific knowledge (management, marketing, operations management etc.) and where need be acquiring independently any additional knowledge required • The application of recognised methods from the business studies disciplines must be in evidence • Apart from subject-specific knowledge, as many as possible of the following key competences important in future management positions should be trained: intercultural competence, information processing and communication, project management and organisation, presentation and the critical analysis of results.
Teaching and learning methods	Individual Introduction and continuous coaching and feedback by workplace supervisor. Periodic contact with module coordinator.
Miscellaneous	(z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.), kann entfallen, sofern keine Einträge
Indicative reading list	<u>Both the choice of internship and its actual content must be approved of by module coordinator before students commit themselves to a company.</u> The internship contract must provide details of the actual tasks the student will perform during the internship.

Additional Important Notes

Please bear the following points in mind in preparing your report:

- 1) If you wish to use an ESB logo, please use the ESB Student logo only.
- 2) Please keep the description of the internship company to a minimum and do not just cut and paste pages from their website. Explain the relevant parts of their operation in your own words.
- 3) Although it is important for us to see that you were involved in teamwork, we need to see what tasks “you” did. You need to make sure that your text clearly indicates what “you” did and what contribution “you” made.
- 4) On reading your report, we should be able to see evidence of some of the learning outcomes, competences and contents listed above in the module description for the compulsory internship, so be sure to mention these where relevant. It is clear to us that not everything we have listed will be relevant to every internship.
- 5) Please make sure that all sources are listed like you would for an academic piece of writing.
- 6) All diagrams, tables, charts etc. should have a title, be legible. Legends should be explained and all sources given.

- 7) The internship report is due latest on 1 Feb 2022 (if you wish us to accredit work experience you have acquired post-graduation, prior to the commencement of the MSc programme). You are free to submit any time before that. **Please discuss the suitability of the chosen work experience with the Programme Director before you write the report in order to ensure that it meets our requirements. For those who need to complete the integrated compulsory internship after the study block in Reutlingen, all internships have to be approved by Prof. Dr. Niamh O'Mahony upfront before you sign the contract with the company and the report should be submitted as soon as possible after completion of the internship.** Please send your draft report (.doc version) to niamh.omahony@reutlingen-university.de as an email attachment together with your contract and company reference. **Once Prof. Dr. Niamh O'Mahony has approved this draft, you will need to make any changes (if applicable), get it signed by your work place supervisor and submit the final version as an email attachment and a hard copy to Julie Dengler, the MSc Programme Coordinator.** Once we have received the final signed copy and have approved all elements, we will award you the 30 ECTS.
- 8) Should a company request it, we can put a "confidential" stamp on your internship report (Sperrvermerk). Please let us know if this is needed. As a rule only, the following people will have access to your report: Prof. Dr. Niamh O'Mahony, Programme Director; Julie Dengler, Programme Coordinator and if necessary, Prof. Dr. Sebastian Bunnenberg (Head of the MSc Examination Board). All three people are bound by the nature of their contracts to treat all information in these reports as confidential and not to disclose any information to third parties or to use the information for teaching or publication purposes. The MSc is accredited at regular intervals by FIBAA and by AACSB. During such accreditation visits it could be that the accreditors ask to see examples of MSc GMDC internship reports. No reports with a "confidential" stamp will be shown without prior permission from the student and the company involved. FIBAA and AACSB accreditors are also bound by the nature of their contracts to treat all information shown to them during such visits as confidential.
- 9) Before submitting your internship report to us for approval, you need to register your internship on our internship database: <https://intranet.reutlingen-university.de/intranet/esb/praktikumsdatenbank/> (this can be completed in German or English). You should also submit the registration PDF with your internship report.

The following section covers the regulations for the compulsory integrated internship, please read this carefully as an infringement could lead to your dismissal from the MSc programme.

General Information

The compulsory integrated internship is a 24-week (6 month) internship (900 hours) which gives students with 180 ECTS from their first degree the opportunity to acquire an additional 30 ECTS before proceeding to Study Block 3, the thesis phase of the programme, and hence to be able to achieve the 300 ECTS (180 first degree + 30 compulsory internship + 90 MSc GMDC) by the end of the programme. 300 ECTS are required to enter doctoral programmes in Germany.

As it can generally take some time to find a suitable internship, we recommend strongly that students begin the search process as soon as possible. In addition to your own contacts, ESB has plenty of contacts to help you find an internship in Germany. You should be aware, however, that most German companies offering student internships require you to be able to speak good German. The location of the internship is up to the student concerned.

Very important: All compulsory internships must be sanctioned in advance by the ESB. Students should, therefore, not commit themselves either orally or in writing before consulting the Programme Director, Prof. Dr. Niamh O'Mahony, that the internship meets the ESB requirements.

The compulsory integrated internship may not be done before the end of Study Block 2 which marks the end of the taught part of the programme. The location of the internship is up to the student concerned.

The ESB will provide any student who is required to do a compulsory internship with the necessary documentation to prove their student status for the duration of the internship and to certify that this is a compulsory part of the programme. Please contact the Programme Coordinator, Ms. Julie Dengler (julie.dengler@reutlingen-university.de) for this.

Internship Contract

It is vital that the compulsory internship is an appropriate internship: it should be with a company, be relevant and involve project work of some kind. It is important that the internship contract with the company clearly spells out the exact tasks/role of the student during the internship. Please be careful about what you commit yourself to in terms of unlimited liability.

It is the task of each individual student to find an appropriate internship position. The ESB internal resources (e.g. Career's Centre, Alumni association, the regular Monday emails (MoMa) from the

Student Representatives (StuBue), Firmenforum and International Business Fair (IBF)) may be useful in helping to identify a suitable company.

The contract should be in writing and it is suggested that it should broadly follow the sample contract in Appendix 1. Many companies will have their own standardised forms which may also be used as long as all the information required by the ESB form is also contained in these.

The ESB will not allow students who have committed themselves to one company to resign should they receive a better internship offer at a later date. It is, therefore, important that students think very carefully before signing any internship contracts. Students infringing this regulation can expect to be dismissed from the programme as this could severely damage the reputation of the ESB.

Early Termination of Internship Contract

Early termination of the internship contract will only be allowed in **exceptional** circumstances (e.g. for health reasons, death in the family). Students may only terminate their contract with the prior permission of the Programme Director, Prof. Dr. Niamh O'Mahony.

A company may, of course, decide to dismiss an intern. It is, therefore, important that the internship contract specifies what will happen if the company is dissatisfied with the performance of the intern and the period of notice that must be served before the dismissal becomes effective. If a student completing a compulsory internship is dismissed, they will need to find a replacement internship. This situation must be brought to the attention of the Programme Director immediately.

The content of the internship should be used as input for the thesis or should at least be linked thematically to the proposed subject of the thesis. It is, therefore, highly recommended that students find an ESB thesis supervisor before beginning their internship so that guidance can be given in this regard. The internship should not start before the last day of lectures in Study Block 2. Students should aim to start the internship at the beginning of June so that they can finish around mid-October.

The Internship Report

Students will be required to submit a 15 page typed internship report (double spacing, Font 12 Times New Roman, margins of 2.54 cm (right and left)). The report should provide details of the company, its structure and the position of the student within the structure. Please do not just copy

and paste this section out of the company's internet pages! It should also provide details of the duration of the internship, and work carried out by the student over the course of the internship.

The report should provide a reflective account of the tasks/projects completed by the student during the internship. This latter section should be the most important part of the report.

