



# Preliminary List of Courses for Exchange Students

## Bachelor Programmes



**Winter Semester 2026/27**

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## How to register for courses

Deadline	What	Who
14.06.2026	Preliminary course selection. Please use the following link: <a href="https://forms.office.com/e/AjuvKXRMaP">https://forms.office.com/e/AjuvKXRMaP</a>	ESB NXT Incomings Team <a href="mailto:esb.nxt.incomings@reutlingen-university.de">esb.nxt.incomings@reutlingen-university.de</a>
July-September 2026	Course counselling via email and on campus	ESB NXT Incomings Team
Two weeks after start of courses	Final course selection ➔ Please confirm your course selection ➔ After this date no add/drop of courses due to team assignments	ESB NXT Incomings Team

Please note:

- You are allowed to take courses across all subject areas, with restrictions mainly in the elective courses of 4<sup>th</sup> year. Please see the course descriptions for the **prerequisites** in the elective courses. If you fulfill the prerequisites, you are allowed to take the course.
- **Please pay attention to the start and end dates of the courses in case you have restrictions in terms of arrival/departure.**
- The number of places in some courses is limited, so you should be prepared that you might eventually need to make adjustments at a later stage.
- **Block seminars:** the IB block seminars (marked with an\*) in each semester take place during one week only. This semester from **November 9<sup>th</sup> – 13<sup>th</sup>, 2026**. You can choose **only one block seminar**, as they take place at the same time. In this week most other courses do not take place. Language courses will continue though. If you stay two semesters, you can take one block seminar per semester. It is not obligatory to attend a block seminar.

These are the block seminars in the winter semester 2026/27:

- Digital Systems 1
- Intercultural Negotiations
- Intercultural Management
- International Seminar on Marketing & Strategy
- International Seminar on Finance & Accounting

## Business and Operations Management courses

The colour codes relate to the end date of courses.

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end
<b>Advanced Logistics Technology and Automation</b>	240210-P1	2	4	3 <sup>rd</sup> year	late September	late January
<b>Advanced Mathematics III (Scientific Computing, Machine Learning and Data Analytics)</b>	240090-P1	4	5	2 <sup>nd</sup> year	late September	early February
<b>Advanced Production Technology</b>	240260-P1	2	3	3 <sup>rd</sup> year	late September	early February
<b>Business Communication Essentials</b>	210060-P1	2	2	1 <sup>st</sup> year	Mid-September	late January
<b>Business Communication 2</b>	210140-P1	2	2	1 <sup>st</sup> year	Mid-September	late January
<b>Business Ethics</b>	210220-P1	2	3	3 <sup>rd</sup> year	Mid-September	late January
<b>Business Law</b>	210050-P1	2	2	1 <sup>st</sup> year	Mid-September	late January
<b>Business Mathematics</b>	210040-P1	4	6	1 <sup>st</sup> year	Mid-September	late January
<b>Business Processes and ERP Systems</b>	240110-P1	4	5	2 <sup>nd</sup> year	late September	late January
<b>Business Research Methods</b>	210230-P1	3	5	3 <sup>rd</sup> year	Mid-September	late January
<b>Business Statistics</b>	210110-P1	4	6	1 <sup>st</sup> year	Mid-September	late January
<b>Change Management</b>	240100-P1	2	6	3 <sup>rd</sup> year	late September	late December
<b>Circular Economy</b>	240140-P1	2	4	3 <sup>rd</sup> year	late September	late December
<b>Corporate Finance</b>	240020-P1	3	6	Exchange	late September	early February
<b>Cross-border teamwork</b>	240290-P1	4	4	1 <sup>st</sup> year	late September	early February
<b>Digital Engineering</b>	240270-P1	4	5	3 <sup>rd</sup> year	late September	early February
<b>Digital Systems 1</b>	210090-P1	2*	3	1 <sup>st</sup> year	Mid-September	late January
<b>Digital Systems 2</b>	210100-P1	2	3	1 <sup>st</sup> year	Mid-September	late January
<b>Financial Accounting</b>	210010-P1	2	3	1 <sup>st</sup> year	Mid-September	late January

