Hochschule Reutlingen
Reutlingen University

Curriculum & Syllabi Handbook
MSc Global Management & Digital Competencies (MGM)

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www.esb-business-school.de

AACSB ACCREDITED

ESB BUSINESS SCHOOL

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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 a 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 MGM

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**	COMPETENCY GOAL **6**
ESB MGM 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 ethica 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 Digital Business Ethics Workshop by reflective essay	Embedded assessment in thesis	Embedded assessment in Statistics for Business by exam question	Embedded assessment in Research Methods by student per evaluation essay

Qualification profile of graduates

Fields of expertise:

Graduates of the MGM 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 MGM 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	Regional Compulsory Elective	ECTS credits
Study Block 1 (30 ECTS) Canada/France/Ireland/Italy		**30 ECTS**
Core Modules	**Electives**	
Advanced Global Strategy		
Advanced International Business		
Advanced International Marketing		
Regional Basket (in total minimum 18 ECTS)		
BROCK CDN Business Strategy Global Business International Marketing	Internet and Social Media Marketing Augmented Reality Marketing	6 Cr. each
DCU IRE Strategy in a Global Context International Business - Disruption, Challenges & Sustainability Marketing and Customer Experience Management	Economic Geography & GeoPolitics Business Process Innovation Cross Cultural Agility	5 Cr. each
NEOMA, F International Service Marketing & Customer Experience Management International Business - Disruption and Challenges Advanced Strategic Toolkit for Global Markets	International Negotiation Skills Cross-cultural Agility in Global Business Personal Branding for Career Management	5 Cr. each
USCS, IT Corporate Strategy International Marketing & Customer Experience Management Advanced International Business	Global Challenges & Impacts Sustainability Management Advanced Economic Scenario Analysis	5 Cr. each
Total		**30**
Course	**Contact hours** (à 45 min.)	**ECTS credits**

Study Block 2 (30 ECTS) Germany	Lecture Contact hours (à 45 min.)	ECTS
Core Modules (15 ECTS)		
Statistics for Business	30	5
Data Analytics & Visualisation	30	5
International Finance & Risk Management	30	5
Digital Business Ethics Workshop	8	-
Total	**98 hrs**	**15**
Regional Basket (15 ECTS)		
Smart Operations Management	30	5
Leadership in a Digitalized World	30	5
Consulting Skills for Digital Transformation	30	5
Total	**90 hrs**	**15**
Study Block 3 (30 ECTS) Germany	**Lecture**	**ECTS**
Core Modules (30 ECTS)		
Research Methods	30	5
Thesis	-	25
Total	**30 hrs**	**30**
For programme in total	**Ca. 400 hrs**	**90 ECTS**

3. Overview Modules Study Block 2

Table 3: Core Modules

		Credits in Study Block			Workload						
code	**Modules and Courses**	**1.**	**2.**	**3.**	SWS	Self Study	Total work-load	Type of course	Language	Assessment	Weight of grade
M1	International Partner Module	**30**					900		Engl.	According to partner regulations	30/90
	Core 1: Advanced Global Strategy										
	Regional Elective 1										
	Core 2: Advanced International Business										
	Regional Elective 2										
	Core 3: Advanced International Marketing										
	Regional Elective 3										
M2	**Core 1: Statistics for Business**		5		30	120	150	core	Engl.	CA+KL2	5/90
M3	**Core 2: Data Analytics & Visualisation**		5		30	120	150	core	Engl.	PA+CA	5/90
M4	**Core 3: Int. Finance & Risk Management**		5		30	120	150	core	Engl.	KL2	5/90
M5	Regional compulsory Elective 1: Smart Operations Management		5		30	120	150	elec-tive	Engl.	PA	5/90
M6	Regional Elective 2: Leadership in a Digitalized World		5		30	120	150	elec-tive	Engl.	PA	5/90
M7	Regional Elective 3: Consulting Skills for Digital Transformation		5		30	120	150	elec-tive	Engl.	PA	5/90
	Digital Business Ethics Workshop		5		8		0				un-graded
M8	**Research Methods**			5	30	120	150	core	Engl.	CA+HA	5/90
M9	**Thesis**			25			750	core	Engl.	MT+MP	25/90
M10	**Compulsory integrated Internship for 180 ECTS-Bachelors**	30		30			900		Depends on country	PR	ungra-ded
	Total	30	30	30			2700				90/90

Abbreviations

CA Continuous assessment **HA** Hausarbeit / Individual Research Paper **KL** Klausurarbeit/ written exam including timeframe
MP Mündliche Prüfung/Oral Exam **MT** Master-Thesis **PA** Project **PR** Personal report

M 10 Compulsory integrated internship is only completed by students enterirng the programme with 180 ECTS. This internship must be completed after Study Block 2 before progressing to the thesis stage. This ensures that graduates achieve 300 ECTS on graduation. This is graded or, a pass/fail basis.