The report should be signed and dated on the last page by the student and co-signed by the work supervisor. A copy of the internship contract and reference from the company should be included in the Appendix of the report.

The ESB can then award 30 ECTS to all students meeting the above requirements for the compulsory internship. Students can begin working on their thesis (min. 12 weeks, max. 6 months) immediately after they have finished their internship and submitted their internship report.

Insurance Coverage (EXTREMELY IMPORTANT!!)

Please see p. 52 for full details here

STUDY BLOCK 3

3.10 Study Block 3: Master Thesis

Module	M9
Semester	Study Block 3
Duration of module	Maximum 6 months. Students are free to submit at any time beforehand.
Type of module	Compulsory
How frequently is the module offered	Annually; after the completion of second study block.
Admission requirements	Successful completion of all modules in Study Blocks 1 & 2. Students entering the master's programme with 180 ECTS must do a compulsory 6 month internships before starting the thesis phase unless they have min 6 month relevant work experience post graduation which has been validated by the Programme Director.
Level	MSc
Module coordinator/responsible professor	Prof. Dr. Niamh O'Mahony Students will be allocated appropriate supervisors
Name of contact person	Prof. Dr. Niamh O'Mahony Building 17. Office: 113 Niamh.OMahony@Reutlingen-University.DE Telephone: +49 7121-271 3028
Language	Thesis can be written in German or English
Credits (ECTS)	25
Total workload and breakdown	750 hours
Examination/assessment conditions	The thesis should be 20,000 words exclusive of appendices and references. Students select 1 of 3 thesis models. Students are required to submit three printed and bound copies and one Word.doc copy
Weighting of grade within programme	25/90
Learning outcomes	1. Module Aims The core aim of the MSc master's thesis is allow the student to produce a piece of independent research. It is intended to be a central and integrating element of the degree. It is designed to afford the MSc student the opportunity to exercise their creative, questioning, analytical, and writing skills in a focused and practical manner, to apply appropriate tools and techniques for research, and to demonstrate the implementation of research questions.

	<p>It is also intended to give them the chance to develop an in-depth understanding of some specific topic related to global management. Depending on which of the three thesis models adopted, the thesis should provide viable advice, conclusions and/or recommendations and should demonstrate that the student has engaged with the relevant literature.</p> <p>2. Learning Outcomes</p> <p>The thesis should provide students with the following:</p> <p>Subject-specific competencies:</p> <ul style="list-style-type: none"> • In-depth expert knowledge of the field of the thesis including related theories and methods <p>Methodological competencies:</p> <ul style="list-style-type: none"> • The ability to analyse and breakdown questions/problems into their constituent elements, work on them systematically and generate solutions using appropriate tools/theories/models • The competence to gather, process and evaluate data and information within the context of a concrete project <p>Professional competencies:</p> <ul style="list-style-type: none"> • The opportunity to practice solving complex organisational problems • The ability to recognise which methods are appropriate in which situation and to apply them accordingly <p>Key competencies:</p> <ul style="list-style-type: none"> • The ability to communicate, present and share knowledge in a written form to a sophisticated academic audience • The ability to work independently or with limited supervision on a concrete management problem • Research skills • Independent reflective thinking and work • Time and project management skills • Ability to structure problems and identify the steps and resources needed to solve them
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4 assessed: In their thesis students demonstrate problem-solving skills as they analyse complex problems in the management context and draw on their generalist knowledge to develop appropriate solutions.</p> <p>CG6 reinforced: In their thesis students develop a research question and an appropriate research methodology.</p>
Content/ indicative syllabus	<p>The concrete content of the thesis will depend on the actual topic itself. All theses, however, must pursue one of the following three models:</p> <p>Model 1: Theory/practice</p>

	<p>The theoretical framework of a subject area is developed by review of the literature (secondary research); empirical evidence (primary research) is collected to answer a specific question or develop a specific point within the chosen subject area.</p> <p>Model 2: Theory only A thorough theoretical exploration of a specific issue is carried out</p> <p>Model 3: Company-based project The dissertation consists of an analysis of, and solution to, a significant practical problem or situation in the area of business management in an actual business situation. Although practical in orientation, the student is expected to demonstrate their knowledge of the conceptual framework of the problem. This model is compulsory for students pursuing the double degree track NEOMA/ESB. Students must do a min 4 months internship before doing their thesis.</p> <p>Comprehensive details of the three models, marking scheme and expectations are to be found in the <i>Thesis Guidelines</i> document.</p>
Teaching and learning methods	Time schedule and project milestones to be worked out with the individual supervisor. Periodic contact with supervisor.
Miscellaneous	Thesis may be written with a company. This usually requires the completion of a 6-month internship first
Indicative reading list	To be discussed with individual supervisor.

The document “Guidelines and Directions for the Thesis” provides full details of the format, models, and marking scheme for the thesis. Each student is responsible for familiarising themselves with and applying its content.

Supervisors

The thesis will be marked by two people, **at least one of whom must be an ESB professor**. The other marker, depending on the model of thesis chosen, will be either a second ESB professor or a workplace supervisor for the case where the thesis is written in conjunction with a company.

Three Possible Thesis Supervision Scenarios

Scenario 1: Thesis is written with a company where the workplace supervisor wishes to be involved in supervising & marking the thesis

- Supervision: the thesis will be co-supervised by the workplace supervisor and 1 ESB professor.

- The workplace supervisor needs to have at least a master's degree or German Diplom. A copy of this must be sent to Julie Dengler in order to be approved by the MGMDC Examination Board. Once we have this information, we will send the supervisor our supervision & marking guidelines.
- You need to have on-going contact with the ESB professor and your workplace supervisor throughout the thesis process. The ESB professor is the guarantor that your thesis meets the academic standards required of an ESB master's thesis.
- The thesis will be graded by the workplace supervisor and the ESB professor who will agree the grade between them.

Scenario 2: Thesis is written with a company but the workplace supervisor does not wish to be/cannot be involved in the supervision/marking

- Supervision: will be by 2 ESB professors (main supervisor and second marker)
- You will only have contact with the ESB professor who is your main supervisor
- The second marker is there for quality control reasons and is assigned by us.
- The thesis will be marked by both professors independently and a grade will be agreed between them.

Scenario 3: Thesis is supervised by ESB professor

- Supervision: will be by 2 ESB professors (the main supervisor and the second marker)
- You will only have contact with the ESB professor who is your main supervisor
- The second marker is there for quality control reasons and is appointed by us.
- The thesis will be marked independently by both professors who will agree upon a grade.

Time frame and Graduation Ceremonies

The general time frame for the thesis is six months. For those who do not have to do a compulsory internship this period is mid-June to mid-December. For those doing the compulsory internship the thesis phase begins once the internship has been completed and the internship report has been submitted. Time frame of max. 6 months also applies here.

Generally speaking, there are 2 graduation ceremonies each year. One usually in March or April and one in October or November. Only those who have successfully completed **all parts** of the programme are eligible to wear a gown and process at either of these graduation ceremonies. Students need to have submitted their thesis **at least 6 weeks prior to the date of a graduation in order to**

process. The Programme Coordinator, Julie Dengler, will provide exact dates as soon as these are known.

Thesis Registration Form

A student will only be permitted to submit the thesis provided the thesis form has been fully completed. In particular the form **must be** signed by the **two thesis supervisors** (See Thesis Registration Form in Appendix 2).