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end
<b>Germany within Europe – Past and Present</b>	870030-P1	4	4	Exchange	late September	late December
<b>Human Resources</b>	240220-P1	2	4	3 <sup>rd</sup> year	late September	late December
<b>Industrial Engineering</b>	240120-P1	4	4	2 <sup>nd</sup> year	late September	early February
<b>Intercultural Business Communication</b>	240300-P1	3	3	1 <sup>st</sup> year	late September	late January
<b>Intercultural Management</b>	210070-P1	2*	2	1 <sup>st</sup> year	Mid-November	Mid-November
<b>Intercultural Negotiations</b>	210210-P1	2*	2	2 <sup>nd</sup> year	Mid-November	Mid-November
<b>International Business Communication</b>	210200-P1	2	3	2 <sup>nd</sup> year	Mid-September	late January
<b>International Business with Case Studies in the Automotive Industry</b>	870010-P1	4	4	Exchange	late September	late December
<b>International Marketing</b>	240040-P1	3	6	3 <sup>rd</sup> year	late September	late December
<b>International Seminar on Finance &amp; Accounting</b>	210250-P1	2*	3	3 <sup>rd</sup> year	Mid-November	Mid-November
<b>International Seminar on Marketing &amp; Strategy</b>	210240-P1	2*	3	3 <sup>rd</sup> year	Mid-November	Mid-November
<b>International Trade</b>		2	2,5	3 <sup>rd</sup> year	Mid-September	late January
<b>Legal Aspects of International Business Transactions</b>	240180-P1	2	3	3 <sup>rd</sup> year	late September	early February
<b>Management and Cost Accounting</b>	210020-P1	2	3	1 <sup>st</sup> year	Mid-September	late January
<b>Management Accounting and Control</b>	210170-P1	2	4	2 <sup>nd</sup> year	Mid-September	late January
<b>Macroeconomics</b>	210160-P1	4	6	2 <sup>nd</sup> year	Mid-September	late January
<b>Method Portfolio</b>	240230-P1	3	5	3 <sup>rd</sup> year	late September	late December
<b>Microeconomics</b>	210120-P1	4	6	1 <sup>st</sup> year	Mid-September	late January
<b>Negotiating across borders</b>	240310-P1	3	3	2 <sup>nd</sup> year	late September	early February

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end	
<b>Operational Planning and Optimization (Operations Research, Operations Management Systems, Project Management)</b>	240080-P1	6	6	2 <sup>nd</sup> year	late September	early February	
<b>Principles of Corporate Finance</b>	210160-P1	4	6	2 <sup>nd</sup> year	Mid-September	late January	
<b>Principles of HRM</b>	210130-P1	4	6	1 <sup>st</sup> year	Mid-September	late January	
<b>Principles of Marketing</b>	210030-P1	4	6	1 <sup>st</sup> year	Mid-September	late January	
<b>Process Optimization</b>	240150-P1	2	4	3 <sup>rd</sup> year	late September	early February	
<b>Project Management</b>	240200-P1	2	3	2 <sup>nd</sup> year	Mid-September	late January	
<b>Strategic Management</b>	240030-P1	3	6	3 <sup>rd</sup> year	late September	late December	
<b>Strategic Management Essentials</b>	210180-P1	2	3	2 <sup>nd</sup> year	Mid-September	late January	
<b>Supply Chain Management</b>	230020-P1	4	5	3 <sup>rd</sup> year	Mid-September	late January	
<b>Supply Chain Management, Logistics and Sourcing</b>	240240-P1	2	4	3 <sup>rd</sup> year	late September	late December	
<b>Sustainability of Technical Systems</b>	TBD	2	4	3 <sup>rd</sup> year	late September	early February	
<b>Sustainable Consumption</b>	240250-P1	2	4	3 <sup>rd</sup> year	late September	late December	

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end	
<b>Electives</b>	Please note: the access is dependent on course specific requirements/prerequisites which are mentioned in the course descriptions.						
<b>Advanced HRM</b>	210440-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Applied Econometrics</b>	230050-P1	4	5	4 <sup>th</sup> year	Mid-September	late January	

<b>Business to Business Marketing</b>	210300-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Consolidated Financial Statements</b>	210390-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Consulting Cases</b>	230080-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Data Analysis</b>	210320-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Data Science Approaches in International Economics</b>		4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Digital Transformation</b>	210370-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Futures Thinking</b>	210410-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Industrial Organization</b>	210330-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>International Corporate Transactions</b>	210420-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Internationalization of Business Activities</b>	230060-P1	4	5	4 <sup>th</sup> year	Mid-September	late January	
<b>Managing a Global Workforce</b>	210450-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Organizational Psychology and Leadership</b>		4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Performance Marketing</b>		4	5	4 <sup>th</sup> year	Mid-September	late January	
<b>Politics, Economics and Business in Africa</b>	230070-P1	4	5	4 <sup>th</sup> year	Mid-September	late January	
<b>Private Equity Transactions</b>	210450-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Sales Management</b>	210360-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Social Entrepreneurship</b>	240470-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	
<b>Sustainability Dynamics</b>	230110-P1	4	5	4 <sup>th</sup> year	Mid-September	late December	