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
Responsible Professor	**Prof. Dr. Larissa Zierow**
Name of lecturer	**Prof. Dr. Larissa Zierow** Building 5, Office 207 E-Mail: Larissa.Zierow@reutlingen-university.de Telephone: +49 7121 271 3004
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 • 120 Minutes written examination (60%) • Project work (40%). In the project work, students work in teams on analytics problems.
Digital competencies	• Finding, evaluating, and managing data; conducting reproducible analyses in R; applying appropriate visualization and reporting standards. • Using AI for literature and dataset exploration, receiving coding support in R, and improving visualization workflows.
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 (e.g. correlation versus causation) are highlighted. The methods are applied to real-world use cases using R, very broadly used open-source statistics software. In addition, students are introduced to the reflective use of AI tools to support statistical work, for example in data exploration, literature search, and identifying relevant datasets for their research projects. Where appropriate, AI-based coding assistance is used to illustrate how suggestions generated by AI can support – but never replace – students' own development of R code, including ideas for improved data visualization.

In particular, the following competencies are covered:

Professional competencies

- Students have the ability to describe data requirements for various purposes such as 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 interpret data on economic relationships: Correlation vs. causality
- Students master several methods for quantifying economic relationships: Regression analysis, experiments
- Students do practical work with real data on the PC and possess basic skills in the statistical software R
- Students are able to critically evaluate empirical statements in business administration and economics
- Students also learn to critically evaluate AI-generated statistical suggestions, understanding their benefits and limitations within empirical research.

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 (R) 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 and quantifying economic relationships. • 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 and regression analysis in the business domain.
Course-specific contributions to AoL competency goals (CG 1-6)	**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. **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 regulations of the European Data Protection Board. **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. **CG5 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. **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.
Content/ indicative syllabus	1. Descriptives 2. Linear regression model with one regressor 3. Linear regression model with multiple regressors 4. Nonlinear relationships 5. Experiments and natural experiments 6. Binary dependent variables
Teaching and learning methods	• Lectures, case studies, student presentations • Software-based (R) data analysis

Indicative reading list	• Jeffrey M. Wooldridge: Introductory Econometrics, 7th Edition. 2019. • Stock, J. H., & Watson, M. W. (2020). Introduction to econometrics (4th edition). Pearson Education. • Two open source books on performing empirical research with R: ○ Florian Heiss: Using R for Introductory Econometrics. 2nd edition. 2020. Available here: https://www.urfie.net/downloads/PDF/URfIE_web.pdf ○ Christoph Hanck, Martin Arnold, Alexander Gerber, and Martin Schmelzer: Introduction to Econometrics with R. 2021. Available here: https://www.econometrics-with-r.org/index.html

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 requirement	Successful completion of all modules of Study Block 1
Level	MSc
Responsible professor	**Dr. Sebastian Marek**
Lecturers names	**Dr. Sebastian Marek** Building 5, Office 214 E-Mail: Sebastian.Marek@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	The assessment of the course consists of the following items: • Individual seminar paper (50%) • Presentation & Discussion (50%)
Digital competencies	• Students will develop digital competencies to effectively manage and analyse large data sets, including the use of AI-based tools for data exploration, preparation, and analysis.

	• Students will enhance their digital communication and visualisation skills in the context of data analysis. • Students will gain an understanding of the role of data in the digital world, including the responsible use of AI-generated insights and ethical limitations of data utilisation.
Weighting of grade within overall programme	5/90
Learning outcomes	**Professional competencies** • Students know the purpose, tools, and process of business analytics. • 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. • Students can quickly and concisely narrow down complex issues to the attributes and metrics relevant to a problem. **Methodological competencies** • 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: supervised and unsupervised 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. • Students are able to critically and effectively use AI-based tools (e.g. LLM-based assistants, code generation tools) to support data analysis, interpretation, and communication of results. **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.