Language of the thesis

The language of the thesis is to be English. Where the thesis is being written in conjunction with a company and the company expressly states that it needs it in German, then the student needs to apply in writing, together with a supporting letter from the company, to the Programme Director, Prof. Dr. Niamh O'Mahony, who will then discuss the matter with the Head of the Examinations Board, Prof. Dr. Sebastian Bunnenberg. A copy of this letter also needs to be sent to the Programme Coordinator. A copy of Prof. Dr. Bunnenberg agreement to the request must be filed with the Programme Coordinator, Ms. Julie Dengler.

The ESB expects all MSc students to present their thesis in appropriate academic English. **Inability to understand the English of the thesis will be grounds for failure.** It is, therefore, strongly recommended that non-native speakers have their English checked by an English native speaker.

Numbers of copies of the thesis

Students must submit three hard copies (printed and bound) of their thesis together with one soft version. The soft version will be used to check for plagiarism.

Word count (20,000)

The exact word count must be given on the last page of the body (text) of the thesis, i.e. before the List of Sources. The word count includes everything in the body of the thesis (text, footnotes, tables etc). List of Sources and appendices do not count as these come after the body of the thesis. Allowable word count is 20,000 +/-10%. Anything longer needs to be approved by the main supervisor (either ESB professor or professor from Study Block 1) **before** submission.

Writing the thesis with a company

Many students choose to write their thesis with a company. This can be useful in e.g. securing a full-time position with the thesis company in the future or gaining (further) experience in a particular

branch This usually involves a 6-month internship with a company. The internship may not be longer than 6 calendar months.

Please be careful about what you commit yourself to in terms of unlimited liability.

You should be aware that most German companies offering student internships require you to be able to speak good German.

Please discuss the details of your internship with your thesis supervisor before signing any internship contracts.

Should the company insist on a Non-Disclosure Agreement (NDA), please raise this with your ESB supervisor, who will advise you how to proceed. NDAs need to be signed by Reutlingen University. Professors are not allowed to sign these.

Any internships may not be done before the end of Study Block 2 which marks the end of the taught part of the programme.

Please note that these internships are **voluntary internships** except for Students doing the **NEOMA/ESB double degree track**, for whom they are compulsory. The ESB can only provide you with documentation for compulsory internships.

Those students doing an internship in order to write their thesis with a company can choose, depending on the conditions they have negotiated with the company, to either write their thesis during the actual internship or wait until they have finished their internship before beginning the actual writing phase. **Students need to register the beginning of their thesis with the Programme Coordinator, Mrs. Julie Dengler.** The writing period is a maximum of 6 months with the earliest submission date being 12 weeks from the start of the writing phase. Additional registration fees will be due here if the student needs to register for an additional semester (see Appendix 4 Additional Registration Fees and Costs).

Please note: Students on the NEOMA/ESB double degree track must do a min 4 (max 6) months internship before doing their thesis with a company. The first 4 months of the internship must end by 31 December of the year following entry to the programme.

Location of Internship

The location of the internship is up to the student concerned. It should, however, be borne in mind that regular contact with the ESB supervisor will be important throughout the thesis.

Language of the Internship

Here again, there are no restrictions. It should, however, be remembered that the language of the thesis should be in English unless the company specifically requires it to be in German. (See Language of the Thesis section above for further details).

Internship Contract

It is important that you clarify upfront with the company that you will be able to write your thesis on your internship or an aspect of it.

The contract should be in writing and it is suggested that it should broadly follow the sample contract in Appendix 1. Many companies will have their own standardised forms which may be used as long as all the information required by the ESB form is also contained in these.

The ESB will not allow students who have committed themselves to one company to resign should they receive a better internship offer at a later date. It is, therefore, important that students think very carefully before signing any internship contracts. Students infringing this regulation can expect to be dismissed from the programme as this could severely damage the reputation of the ESB.

Early Termination of Internship Contract

Early termination of the internship contract will only be allowed in **exceptional** circumstances (e.g. for health reasons, death in the family). Students may only terminate their contract with the prior permission of the Programme Director, Prof. Dr. Niamh O'Mahony and their thesis supervisor.

A company may, of course, decide to dismiss an intern. It is, therefore, important that the internship contract specifies what will happen if the company is dissatisfied with the performance of the intern and the period of notice that must be served before the dismissal becomes effective.

In the case of early termination of the internship contract, the student will then have to revert to a thesis which does not involve company input and may need to apply for an extension on the submission date. Such cases will be dealt with on a case-by-case basis by the Programme Director.

Insurance Coverage (EXTREMELY IMPORTANT!!)

Internships in Germany

Students doing an internship as part of the MSc programme continue to be insured by their German health insurance companies (Krankenversicherung and Pflegeversicherung). They are not, however, covered against accidents and pension contributions are not included. Each student must, therefore, arrange for private accident cover.

Students doing a **compulsory internship** will be given a document from Julie Dengler to provide their employers with proof of their student status and that this internship is a compulsory part of the MSc programme. No deductions for social insurance will then be made from the internship salary.

German students who are covered by their parents' state health insurance need to be aware of the following regulation: those earning above a certain amount of money during their internship will be excluded from their parents' policy for the duration of the internship. (It is up to the student to inform themselves about their personal situation.). Such students will then be required to obtain their own student health insurance policy. Please note that there must be no time lag between being covered by a parental policy and being covered by a student health insurance policy.

Foreign Internships

Any student wishing to undertake an internship abroad must ensure that they have sufficient insurance cover for the period of their internship abroad before they leave Germany. Information as to the requirements of individual countries may be obtained from German health insurance companies and the Studentenwerk Tübingen. **The ESB Business School will not sanction any internship where the School or the university has to accept liability in any way for the student or their actions during the internship.**

4. Appendices

4.1. Appendix 1: BAföG

Students of German nationality may be entitled to BAföG during their internship. Applications need to be made to the Studentenwerk Tübingen. BAföG payments will consider the salary paid by the internship company.

4.2. Appendix 2: Sample Internship Contract

Internship Contract

between

Company name: _____
 Address: _____

 Company supervisor: _____ Tel: _____
 MSc student: _____ Nationality: _____
 Term-time address: _____ Tel: _____
 Home address: _____ Tel: _____

The following contract has been drawn up to cover the internship to be carried out by the above-mentioned student as part of his/her MSc Global Management & Digital Competencies (MGMD) studies at the ESB Business School (ESB), Reutlingen University, Germany.

§ 1 General

The aim of this internship is to enable the student to carry out a project upon which he/she can base his/her master's thesis.

§ 2 Duration of the internship

The internship must not exceed 6 months in duration.

§ 3 Duties of intern

The student intern agrees to:

- To perform all of the tasks assigned to him/her as part of this internship
- To respect the property of the company and abide by all its rules and regulations
- To act at all times in the interest of the company and not to divulge to third parties any information about the company and its operations acquired during the course of the internship.
- To immediately inform the company in case of absence and in case of illness to submit a doctor's certificate by the third day of absence (at the latest)

§ 4 Duties of the Company

The company agrees herewith to offer an internship of _____ weeks to the above-mentioned student. This internship is intended to provide the input to the student's MSc thesis.

Please outline below the exact role the student will perform during the internship and the outcomes/results your company expects from him/her.

The company agrees to:

- inform the MGMD C Programme Coordinator at ESB (Ms. Julie Dengler, Tel: 07121-2713023, julie.dengler@reutlingen-university.de) should the student's contract be terminated before the end of the internship or if the student fails to take up the internship.
- provide the student with a reference at the end of the internship detailing his/her tasks during the period of the internship.