## Pre-Semester courses and German language courses

All course information for the courses organized by the Reutlingen International Office (RIO) are available via this [link](#).

Course Title	Examination number	Contact hours / week	ECTS Credits	Course start	Course end	
<b>Welcome on board! Part 1</b> <i>Pre-arrival training on Intercultural basics regarding Germany</i>	850010-P1	10 total contact hours, three dates	1	Course dates tba: 2x online 1x on-campus		
<b>Welcome on board! Part 2</b> <i>Post-arrival training on living and studying in Germany</i> <b>Please note: this class is only eligible upon completion of Welcome on board! – Part 1</b>	850020-P1	10 total contact hours, two dates	1	Course dates tba: On-campus		
<b>Pre-semester Intensive Course:</b> <i>(offered on different levels A1 - C1)</i> <b>“Business German”</b> Registration period: until 18 August <b>“German Language and Culture”</b> Registration period: until 29 August <b>Course fee: 250€</b>		4  4	4  4	01.09.2026  14.09.2026	11.09.2026  25.09.2026	
<b>Deutsch - German</b> <i>German language courses during the semester</i> <i>(offered on different levels A1 - C1)</i>		4	4	late September	late January	
<b>Besser Deutsch sprechen</b> <i>Course focussing on conversation &amp; pronunciation</i> <i>(offered on levels A2/B1 &amp; B2/C1)</i>		2	2	late September	late January	
<b>Grammatik aktiv</b> <i>Course focussing on grammar</i> <i>(offered on levels A2/B1 &amp; B2/C1)</i>		2	2	late September	late January	
<b>Deutsch lernen mit Literatur und Film</b> <i>ab B1 Level</i>		2	2	late September	late January	

## Modules and Courses

<b>Advanced Logistics Technology and Automation</b>	
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Wolfgang Echelmeyer E-Mail: <a href="mailto:Wolfgang.Echelmeyer@Reutlingen-University.DE">Wolfgang.Echelmeyer@Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Target of the lecture is a basic understanding of material handling in production and logistics processes. Starting with handling of parts in production lines, and with storing and shipping in warehouses or distribution centers. Students are able to understand and analyze basics and advanced state of the art technical logistics systems.</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> <li>• Knowledge about logistics equipment and automated systems, robotics and handling technologies.</li> <li>• Mapping and analysis of material and information flow</li> <li>• Knowledge about different transport systems including Automated Guided Vehicles (AGV)</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Robot systems</li> <li>• Handling technologies</li> <li>• Automated Guided Vehicle (AGV)</li> <li>• Sorting technologies and distribution centers</li> <li>• Autonomous material handling systems</li> </ul>

<b>Assessment</b>	Tba.
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>Nof, Shimon Y.: Material Handling Automation in Production and Ware-house Systems in: Springer Handbook of Automation; Springer; ISBN: 978-3-540-78831-7</li> <li>Furmans, Kai: Material Handling and Production Systems Modelling - based on Queuing Models; Springer, Dec. 2014</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Advanced Mathematics III (Scientific Computing, Machine Learning and Data Analytics)</b>	
<b>Study Program</b>	B.Sc. International Business Engineering- Operations
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Lecture with exercises
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>Scientific Computing</li> <li>Machine Learning and Data Analytics</li> </ul>
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Volker Reichenberger Email: <a href="mailto:volker.reichenberger@reutlingen-university.de">volker.reichenberger@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	<b>Mathematics skills and knowledge of programming in Python</b>
<b>Course learning objectives:</b>	Competencies in applied mathematics and the basics of machine learning, artificial intelligence and data analytics, including the ability to apply methods using software.  Scientific Computing: <ul style="list-style-type: none"> <li>Matrix Analysis</li> </ul>