	• Students apply the ethical limitations of data utilization **Personal competencies** • Students are able to deal with previously unknown programming languages (SQL, Python) in a structured and goal-oriented way. • Students critically reflect on the output of AI-based tools and take responsibility for the correctness and integrity of their analyses.
Course-specific contributions to AoL competency goals (CG 1-6)	**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. **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. **CG 5 reinforced**: students practice the application of complex data analysis to real life situations and the explanation of their implications to a non-expert audience **CG 6 reinforced:** the students practice the selection of the appropriate method of data analysis for a given research question.
Content/ indicative syllabus	• Objectives, components, and process of data analytics • Data storage and organisation • Data handling and data transformation • Uni- & multivariate methods of data analysis • Effective use of AI-based tools and prompting techniques for data analysis • Interpretation, visualisation, and communication of analysis results
Teaching and learning methods	• Lectures, case studies, student presentations • Software-based (Python, KNIME, SQL) data analysis
Indicative reading list	• Berry, M.J.A.; Linoff, G.S. (2000). Mastering Data Mining. The Art and Science of Customer Relationship Management. Wiley Computer Publishing • Hair, J.; Black, W; Babin, B; Anderson, R. (2018). Multivariate Data Analysis, 8th ed., Cengage. • Kimball, R.; Ross M. (2013): The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling, 3rd edition, Wiley, Indianapolis. • McKinney, W. (2022). Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython, 3rd edition, O'Reilly, Sebastopol. • Murach, M (2019): Murach's MySQL, 3rd 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.

	• Russell, S.; Norvig, P (2021). Artificial Intelligence: A Modern Approach, 4th Edition, Pearson. • 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
Responsible Professor	**Prof. Dr. Sebastian Bunnenberg**
Name(s) of lecturer(s)	**Prof. Dr. Sebastian Bunnenberg** Professor for Finance Office in building 5, room 222a E-Mail: Sebastian.Bunnenberg@Reutlingen-University.DE Telephone: +49 7121 271-3138
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: 2 hour written exam (individual) – (100%)
Digital competencies	• Data analytical skills in the context of capital markets and businesses

	• Interpretation of empirical capital market data and analytical findings
Weighting of grade within overall programme	5/90
Learning outcomes	**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 elemental methodological skills in International Finance and Risk Management. In particular, students will acquire the following competencies: • **Professional competencies:** Students will understand the environment and factors associated with an international financial set-up with a focus on currency risks. Students will also gain insights into instruments to manage currency risks through business-internal and capital market instruments. In this context, students will acquire knowledge about strategies to hedge currency risks. Furthermore, students will understand and apply the economic dimensions of practically relevant risk measures, such as Value at Risk (VaR) and Expected Shortfall (ES). They will also be enabled to use these measures in managerial contexts, such as in form of RORAC and RORAC. Finally, they will be able to demonstrate implications of risk management on company value from a theoretical and an empirical perspective. • **Methodological competencies:** Students will develop the ability to identify and quantify risks, especially in the context of currency risks. This includes approaches to measure VaR and ES. Furthermore, they will be enabled to calculate basis risk of hedging strategies and to price currency options. • **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. They will be able to relate risks to aspects of international business models and supply chains. • **Practical competencies:** Students will be familiar with and able to apply techniques to manage foreign exchange 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 or in international business projects.

Course-specific contributions to AoL competency goals (CG 1-6)	**CG2 reinforced:** Students assess international business opportunities and risk implications within the cultural context of multinational corporations. **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. **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. **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 in specific decision situations. This also requires a good understanding of the different analytical and scientific approaches.
Content/ indicative syllabus	• Exchange rates: spot currency rates, forward currency rates and their theoretical foundations (interest rate parity, purchasing power parity, capital markets equilibrium) • Option pricing: theoretical foundation, practical pricing of options and empirical characteristics of option prices • Hedging: theory and practical perspective using symmetric approaches (money market hedging, forwards, futures) • Quantitative risk management: definition and conceptional analysis of risk measures VaR and ES, approaches to quantification of VaR and ES (historical simulation, Monte-Carlo-simulation) • Capital market-oriented management: risk-adjusted ratios in performance evaluation (RORAC and RAROC)
Teaching and learning methods	Lectures, problem sets, cases, research papers & class discussions. 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.
Miscellaneous	--
Indicative reading list	**Textbooks:** • Eun, C. S., & Resnick, B. G. (2015). *International Financial Management* (7th edition). McGraw-Hill Education. • Hull, J. (2022). *Options, futures, and other derivatives* (11th edition, global edition). Pearson. • Hull, J. C. (2018). *Risk Management and Financial Institutions* (5th edition). John Wiley & Sons, Inc.