§ 5. Termination of Contract

The internship contract may only be terminated at the end of the trial period:

- by the company with immediate effect (i.e. without a period of notice) if sufficient reasons exist
- by the intern if exceptional personal reasons exist. Here the student must give the company 4 weeks' notice.

Termination of contract must be in writing, clearly stating the reasons why the contract has been terminated.

§ 6. Payment

The company agrees to pay the intern a monthly salary of _____ Euro/month.

§ 7 Additional Conditions

Company

Student

Approved by MSc Programme
Director

Company
stamp, date,
signature

Date,
signature

Stamp, date, signature

4.3. Appendix 3: Thesis Registration Form EXAMPLE ONLY – Request form from Programme Coordinator:

MSc Global Management & Digital Competencies

Registration for Master-Thesis

Master-Programme „MSc Global Management & Digital Competencies“ Student ID No.

First name: Last name:

Date of birth: Place of birth:

Permanent address:

Tel. No and E-Mail:

Title of the Master-Thesis (provisional if necessary):

.....

.....

Specify which of the three allowed thesis models will be pursued:

.....

Supervising professor¹:

Second

Marker²:

(Leave blank unless writing with a company who will supply a supervisor. In all other cases, you will automatically be allocated a 2nd supervisor with whom you will have no contact as their role is quality assurance.)

Student to insert their expected submission date here:

1. The aim of the Master-Thesis is that students should be able to prove that they are able to understand a specific problem in relation to the area of their studies and be able to work with this problem and give specific reasons and methods in solving or working with this. The Thesis needs to be written in accordance with the document *Guidelines and Directions for the Thesis*
2. In order to review the preliminary outline and to go over the planned time layout of the project, please arrange a meeting with the given supervising professor. This meeting will take place on (insert date)
3. Four final copies of the Masters-Thesis must be submitted to the Programme Coordinator's office no later than 16:00 on agreed submission date (insert date) (Three of these must be hard copies and professionally bound, the fourth copy should be a Word.doc version provided on a USB Stick).
4. Students must state and sign on the last page of their Masters-Thesis that the thesis represents their own work and they did not receive or use any unacknowledged assistance. Please use the authorship declaration form the *Guidelines and Directions for the Thesis*.

Reutlingen, date (Student will have six-months from this date to submit thesis)

.....

.....

¹ Please note that it is essential that this is filled in.

² Please note that it is essential that this is filled in.

4.4. Appendix 4: Thesis Extension Form EXAMPLE ONLY – Request form from Programme Coordinator:



**MSc Global Management &
Digital Competencies**

Thesis Extension Form

<p>I am doing my thesis with company (company name and address)</p> <p>.....</p> <p>I will begin my thesis on (date):</p> <p>I will submit my thesis on (date):</p> <p>I agree to pay the registration fee for (mention additional semester/s) and any additional tuition fees (where applicable).</p> <p>.....</p> <p>My supervisor is prepared to supervise me during the time period stated above (signature of supervisor):</p> <p>.....</p>
--

Extension granted until Student agrees to pay the required additional registration fees and any additional tuition fees (where applicable).

Reutlingen, date

.....
MSc Programme Director

.....
Student

Distribution: 1. Department/ESB 2. Student

4.5. Appendix 5: Additional Registration Fees and Costs due each Semester

The Social Fee: €82.80 / Semester

Administration Fee: €70.00 / Semester

Contribution for the Constituted Student Body: €14.50 / Semester

Health insurance: individual students must arrange their own

Resit examinations: no extra charge.

Additional study blocks: anyone not finished by August 2022 will be liable for €167.30 registration fee for the winter semester September 2022 - February 2023 and for each additional semester thereafter for the school registration and student fees listed above (the semester fees are subject to change). Additional fees are also charged to students who have earned a master degree and for some international students. All information can be found here: <https://www.reutlingen-university.de/en/while-studying/financing-your-studies/how-much-does-it-all-cost/> and here: <https://www.reutlingen-university.de/de/im-studium/studium-finanzieren/semesterbeitrag/>

4.6. Appendix 6: ESB Repeat Policy

Repeat Policy for the MSc Global Management & Digital Competencies at the ESB

Examinations/Coursework

Students will be allowed two repeat attempts for any examination or piece of coursework that fails to meet the required standard. The mark awarded for the repeat examination or coursework will count in full i.e. it will not just be a case of pass or failure. Repeats will be offered in the first two weeks immediately following the end of the second Study Block as well as in September. Exact dates to be decided in conjunction with the Programme Director, Prof. Dr. Niamh O'Mahony, and the lecturer concerned.

Thesis

Students will be allowed only one repeat attempt for the thesis. The time frame will be same as for the first attempt. Exact dates to be decided in conjunction with the Programme Director and the lecturer concerned. The mark awarded for the repeat thesis will count in full i.e. it will not just be a case of pass or failure.

4.7. Appendix 7: MGMD Study & Examination Regulations

Amtsblatt 48/2020

Hochschule Reutlingen
Reutlingen University

Fachspezifische Studien- und Prüfungsordnung für den Master-Studiengang Global Management & Digital Competencies mit dem Abschluss Master of Science (M.Sc.)

Study and Examination Regulations for the Master Degree Programme Global Management & Digital Competencies leading to the degree of Master of Science (M.Sc.)

Vom: 26.02.2020

Aufgrund von § 32 Abs. 3 Satz 1 in Verbindung mit § 19 Abs. 1 Satz 2 Nr. 9 Landeshochschulgesetz – LHG in der Neufassung vom 01.04.2014 (GBl. S. 99), zuletzt geändert durch Art 1 des Gesetzes vom 13.03.2018 (GBl. S. 85) sowie § 1 Abs. 2 Allgemeine Studien- und Prüfungsordnung für das Bachelor- und Masterstudium der Hochschule Reutlingen (StuPrO) vom 06.08.2019 hat der Senat der Hochschule Reutlingen am 07.02.2020 die nachstehende Satzung in der vorliegenden Form beschlossen. Der Präsident der Hochschule Reutlingen hat gemäß § 32 Abs. 3 Satz 1 LHG am 26.02.2020 zugestimmt.

Based on §32 par. 3, sentence 1 in combination with §19 par. 1 sentence 2 no. 9 of the Law on Higher Education Institutions in Baden-Württemberg (State Law on Higher Education – LHG) of 1.04.2014 (GBl. S. 99), last modified by Art. 1 of the law of 13.03.2018 (GBl. S. 85) as well as §1 par. 2 of the General Study and Examinations Regulations for Bachelor and Master Degree Studies of Reutlingen University (StuPro) of 06.08.2019, the Senate of Reutlingen University agreed the following regulations on 07.02.2020. These were approved by the President of Reutlingen University on 26.02.2020.

§ 1 Ziel

Dieser Masterstudiengang soll die Absolventinnen und Absolventen für internationale Führungs-, Management- und Expertenpositionen in Unternehmen aller Branchen und in Organisationen in einem Zeitalter der digitalen Transformation qualifizieren. Dabei stehen folgende Ziele im Fokus:

- Vermittlung theoretischen und praktischen Managementwissens von Fertigkeiten auf fachlich fortgeschrittenem Niveau.



- Vermittlung moderner betriebswirtschaftlicher Lösungsansätze und Managementmethoden, um die organisatorischen und technologischen Herausforderungen global operierender Unternehmen zu bewältigen.
- Vermittlung der erforderlichen Fähigkeiten zur Analyse von Daten, zum Management von Technologien und zur Beherrschung des Tempos und der Prozesse von Innovationen.
- Entwicklung sehr guter Fremdsprachenkenntnisse, da das gesamte Programm in englischer Sprache durchgeführt wird.
- Entwicklung fundierter Kenntnisse des globalen Unternehmensumfelds sowie einer ausgeprägten Sensitivität für internationale kulturelle Unterschiede.
- Stärkung der Initiative und Kreativität der Teilnehmer bei der Identifikation und Erarbeitung von Lösungsansätzen für Management-Probleme. Im Mittelpunkt der Lehrveranstaltungen steht daher die Bearbeitung von Fallstudien, bei der die Studierenden projektorientierte Teamarbeit und interdisziplinäres Denken trainieren.
- Entwicklung einer kritischen, ethischen sowie globalen Denkweise, um erfolgreich in einem globalen Managementkontext arbeiten zu können.
- Stärkung der Befähigung zu selbständigem wissenschaftlichen Arbeiten.

§1 Objective

This master degree programme aims to qualify graduates for global leadership, management and expert positions in companies in all sectors and organisations in an era of digital transformation. To this end the following objectives will be pursued:

- Imparting of advanced theoretical and practical management subject knowledge and skills.
- Imparting of modern business solutions and management methods to deal with the organisational and technological challenges which face corporations with global operations.
- Equipping students with the requisite skills to analyse data, to manage technologies and to have a grasp on the pace and processes surrounding innovation.
- Development of very good English language skills as the entire programme is taught in English language.
- Development of a sound knowledge of the global business context as well as a high degree of sensitivity towards international cultural differences.
- Reinforcement of students' initiative and creativity in the identification of and development of solutions for management problems. Case Studies, therefore, play a central role in classes, training students to work in teams on projects and to think in an interdisciplinary manner.
- Development of a critical, ethical as well as global outlook in order to successfully work in a global management context.
- Reinforcement of the ability to undertake independent academic work.

§ 2 Abschluss / Regelstudienzeit

Der konsekutive Masterstudiengang mit dem Abschlussgrad Master of Science umfasst eine Regelstudienzeit von drei Semestern (15 Monaten), von denen das erste Semester an einer der ausländischen Partnerhochschulen (Brock University, St. Catharines; Dublin City University (DCU), Dublin; NEOMA Business School, Reims/Rouen und Università Cattolica del Sacro Cuore (UCSC), Piacenza) und die zwei übrigen Semester an der Hochschule Reutlingen studiert werden. Der Studiengang wird je nach Vereinbarungen mit den einzelnen Partnerhochschulen sowohl als Einzelabschluss- als auch als Doppelabschluss-Programm angeboten. Doppelabschlüsse werden in Kooperation mit der DCU (M.Sc. Global Management (Digital Disruption)) und NEOMA Business School (M.Sc. Global Management) angeboten.

§ 2 Academic Title/ Duration

The consecutive Master Degree Programme (Master of Science) consists of three semesters (15 months), of which the first semester is studied at one of the international partner universities (Brock University, St. Catharines; Dublin City University (DCU), Dublin; NEOMA Business School, Reims/Rouen and Università Cattolica del Sacro Cuore (UCSC), Piacenza) and the remaining two are spent at Reutlingen University. This programme will be offered as both single and double degree versions depending on the agreements with the individual partner universities. Double degrees will be offered with DCU (M.Sc. Global Management (Digital Disruption)) and NEOMA Business School (M.Sc. Global Management).

§ 3 Aufbau des Studiengangs

- (1) Der Studiengang wird von der Fakultät ESB Business School der Hochschule Reutlingen gemeinsam mit den ausländischen Partnerhochschulen Brock University, St.Catharines, Kanada, Dublin City University, Dublin, Irland, NEOMA Business School, Reims/Rouen, Frankreich und Università Cattolica del Sacro Cuore, Piacenza, Italien durchgeführt, die insgesamt Mitglieder im Konsortium International Partnership of Business Schools (IPBS) sind.
- (2) Sowohl Studieninhalte als auch Prüfungsverfahren wurden von allen beteiligten Partnern untereinander abgestimmt. Dem entsprechend werden die jeweils erworbenen Kompetenzen und erbrachten Prüfungsleistungen von der das Abschlusszeugnis vergebenden Hochschule voll anerkannt bzw. bei der Vergabe eines Doppelabschlusses von beiden Partnerhochschulen anerkannt.
- (3) Der Gesamtumfang der für den erfolgreichen Abschluss des Studiums erforderlichen Studien- und Prüfungsleistungen beträgt 90 ECTS-Leistungspunkte, von denen 60 ECTS-Leistungspunkte an der Fakultät ESB Business School der Hochschule Reutlingen und 30 ECTS-Leistungspunkte an der ausländischen Partnerhochschule erworben werden.
- (4) Alle Studierenden verbringen den ersten Studienabschnitt an einer der ausländischen Partnerhochschulen.

- (5) Das Curriculum (Modul- und Lehrveranstaltungsangebot) für die Studienabschnitte an der Hochschule Reutlingen (2. und 3. Studienabschnitt) ist in Tabelle 1 im Anhang geregelt.
- (6) Wahlpflichtmodule (Regional Electives) werden im 1. und 2. Studienabschnitt angeboten. Durch Beschluss des Prüfungsausschusses können die Wahlpflichtmodule erweitert werden. Allerdings besteht keinen Anspruch auf alle Wahlpflichtangebote in jedem Semester.
- (7) Alle Studierenden, die das Studium mit einem 6-semesterigen Bachelor-Abschluss (180 ECTS) aufgenommen haben, müssen ein 900 Stunden umfassendes (6-monatiges), integriertes Pflichtpraktikum in einem Unternehmen oder einer Organisation des künftigen Berufsfelds am Ende des zweiten Studienabschnitts absolvieren, bevor sie den 3. Studienabschnitt (Master-Thesis) beginnen. Sofern Studierende über ausreichende Praxiserfahrung nach ihrem Bachelor-Abschluss verfügen, kann diese entsprechend anerkannt werden.

§ 3 Programme Structure

- (1) The study programme is jointly offered by the Faculty ESB Business School, Reutlingen University and its international partner universities Brock University, St.Catharines, Canada; Dublin City University, Dublin; NEOMA Business School, Reims/Rouen and Università Cattolica del Sacro Cuore, Piacenza, all of which are members of the consortium International Partnership of Business Schools (IPBS).
- (2) Both the programme content and the examination process have been agreed by all of the participating institutions. Hence, the competencies and grades achieved at the relevant partner university will be fully recognised by the degree-awarding institution or institutions in accordance with whether the degree is a single or double one.
- (3) Upon successful completion of the study programme, students will obtain 90 ECTS-Credits, of which 60 ECTS will be obtained at the Faculty ESB Business School, Reutlingen University and 30 ECTS at the international partner university.
- (4) All students spend the first Study Block at one of the international partner universities.
- (5) The Curriculum (Module Overview) for the Study Blocks at Reutlingen University (Study Blocks 2 and 3) can be found in Table 1 in the Appendix.
- (6) Regional Electives will be offered in Study Blocks 1 and 2. The Examinations Board can decide to extend the list of Regional Electives offered. There is no compulsion, however to offer all Regional Electives each semester.
- (7) Any student entering the programme with a six-semester Bachelor degree (180 ECTS) must complete an integrated 900 hour (six month) compulsory internship in a company or relevant organisation at the end of Study Block 2 before being allowed to proceed to Study Block 3 (Master's Thesis). Where students possess sufficient relevant work experience post graduation from their Bachelor degree, this may be accredited in lieu.