	Journal Articles: • Allayannis, G., & Weston, J. P. (2001). The Use of Foreign Currency Derivatives and Firm Market Value. *Review of Financial Studies*, 14(1), 243–276. In addition, press articles and journal articles will be provided in the course or available on RELAX.

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
Responsible Professor	**Prof. Dr. Philipp Wunderlich**
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: • Continuous assessment (25%) • Research Paper (75%)
Digital competencies	As part of the course you will discuss potential topics for your thesis and discuss these digital topics from an academic perspective, thus adding a further dimension to your digital competencies. You will also learn how to use AI effectively as a tool for doing academic research

Weighting of grade within programme	5/90
Learning outcomes	**Module aims:** Professional competencies • Knowledge acquisition of recent development and theories, especially in the field of strategy and other management disciplines required to implement strategy Methodological competencies • Understand the meaning and impact of research paradigms and methodologies • Distinguish and select appropriate research methods • Dos and Don'ts of using AI in an academic context Practical competencies • Acquisition of quantitative analysis skills relevant to research methods • Ability to present and communicate scientific work Key competencies • Making optimal choices for methodology, data collection and analysis • Communicating scientific results according to accepted academic standards **Learning Outcomes:** • 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)	**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. **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. **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.

Content/ indicative syllabus	**I. Structuring and presentation skills** • Structured thinking • Hypothesis-driven analysis • Turning management concepts into professional consulting products • Communication rules • Competing consulting philosophies • Selected consulting concepts **II. Research paradigms and philosophies** • Meaning of research paradigms for the overall research design • Ontological and epistemological choices • Positivism, Interpretivism and Realism • The hypothesis-driven scientific method applied to social sciences • Research ethics **III. Research methodology and research methods** • 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 • Reliability and validity
Teaching and learning methods	This module will draw on a number of teaching and learning methods including: • Interactive lectures • Critical review of research contributions • Group work
Miscellaneous	--
Indicative reading list	• 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. See 3.9. Module Description Thesis.

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
Responsible Professor	**Jürgen Thurner** xprts4xlnc - 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: • Team presentation on an operations subject provided by the lecturer (35%) • Group project assignment on a project provided by the lecturer with project results report / presentation and individual Q&A (65%)
Digital competencies	• Understanding how Advanced Data Analytics projects in Manufacturing are being carried out and what benefits can be drawn from the results • Understanding what IIoT Platforms are and how they can be used in Smart Supply Chains • Elements of Smart Supply Chains and their vertical and horizontal integration

	• Overview of IT Systems / IT landscapes supporting Smart Operations and their interaction • Elements and benefits of Industry 4.0 / Smart Factories and deficiencies in its' deployment • IT / OT security: Protection against cyber attacks
Weighting of grade within overall programme	5/90
Learning outcomes	**Module aims:** • Professional competencies 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 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. • 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)	**CG2 reinforced:** Students become aware of the special requirements in complex global Supply Chains with regard to the cultural context and actively incorporate this to into their actions. Students reflect on cultural difference through stimulated active discussions of real-life cases. **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. **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. **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.

	CG6 reinforced: In the context of the assigned group project, 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.

Content/ indicative syllabus	• Module 1: Term Definition & Fundamentals
	  • What is Operations?
	  • What is a Supply Chain / Supply Chain Management (SCM)?
	  • What is Logistics?
	  • What are the Goals of SCM?
	  • What are the Main Challenges of SCM?
	  • What are the Main Concepts of SCM?
	• Module 2: System Dynamics
	  • Team-Based Hands-On Simulation (Beer Game)
	  • The Bullwhip Effect
	• 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
	  • Basics of Lean Management (provided as pre-study Video Tutorials)
	  • Project Management (on demand)
	  • Lead Time Scheduling with Network Technique
	  • Design for eXcellence (provided as pre-study Video Tutorial)
	• Module 5: Tools & Methodologies
	(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
	  • The De-coupling Point
	  • Supply Chain Risk Mitigation

	• Impact of Supply Chain Management on Financial Results
	• Module 7: Business Process Management
	  • Product Life Cycle & Value Chain
	  • Business Processed Design
	  • IT Landscape
	  • KPI Framework & Governance Model
	  • Risk Management
	  • Operational Excellence (TSP 6P Model)
	  • Leadership
	• Module 8: Sustainability
	  • Sustainability
	  • The EU Green Deal
	  • The German Supply Chain Act
	  • The EU Supply Chain Act
	  • Blood in Supply Chains
	• Module 9: GenAI and Digital Competence in Smart Operations
	  • Industry 4.0 / Smart Factory
	  • IT Systems supporting Smart Operations
	  • Smart Supply Chain
	  • IIoT Platforms
	  • Machine Learning
	  • Advanced Data Analytics in Manufacturing
	  • OT Security
	  • Artificial Intelligence in Global Supply Chains
	• Module 10: Disruption

Teaching and learning methods	Ex-cathedra lecturing with one simulation game, approx. 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	Pre-study requirements: 4 video tutorials on Lean Management plus 1 on DfX provided by the lecturer.
Indicative reading list	• Bertagnolli, Frank (2022): Introduction and In-Depth Study of Japanese Management Philosophy, Springer; 1st ed. 2022 Edition (4. Februar 2022). (ISBN-10-3658360860) • Nahmias, S. (2001): Production and Operations Analysis, 4th edition. McGraw-Hill International. (ISBN: 0-07-118127-X) • Bardi, E; Coyle, J.; Langley, C (2003/2000): The Management of Business Logistics. A Supply Chain Perspective; Thomson • Simchi-Levi, D. / Kaminsky, P. / Simchi-Levi, E (2003): Managing the Supply Chain. The Definitive Guide for the Business Professional. New-York: McGraw-Hill

- Teich, Tobias (2003): Extended Value Chain management. Chemnitz: Verl. der GUC (Habilitationsschriften 1).
- Andersson, Mattias / Johnson, Tord / Thurner, Juergen (2011): DfX in Business. Available through MTEK Consulting Sweden AB or through the lecturer
- Brumme, Hendrik (2009): Product Design For Supply Chain (White Paper)
- Christopher, Martin (2005): Logistics and Supply Chain Management: Creating Value - Adding Networks; Prentice Hall
- Lewrick, Michael / Link, Patrick / Leifer, Larry (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystem. Wiley, 1st edition 2018. ISBN 1119467470.
- 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): Designing and Managing the Supply Chain. Concepts, Strategies & Case Studies, 6nd edition. 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

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
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	• 30%: Students contribute individually to a presentation • 70%: Students work in teams on a consulting-style project/case study
Digital competencies	• Ability to analyse and understand the specific dynamics, challenges, and opportunities of market environments that are driven, determined, and/or disrupted by digital technologies. • Develop business acumen to assess the commercial impact of digital technologies on a given industry drawing on existing business knowledge. • Ability to use generative AI tools (e.g., LLM-based assistants) to support problem structuring, analysis and synthesis while critically validating outputs (bias/hallucinations) and adhering to confidentiality and ethical standards.
Weighting of grade within programme	5/90
Learning outcomes	**Module aims:** Professional competencies • 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 (structuring, graphic implementation, freedom from errors, simplification, etc.). Methodological competencies • Participants master the analysis of large data sets using appropriate empirical methods and tools such as Excel. • Participants acquire theoretical knowledge of problem structuring and can implement it practically. Practical competencies • 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. Key competencies • Making well-structured improvement suggestions of complex business issues **Learning Outcomes:** • 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
Course-specific contributions to AoL competency goals (CG 1-6)	**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. **CG3 reinforced:** Students learn how to research and raise empirical data adhering to ethical standards. Students learn about importance of ethics in context of consulting projects. **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. **CG5 reinforced** As a 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. **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.
Content/ indicative syllabus	• Digital Business Strategy, Digital Business Models, Digital Innovation and Digital Transformation as the execution of the digital strategy • 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 • Presentation techniques - how to convey structures and analysis in a concise and convincing manner • Generative AI in consulting practice – how to use GenAI to support structuring, hypothesis generation, desk research/synthesis, and management-oriented story-lining - incl. quality assurance and responsible use
Teaching and learning methods	This module will draw on a number of teaching and learning methods including: • Interactive lectures • Breakout exercises • Comprehensive consulting case in group work
Miscellaneous	Use of GenAI is permitted but must be transparent and outputs must be validated; students remain fully responsible for correctness
Indicative reading list	• Ross, J. W.; Beath, C. M.; Mocker, M. (2019): Designed for Digital: How to Architect Your Business for Sustained Success. MIT Press. • Andler, N. (2016): Tools for Project Management, Workshops and Consulting: A Must-Have Compendium of Essential Tools and Techniques. • Wickham, L. & Wilcock, J. (2020): Management Consulting: Delivering an Effective Project. • Minto, B. (2021): The Pyramid Principle: Logic in Writing and Thinking. • Zelazny, G. (2006): The Complete say it with Charts Toolkit.