§ 4 Voraussetzungen

- (1) Neben den allgemeinen Voraussetzungen für die Immatrikulation zum Studiengang ist Zulassungsvoraussetzung für den 2. Studienabschnitt an der Fakultät ESB Business School die Teilnahme und das erfolgreiche Bestehen der Modulprüfungen des 1. Studienabschnitts.
- (2) Zulassungsvoraussetzung für den 3. Studienabschnitt (Master-Thesis) an der Fakultät ESB Business School ist die Teilnahme an den Lehrveranstaltungen und das erfolgreiche Bestehen aller Modulprüfungen des 2. Studienabschnitts. Für alle Studierenden, die das Studium mit einem 6-semesterigen Bachelor-Abschluss (180 ECTS-Credits) aufgenommen haben, ist zusätzlich die Absolvierung des integrierten Pflichtpraktikums vor Beginn des dritten Studienabschnitts erforderlich.

§ 4 Prerequisites

- (1) In addition to the general prerequisites for admission to the study programme, to progress to Study Block 2 students must have participated in the classes and successfully passed all the modules in Study Block 1.
- (2) To progress to Study Block 3 (Master's Thesis) at the Faculty ESB Business School, students must have participated in classes and passed all modules in Study Block 2. Any student who entered the programme with a 6-semester bachelor degree (180 ECTS) is additionally required to do the integrated compulsory internship before proceeding to Study Block 3.

§ 5 Praktisches Studiensemester

Das Pflichtpraktikum gilt nur für Studierende, die das Studium mit einem 6-semesterigen Bachelor-Abschluss (180 ECTS-Credits) aufgenommen haben. Diese Studierenden müssen ein sechsmonatiges (900 Stunden), integriertes Pflichtpraktikum in einem Unternehmen oder einer Organisation am Ende des zweiten Studienabschnitts absolvieren, bevor sie den 3. Studienabschnitt (Master-Thesis) beginnen. Das Praktikum wird von der Fakultät ESB Business School betreut und geregelt. Der Praktikumsinhalt muss im Voraus von der Studiendekanin oder dem Studiendekan genehmigt werden. Vorgelegt werden muss ein von der oder vom Studierenden und Unternehmen unterschriebener Praktikumsvertrag mit Angabe der Dauer und Art der Tätigkeit sowie ein 15-seitiger Praktikumsbericht. Die Fakultät ESB Business School vergibt für das im Rahmen dieser Regelungen erfolgreiche Absolvieren des Praktikums 30 ECTS-Credits.

§ 5 Internship

The compulsory internship is only for students who entered the programme with a six-semester bachelor degree (180 ECTS-Credits). These students must complete a six-month (900 hours) integrated compulsory internship in a company or relevant organisation at the end of Study Block 2 before beginning Study Block 3 (Master's Thesis). The internship will be supervised and regulated by the Faculty ESB Business

School. The content of the internship must be approved in advance by the Programme Director. Students are required to submit a contract for the internship, signed by the student and the company, showing duration and content of the work experience as well as a 15-page report on the internship. The Faculty ESB Business School will award 30 ECTS for this internship if successfully completed according to these regulations.

§ 6 Arten und Formen der Prüfungsleistungen

Für jedes Modul wird in Tabelle 1 im Anhang festgelegt, welche Art und Form der Prüfungsleistung nach § 6 (1) der Allgemeinen Studien- und Prüfungsordnung vorgesehen ist, und welchen Umfang diese hat.

§ 6 Assessment Types and Forms

The type and form of assessment for each module (in accordance with § 6 (1) of the General Study and Examination Regulations) is detailed in Table 1 in the Appendix.

§ 7 Prüfungen, Nachhol- und Wiederholungsprüfungen

- (1) Für die Module, die von den Partnerhochschulen im 1. Studienabschnitt angeboten werden, gelten die jeweiligen lokalen Regelungen.
- (2) Entsprechend § 10 (3) der Allgemeinen Studien- und Prüfungsordnung der Hochschule Reutlingen besteht der kleine Prüfungsausschuss des Studienganges aus drei Professorinnen oder Professoren.
- (3) Die Prüfungstermine für die Klausuren in allen Modulen des 2. Studienabschnitts werden zu Beginn des 2. Studienabschnitts von der Prüferin oder vom Prüfer angekündigt. Die Anmeldung zur Prüfung wird mit dem Prüfungsamt der Hochschule Reutlingen abgestimmt und den Studierenden rechtzeitig mitgeteilt. Alle Studierenden sollen an den für ihren Studienabschnitt festgelegten Prüfungen teilnehmen. Wird ein zur Erbringung bzw. Abgabe einer Prüfungsleistung festgelegter Termin versäumt, so gilt dies als erfolglose und dem entsprechend „nicht bestandene“ Prüfungsleistung, sofern nicht triftige Gründe für das Versäumnis vorliegen. Triftige Gründe für ein Versäumnis oder einen Rücktritt müssen dem Vorsitzenden des Prüfungsausschusses des M.Sc. Global Management & Digital Competencies Studienganges unverzüglich schriftlich angezeigt und glaubhaft gemacht werden. Bei Krankheit einer oder eines Studierenden hat diese oder dieser unverzüglich eine ärztliche Bescheinigung vorzulegen, aus der die Gründe und die voraussichtliche Dauer der Prüfungsunfähigkeit hervorgehen. Über die Anerkennung der vorgebrachten Gründe entscheidet der Prüfungsausschussvorsitzende. Werden die Gründe als triftig anerkannt, so gilt die Prüfungsleistung als nicht unternommen. Die Entscheidung ist dem Studierenden mitzuteilen.
- (4) Für diejenigen, die einen festgesetzten Prüfungstermin versäumt haben und dafür triftige Gründe vorgebracht haben, die anerkannt wurden, wird zeitnah nach dem Prüfungstermin ein Nachholprüfungstermin angesetzt. Der genaue Termin wird von der Prüferin oder vom Prüfer und von der Studiendekanin oder vom Studiendekan festgelegt und bekannt gemacht.

- (5) Der Prüfungsausschuss legt Termine für Wiederholungsprüfungen für nichtbestandene Prüfungen fest und informiert hierzu die Studierenden. Art und Zeitpunkt der Wiederholungsprüfung werden in hochschulüblicher Weise spätestens eine Woche vor dem Prüfungstermin bekannt gemacht. Die Absätze (2), (3) und (4) gelten auch für Wiederholungsprüfungen.

§ 7 Examinations, Make Up and Repeat Examinations

- (1) For the modules offered by the partner universities in Study Block 1, their local regulations apply.
- (2) In accordance with §10, paragraph 3 of the General Study and Examination Regulations, this programme will have a small Examinations Board consisting of three Professors.
- (3) The examination dates for the written examinations in all modules for Study Block 2 will be announced by the examiner at the beginning of Study Block 2. The period of registration for all exams will be decided in agreement with the Examinations Office of Reutlingen University and announced to the students in good time. All students must complete the assessment foreseen for the Study Block. Students failing to complete an element of assessment without good reason will be awarded a fail for this element. Any student having valid reason for not being able to take an element of assessment, needs to communicate this immediately in writing to the Head of the Examination Board of the M.Sc. Global Management & Digital Competencies. In case of illness, students need to immediately provide a doctor's note stating the reasons why they are unable to take the examination as well as the expected duration of the illness. The Head of the Examinations Board will decide whether or not these reasons will be recognised. If the reasons are considered valid, the student is given a make-up opportunity. The decision of the Board needs to be communicated to the student.
- (4) Any student missing an assessment date for a reason that has been considered valid, will be given a make-up assessment date as soon as possible after the original assessment date. The exact date will be set by the examiner and the Programme Director and communicated to the student.
- (5) The Examinations Board will set dates for repeat examinations and communicate these to the students. The type of examination as well as its timing will be communicated in the normal university manner at least one week before the actual examination. Paragraphs (2), (3) and (4) pertain also to repeat examinations.

§ 8 Studienabschnitt an der Partnerhochschule

- (1) Die im Ausland zu absolvierenden Module richten sich nach der Studien- und Prüfungsordnung der ausländischen Partnerhochschule. In der sogenannten Agreed Module Structure, die mit den teilnehmenden IPBS Partnerhochschulen gemeinsam festgelegt wurde (vgl. Tabelle 2), ist die Grundstruktur der im Ausland zu erbringenden Leistungen vorgegeben. Die konkrete Ausgestaltung wird laufend abgestimmt, so dass die an der ausländischen Partnerhochschule erbrachten Studien- und Prüfungsleistungen zusammengefasst in ein Modul im

Umfang von 30 ECTS eingehen. Dieses Modul im 1. Studienabschnitt heißt „International Partner Module“, und wird mit 30 ECTS-Leistungspunkten unter Zugrundelegung der an der ausländischen Partnerhochschule erreichten Durchschnittsnote angerechnet. Falls die ausländische Partnerhochschule selbst keine Durchschnittsnote für den Studienabschnitt berechnet, wird aus den an der Partnerhochschule absolvierten Studien- und Prüfungsleistungen eine mit den dort erworbenen Credits gewichtete Durchschnittsnote berechnet.

- (2) Die Durchschnittsnote für die im Ausland absolvierten Module wird in das an der Hochschule Reutlingen übliche Notensystem umgerechnet. Alle Notenumrechnungen werden gemäß der mit den Partnerhochschulen vereinbarten Umrechnungstabelle (siehe Tabelle 3 im Anhang) vorgenommen.

§ 8 Study Block at the Partner University

- (1) The modules completed abroad will be regulated by the local regulations of the relevant international partner university. Table 2 (Agreed Module Structure) shows the agreed structure of the modules that are studied abroad. The concrete organisation is agreed upon on an ongoing basis. Hence, the modules completed at the individual international partner schools will be recorded as one module. This module in Study Block 1 is called “International Partner Module”. Credits obtained at the international partner university will be recognized as 30 ECTS and will be evaluated according to the final grade point average achieved at the respective international partner university. Should the international partner university not calculate a final grade point average for the study block, a weighted average will be calculated on the basis of the completed modules and their associated credits.
- (2) The grade point average for the modules taken abroad will be converted into the grading system used by Reutlingen University. All grades will be converted according to the grade conversion table which has been agreed with each participating partner university (see Table 3 in the Appendix).

§ 9 Veranstaltungssprache

Die Veranstaltungs- und Prüfungssprache ist Englisch.

§ 9 Language of Instruction

The language of instruction and examination is English.

§ 10 Abschlussarbeit

- (1) Für die Master-Thesis, die darlegen soll, dass Studierende ein Problem ihrer Fachrichtung in einer vorgegebenen Frist selbständig auf wissenschaftlicher Grundlage methodisch bearbeiten können, werden 25 ECTS-Leistungspunkte vergeben.
- (2) Der Bearbeitungszeitraum für die Master Thesis beträgt maximal 6 Monate. Studierende können ihre Master-Thesis auch nach einem kürzeren Zeitraum einreichen.

(3) Drei Master-Thesis-Modelle sind möglich:

- a) Modell 1 Theory/Practice: theoretische Behandlung eines Themas anhand der einschlägigen Literatur sowie eigener empirischer Datenerfassung oder
- b) Modell 2 Theory: umfassende theoretische Behandlung eines Themas anhand der einschlägigen akademischen Literatur oder
- c) Modell 3 Company-based Project: wissenschaftliche Bearbeitung eines praktischen Projekts bei einem Unternehmen.

Die Wahl des Thesis-Modells kann durch die Wahl der Partnerhochschule festgelegt sein. Studierende im Studienprogramm zusammen mit der NEOMA Business School müssen ihre Thesis in Kooperation mit einem Unternehmen schreiben (Modell 3). Hierbei ist ein Praktikum von mindestens 4 (bis max. 6) Monaten zu absolvieren. Die ersten 4 Monate des Praktikums müssen bis spätestens 31. Dezember des Folgejahres nach Studienstart abgeschlossen sein.

- (4) Der Zeitpunkt der Anmeldung zur Master-Thesis ist abhängig vom gewählten Thesis-Modell und dem gegebenenfalls noch vor der Schreibphase zu absolvierenden Pflichtpraktikum. Die Bearbeitungsfrist für die Thesis beginnt mit dem Datum der Anmeldung der Thesis.
- (5) Die Master-Thesis wird von mindestens einem Hochschullehrenden der Hochschule Reutlingen betreut und begutachtet. Zweiter Prüfer oder zweite Prüferin kann eine Praktikumsbetreuerin bzw. Betreuer aus einem Unternehmen oder eine Lehrende oder Lehrender einer Partnerhochschule des ersten Studienabschnitts sein.
- (6) Die Master-Thesis wird in englischer Sprache, oder sofern vom Prüfer und Prüfungsausschuss genehmigt, in deutscher Sprache abgefasst.
- (7) Die Bewertung der Master-Thesis erfolgt durch ein schriftliches Gutachten der Prüferin bzw. des Prüfers und der Zweitprüferin bzw. des Zweitprüfers, die oder der vom Prüfungsausschuss bestimmt wird.

§ 10 Master's Thesis

- (1) 25 ECTS will be awarded for the Master's Thesis whose aim is to demonstrate that the student is capable of working independently on a problem relevant to their field of studies within a fixed period of time using appropriate academic methodology.
- (2) Students have a maximum of six months to complete their thesis, but may submit earlier.
- (3) There are three possible master' thesis models:
 - a) Model 1 Theory/Practice: theoretical treatment of a topic consisting of a literature review and the student's own empirical data collection or
 - b) Model 2 Theory: comprehensive theoretical treatment of a topic using appropriate academic literature or

c) Model 3 Company-based project: academic treatment of a practical project in a company.

Choice of thesis model will in some cases be determined by the study track being pursued. Students pursuing the double degree track with NEOMA Business School must write their thesis with a company (Model 3). This must include a period of min. 4 (max. 6 months) internship, the first 4 months of which must be completed by 31 December of the year following entry to the programme.

- (4) The exact registration date of the master's thesis will depend on the model chosen or whether or not a student must complete an internship before the actual writing phase. The working time on the thesis begins from the date of thesis registration.
- (5) The master's thesis will be supervised and assessed by at least one lecturer from Reutlingen University. The second examiner may be the internship supervisor in a company. A lecturer from the partner university in Study Block 1, may be involved in the supervision of the thesis.
- (6) The master's thesis is to be written in English, or, if permission is granted by the Examiner and Examinations Board, it may be written in German
- (7) The assessment of the master's thesis is in the form of a written report by the supervisor and second examiner. The latter will be appointed by the Examinations Board.

§ 11 Bildung der Gesamtnote

Die Gesamtnote der Abschlussprüfung ermittelt sich aus dem gewichteten Durchschnitt der Modulprüfungen und der Abschlussarbeit gemäß Tabelle 1.