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
Responsible Professor	**Prof. Dr. Arjan Kozica** Professor for Human Resource Management and Organizational Behavior at ESB Reutlingen
Lecturer's name	**Heiko Müller** E-Mail: heiko@conugere.de Telephone: +49 170 20 70 697
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: • Individual seminar paper (50%) • Presentation & Discussion (50%)
Digital competencies	• Solid experience in working with collaborative digital platforms (e.g. Mural, etc.) • Basic understanding of Artificial Intelligence (AI) and its implications for organizations and leadership • Ability to use generative AI tools in a responsible and documented manner for ideation, structuring and reflection • Ability to critically evaluate AI-generated outputs with regard to quality, plausibility, bias and ethical implications • Reflective use of digital technologies in distributed and hybrid teamwork settings
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

- Understand how Artificial Intelligence changes leadership roles, responsibility structures and decision-making processes in organizations
- Analyze how leaders design decision spaces and accountability structures in human–AI collaboration

Methodological competencies:

- 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
- Assess organizational maturity in digital and AI-driven transformation contexts using structured analytical frameworks

Interdisciplinary competencies:

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.

Practical competencies:

- 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
- Design leadership approaches that enable experimentation with digital and AI tools while maintaining accountability and quality standards

Key competencies:

- 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 taskDemonstrate responsible and transparent handling of AI-supported work processes in accordance with principles of good academic and professional practice
Course-specific contributions to AoL competency goals (CG 1-6)	**CG2 reinforced** Students investigate the intercultural dimension of leadership by reflecting on models of organisational culture and discussing their relevance in the intercultural context. **CG 3 reinforced**: Leader's responsibilities will be investigated by means of case studies and practical examples. **CG4 reinforced:** Students will solve group-tasks that aim at understanding effective leadership in distributed teams and the structure and methodology of organizational transformation. **CG6** Students reflect on research questions addressing leadership and change management, thereby developing their competency to identify and formulate research questions.
Content/ indicative syllabus	**1. Contemporary Leadership Basics** ▪ The digital context of leadership in the 21st century ▪ Important leadership approaches and concepts ▪ Leadership skills and competencies ▪ Leadership as evidence-based practice ▪ Implications of Artificial Intelligence for leadership roles and organizational design **2. Complexity Leadership in a digital world** ▪ Introduction to complexity science ▪ Organizations as complex systems ▪ Leadership strategies to cope with complexity **3. Leadership Ethics** ▪ The responsibility of leadership ▪ The importance of ethical decisions and behavior ▪ Practicing ethical judgement **4. Organizational Transformation** ▪ Change Management and leading change ▪ Methodology of organizational transformation ▪ Organizing for adaptability and leading constant change ▪ Frameworks for assessing organizational maturity in digital and AI-driven transformation

Teaching and learning methods	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
Miscellaneous	--
Indicative reading list	**Textbooks:** • 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.

3.8 The Ethics of AI Workshop: Compulsory Workshop

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)	Dr. Marianne Theijls Ziegler thejls.ziegler@tum.de
Language of instruction	English
Credits (ECTS)	0
Contact hours	8 hours
Examination/ type of assessment	1 hour supervised reflection period where students answer questions on topics covered in workshop
Digital competencies	Understanding of the digital governance framework; knowledge of the ethical implications of human-machine-interaction; awareness of the impact of digital business practices on society and sustainability.
Weighting of grade within overall programme	ungraded
Learning outcomes of the course	This workshop introduces issues of AI in the context of fundamental ethical theories and the potential consequences for the social fabric and public communication. Students will discuss individual ways to mitigate the risks of deep fakes and technological possibilities for shaping developments in public opinion and their consequences for issues of sustainability. This Workshop will focus on the challenges, issues and potential consequences of current technological developments, particularly with respect to the rise of artificial Intelligence (AI). These recent developments hold promise for significant increases in productivity and scientific advancements. It also raises questions due to the easy access to software, which enables the production of deepfakes and the dissemination of misinformation. This could lead to an even more substantial erosion of shared truth than we have experienced during recent decades of social media. Although AI is not comparable to human intelligence, the immense power of these tools raises several concerns regarding the potential risks.

	AI will therefore intervene at a fundamental level with humanity, affecting who and what we will become, the social fabric, and political and geopolitical developments. The workshop will address the issues within the following plan: Day 1: Introduction and debate on the status and current applications of AI. This lecture will present 4 scenarios of possible societal outcomes of the recent rise in the use and access to AI, along with potential consequences for public communication, access to truth. The lecture will also present ethical frameworks for evaluating the consequences of technological developments. Examples include the application of AI in recruiting, employee surveillance, and surveillance of fellow citizens. Day 2: Group work on specific AI issues: Autonomous driving, AI recruiting, AI and robotics in defence, and AI in surveillance and AI in energy. Findings will be presented in class, The assessment of this workshop will be in the form of a series of reflective questions answered under supervision (1 hour)
Course-specific contributions to AoL competency goals	**CG 3 assessed** Assessment via individual reflective essay where students research and discuss how specific companies are impacted by business ethics with a focus on digital responsible business conduct.
Content/ indicative syllabus	• Scenarios of future consequences of AI • business ethics, business and human rights • Digital responsible business conduct • International frameworks and standards, regulatory regimes • Case studies of use cases of AI
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	**Compulsory:** • Campante et al. (2025) AI, misinformation and the value of trusted news. AI misinformation and the value of trusted news | CEPR • Schroeder, D. T., Cha, M., Baronchelli, A., Bostrom, N., Christakis, N. A., et al. (2026). How malicious AI swarms can threaten democracy: The fusion of agentic AI and LLMs marks a new frontier in information warfare. Science 373 (6572), Article https://doi.org/10.1126/science.adz1697 • Ebert, Wildhaber, Adams-Prassl (2021): Big Data in the workplace: Privacy Due Diligence as a human rights-based approach to employee privacy protection. In: Big Data & Society: https://journals.sagepub.com/doi/10.1177/20539517211013051 **Optional:** • Fjeld J. et al.: Principled Artificial Intelligence: Mapping Consensus in Ethical and Rights-based Approaches to Principles for AI. Harvard Berkman Klein Center for Internet & Society. https://wilkins.law.harvard.edu/misc/PrincipledAI_FinalGraphic.jpg

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
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, Prof. Dr. O'Mahony)**; 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 **Additional Important Notes** 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 to successfully complete this MSc

Learning outcomes of the course	**1. Module Aims** 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). **2. Learning Outcomes** The internship should provide students with the following: **Professional Competence:** • The ability to deal with concrete organisational issues using and building upon their existing knowledge **Methodological Competence:** • 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 **Interdisciplinary Competence:** • 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 **Practical Competence:** • 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 **Key Competences:** • 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)	The content and location of the internships is wide and very varied. It is, therefore, impossible to draw general conclusions except for CG4. **CG4 reinforced**: Students in their internship-related tasks will be required to analyse and solve problems.
Content/ indicative syllabus	The concrete content of the internship will depend on the actual internship itself. All internships, however, must meet the following requirements: • 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/ responsible Professor.
Miscellaneous	--
Indicative reading list	**Both the choice of internship and its actual content must be approved of by module coordinator before students commit themselves to a company.** 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 (main focus of the report), 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 March 2026 (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 approved by Prof. Dr. Niamh O'Mahony upfront before you sign the contract with the company and the report should be submitted on the last day of your internship. Your compulsory internship should start early July and end by end of December 2026.** 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 MGM 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.

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 MGM) 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 once the draft version has been approved by Prof. Dr. Niamh O'Mahony. A copy of the internship contract and reference from the company should be included in the Appendix of the report.

The draft version of the internship report should be sent no later than end of December.

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. 57 for full details here

STUDY BLOCK 3

Thesis Timelines Intake 25/26

The general time frame for the thesis is six months. There is no minimum period of time. The timelines for the individual models are given below:

For those doing the compulsory internship the thesis phase begins once the internship has been completed.

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.