§ 11 Calculation of Final Grade

The final grade will be calculated using the weighted average of the module and master's thesis grades in accordance with Table 1.

§ 12 Qualitätssicherung zwischen den Partnerinstitutionen im 1. und 2. Studienabschnitt

Teilnehmende Partnerhochschulen können während des 2. Studienabschnitts einen Vertreter an die Fakultät ESB Business School entsenden, um die Gleichwertigkeit der Qualitätsanforderungen sicherzustellen. Diese Möglichkeit steht im Gegenzug der Fakultät ESB Business School für den 1. Studienabschnitt offen.

§ 12 Quality Control between Partner Institutions in Study Blocks 1 and 2

Participating partner universities are free to send a representative to the Faculty ESB Business School during Study Block 2 to ensure uniform quality levels. This option is also open to the Faculty ESB Business School for Study Block 1.



§ 13 Inkrafttreten/Übergangsregelungen

Diese Studien- und Prüfungsordnung tritt am 01.09.2020 in Kraft. Sie gilt für alle Studierenden des Studiengangs Global Management & Digital Competencies Master of Science (M.Sc.), die ab dem Wintersemester 2020/2021 ihr Studium beginnen.

§ 13 Legal Validity/Interim Arrangements

These Study and Examinations Regulations come into effect on the 01.09.2020. They are valid for all students of the Master of Science (M.Sc.) Global Management & Digital Competencies who commence their studies from the Winter Semester 2020/21.

Reutlingen, den 26.02.2020



Professor Dr. Hendrik Brumme
Präsident

Anlagen/Appendices: Tabelle/Table 1: Curriculum
Tabelle/Table 2: Agreed Module Structure
Tabelle/Table 3: Umrechnungstabellen/ Grade Conversion
Tables

Tabelle/Table 1: Curriculum (Modul- und Lehrveranstaltungsangebot)

Module/ Courses		ECTS in Study Block			Contact hours per week/ Workload			Type of module	Language	Assessment	Weighting of grade
		1	2	3	h/ week	Self study	Total workload				
M1	International Partner Module	30					900		English	According to partner regulations	30/90
M2	Statistics for Business		5		2	120	150	core	Engl.	CA+KL2	5/90
M3	Data Analytics & Visualisation		5		2	120	150	core	Engl.	CA+KL2	5/90
M4	International Finance & Risk Management		5		2	120	150	core	Engl.	CA+KL2	5/90
M5	Regional Elective 1: Smart Operations Management		5		2	120	150	Regional compulsory elective	Engl.	CA+HA	5/90
M6	Regional Elective 2: Leadership in a Digitalized World		5		2	120	150	Regional compulsory elective	Engl.	CA+HA	5/90
M7	Regional Elective 3: Consulting Skills for Digital Transformation		5		2	120	150	Regional compulsory elective	Engl.	CA+PA	5/90
M8	Research Methods			5	2	120	150	core	Engl.	CA+HA	5/90
M9	Thesis			25			750	core	Engl.	MT	25/90
M10	Compulsory Integrated Internship		30				900		Depends on country	PR	Unbenotet/ ungraded
Summe/ Sum		30	30	30			2700				90/90

M10 Compulsory integrated internship is only completed by students entering the programme with 180 ECTS. This internship must be completed after Study Block 2 before progressing to the thesis stage. This ensures that all graduates achieve 300 ECTS on graduation. This is graded on a pass/fail basis

CA= Continuous Assessment, KL X = Klausur mit Zeitangabe in h; written exam including timeframe; HA=Hausarbeit/ Individual Research Paper

Tabelle/Table 2: Agreed Module Structure

Study Block 1 (30 ECTS)	Study Block 2 (30 ECTS)	Study Block 3 (30 ECTS)
Canada/France/Ireland/Italy (5/6 ECTS/Module)	Germany (5 ECTS/Module)	Germany
<u>Core Modules</u> Advanced Global Strategy Advanced International Business Advanced International Marketing	<u>Core Modules (15 ECTS)</u> Statistics for Business Data Analytics & Visualisation International Finance & Risk Management	Research Methods (5 ECTS) Thesis (25 ECTS)
<u>Regional Basket</u> <u>(in Total minimum 12 ECTS)</u> e.g. Cross Cultural Agility Economic Geography & GeoPolitics Business Process Innovation Internet and Social Media Marketing Augmented Reality Marketing International Negotiation Skills Personal Branding & Career Management Sustainability Management Advanced Economic Scenario Analysis Global Challenges & Impacts Enterprise Talent and Culture Electives	<u>Regional Basket (15 ECTS)</u> Smart Operations Management Leadership in a Digitalized World Consulting Skills for Digital Transformation	

Tabellen/Tables 3: Umrechnungstabellen/ Grade Conversion Tables



Master of Science Global Management & Digital Competencies
Conversion Table
ESB Business School and NEOMA Business School

NEOMA Business School Reims/Rouen	ESB Business School Reutlingen
18.0-20.0	1
17.6	1.1
17.2	1.1
16.8	1.2
16.4	1.2
16	1.3
15.6	1.3
15.2	1.4
14.8	1.4
14.4	1.5
14	1.5
13.8	1.6
13.6	1.7
13.4	1.8
13.2	1.9
13	2
12.8	2.1
12.6	2.2
12.5	2.3
12.4	2.4
12.3	2.5
12.2	2.6
12	2.7
11.8	2.8
11.6	2.9
11.4	3
11.2	3.1
11	3.2
10.8	3.3
10.6	3.4
10.5	3.5
10.4	3.6
10.3	3.7
10.2	3.8
10.1	3.9
10.0	4.0 Pass

NEOMA Business School Reims/Rouen	ESB Business School Reutlingen
9.8 (Fail)	4.1 (Fail)
9.5	4.1
9.3	4.2
9	4.2
8.8	4.3
8.5	4.3
8.3	4.4
8	4.4
7.8	4.5
7.5	4.5
7.3	4.6
7	4.6
6.8	4.7
6.5	4.7
6.3	4.8
6	4.8
5.8	4.9
5.5	4.9
5.3	5.0
5	5.0
< 5	5.0

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Conversion Table



ESB Business School and Università Cattolica del Sacro Cuore

Università Cattolica del Sacro Cuore	ESB Business School Reutlingen
30	1.0
29	1.0
28	1.3
27	1.7
26	2.0
25	2.0
24	2.3
23	2.7
22	3.0
21	3.0
20	3.3
19	3.7
18	4.0
<18	5.0



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Conversion Table
ESB Business School and Dublin City University

DCU	ESB Business School Reutlingen
100-80	1.0
79-78	1.1
77-76	1.2
75-74	1.3
73-72	1.4
71-70	1.5
69	1.6
68	1.7
67	1.8
66	1.9
65	2.0
64	2.1
63	2.2
62	2.3
61	2.4
60	2.5
59	2.6
58	2.7
57	2.8
56	2.9
55	3.0
54	3.1
53	3.2
52	3.3
51	3.4
50	3.5
49	3.6
48	3.6
47-46	3.7
45-44	3.8
43-42	3.9
41-40	4.0
<40	5.0

Fachspezifische Studien- und Prüfungsordnung für den Master-Studiengang Global Management & Digital Competencies
 mit dem Abschluss Master of Science (M.Sc.)

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Conversion Table
ESB Business School and Brock University

ESB grades	Brock Letter	Brock%
1.0	A+	90-100
1.0	A	80-89
2.0	B	70-79
3.0	C	60-69 pass grade
<4.0	F	0-59 (no graduate credit)