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. The written thesis accounts for 2/3 of the grade. A 30 minute online oral examination on the thesis accounts for 1/3 of the grade. Both parts must be passed in order to pass the module as a whole. Students will not receive the grade for the written part before they do the oral.
Weighting of grade within programme	25/90
Learning outcomes	**1. Module Aims** The core aim of the MSc master's thesis is to 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. 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. **2. Learning Outcomes** The thesis should provide students with the following: **Subject-specific competencies:** • Indepth expert knowledge of the field of the thesis including related theories and methods **Methodological competencies:** • 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 **Professional competencies:** • The opportunity to practice solving complex organisational problems • The ability to recognise which methods are appropriate in which situation and to apply them accordingly **Key competencies:** • 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)	**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. **CG6 reinforced:** In their thesis students develop a research question and an appropriate research methodology.
Content/ indicative syllabus	The concrete content of the thesis will depend on the actual topic itself. All theses, however, must pursue one of the following three models:

	Model 1: Theory/practice 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. **Model 2: Theory only** A thorough theoretical exploration of a specific issue is carried out **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.** Comprehensive details of the three models, marking scheme and expectations are to be found in the *Thesis Guidelines* document.
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 and thesis models and the evaluation criteria.

Supervisors

The thesis will be marked and examined by two people, **at least one of whom must be an ESB professor**. The other examiner, 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

- Your supervising professor has to approve your registration as part of the process. Thus, you must have discussed and agreed on your topic with your supervising professor before you register your Master thesis!
- Supervision: the thesis will be co-supervised by the workplace supervisor and 1 ESB professor.
- In case your second marker is a company supervisor, the examination board must approve this person. Company supervisors must have min. a master degree; otherwise, they are not allowed to supervise your thesis. If they have a German Diplom-FH, they need to have min 3 years relevant work experience in order to supervise.
- The approval of a company supervisor is part of the thesis registration process. The following documents need to be submitted for this purpose:
    - You must upload a CV and the certificate of his / her highest academic degree (PDF-files only, max. 10 MB each).
    - For the CV, the person's LinkedIn-profile is usually sufficient. This requires the LinkedIn-profile to contain sufficient information to document that the person meets ESB's requirement. You can export the profile as PDF by clicking on "More" and "Save as PDF" on LinkedIn.
- You will be informed about the approval / rejection of your registration (and your company supervisor, if applicable) **exclusively via Microsoft Teams**. Please make sure that you check Microsoft Teams frequently for new chat messages.
- In case you do not receive any feedback on your registration within five business days, please contact Prof. Bunnenberg (if your second marker is a company supervisor) resp. your supervising professor (if your second marker is a professor at ESB).
- 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

- Your supervising professor has to approve your registration as part of the process. Thus, you must have discussed and agreed on your topic with your supervising professor before you register your Master thesis!
- 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

- Your supervising professor has to approve your registration as part of the process. Thus, you must have discussed and agreed on your topic with your supervising professor before you register your Master thesis!
- 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.

****

Thesis Registration

The link to start the registration will be provided when it becomes available.

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 upload a supporting letter from the company to Head of the Examinations Board, Prof. Dr. Sebastian Bunnenberg at the time of the online final registration.

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 if you are completing an internship outside of Germany.

You should be aware that it will take more time to be able to find an internship position if you do not speak any 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 unless you are a student requiring a compulsory internship (i.e. 180 ECTs from your bachelor degree). 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. Based on the past experience of our master students, we would recommend that you think carefully about whether you will be able to juggle working as an intern and writing your thesis at the same time. Most students do not manage this. Students need to register the beginning of their thesis in Teams which will be managed by Prof. Sebastian Bunnenberg. The writing period is a maximum of 6 months. 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).

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. This contact will most likely be virtual for most students.

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, sexual harassment). 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. If you are a non-German student, you need to make sure that you have adequate cover if you are not using a German insurance company.

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 (MGM) 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 MGM 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: Additional Registration Fees and Costs due each Semester

The Social Fee: € 104,80 / Semester Administration Fee: €80.00 / Semester

Contribution for the Constituted Student Body: €14.50 / Semester

Total amount: €199,30 (International Students non-EU pay an additional €1.500 per semester

Health insurance: individual students must arrange their own

Resit examinations: no extra charge.

Additional study blocks: anyone not finished by August 2026 will be liable for €199.30 registration fee for the winter semester September 2026 - February 2027 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/studies/student-finances

4.4. Appendix 4: 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. A completely new topic must be chosen for the repeat attempt.