	<ul style="list-style-type: none"> <li>Numerical Mathematics</li> </ul> <p>Machine Learning and Data Analytics:</p> <ul style="list-style-type: none"> <li>Machine Learning with Python</li> <li>Data Analytics with Python</li> </ul>
<b>Contents:</b>	<p>Scientific Computing:</p> <ul style="list-style-type: none"> <li>Matrix Analysis</li> <li>Eigenvalue problems</li> <li>Numerical Integration</li> <li>Numerical solution of matrix problems</li> <li>Numerical solution of ordinary differential equations</li> <li>Fast Fourier Transform</li> </ul> <p>Machine Learning and Data Analytics:</p> <ul style="list-style-type: none"> <li>Supervised Learning with Python: k-NN, neural networks, support vector machines, boosting, bagging</li> <li>Unsupervised learning</li> <li>Data analytics: applying descriptive statistics with Python, visualisation</li> </ul>
<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	<p>Scientific Computing:</p> <ul style="list-style-type: none"> <li>Murphy: Machine Learning</li> </ul> <p>Machine Learning and Data Analytics:</p> <ul style="list-style-type: none"> <li>McKinney: Python for Data Analysis</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Advanced Production Technology</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English

<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Dominik Lucke
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	<b>Knowledge in Manufacturing Engineering and Processes</b>
<b>Course learning objectives:</b>	<p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the advanced production technologies</li> <li>• Knowledge of operation and maintenance principles of machines and equipment</li> </ul> <p><b>Interdisciplinary competences:</b></p> <ul style="list-style-type: none"> <li>• Assessment of production technology and the corresponding processes and their basic functionalities</li> </ul> <p><b>Social competences, key competences:</b></p> <ul style="list-style-type: none"> <li>• Assessment of the areas of application of production technologies according to sustainability and health hazards aspects</li> </ul> <p><b>Personal Competences:</b></p> <p>Holistic assessment of different production technologies and knowledge of maintenance principles</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Advanced production technologies and current trends (e.g. additive manufacturing 3D printing, laser processing, production of fiber reinforced plastics components, bonding)</li> <li>• Operation and maintenance of machines</li> </ul>
<b>Assessment</b>	1 hr. exam
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Fritz, A. Herbert [Hrsg.]: Fertigungstechnik, 12.Auflage, Springer Vieweg Berlin, Heidelberg 2018, ISBN 978-3-662-56535-3</li> <li>• Westkämper, Engelbert, Warnecke, Hans-Jürgen: Einführung in die Fertigungstechnik Vieweg+Teubner, WiNXTaden, 2010.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business Communication Essentials</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	2 ECTS Credits

<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	60
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Yoany Beldarrain, Ph.D. Email: <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a>
<b>Course Instructor</b>	Bronwyn Wiebecke Email: <a href="mailto:bronwyn.wiebecke@reutlingen-university.de">bronwyn.wiebecke@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate effective presentation skills and techniques.</li> <li>• Students will use technology tools to create and conduct highly effective presentations</li> <li>• Students will demonstrate effective verbal and written English language skills to communicate with an audience in different business scenarios</li> <li>• Students will understand the role of internal/external communication in employer branding</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will identify and discuss using different presentation styles in real-world scenarios</li> <li>• Students will propose solutions to common problems associated with presenting to a business audience</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate techniques that help presenters connect with an audience</li> </ul>

	<p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Students will improve self-confidence using the English language for conducting business presentations</li> <li>• Students will improve their public speaking confidence</li> <li>• Students will understand and acknowledge how effective presentation skills are an essential part of today's business world</li> </ul>
<b>Contents:</b>	<p>The topics covered will be of recent/current interest in a global context. The course Business Communication Essentials will include:</p> <ul style="list-style-type: none"> <li>• relevant language, etiquette and protocols used in presentations and meetings in different cultural contexts, as well as conducting general business activities.</li> <li>• writing skills such as complaint/rejection/or recommendation emails</li> <li>• employer branding as it pertains to internal and external business communication</li> <li>• the enrichment of business vocabulary and business grammar</li> <li>• Key elements of verbal and written communication will be emphasized such as: defining the goals and the topic, preparing and structuring the content, adjusting to the audience, developing powerful arguments, chairing the discussion, etc.</li> </ul>
<b>Assessment</b>	Graded: Continuous Assessment & Project Work
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Brown, L. (2019). The only business writing book you'll ever need. New York: W.W. Norton &amp; Company Independent Publishers.</li> <li>• Cambridge Business English Dictionary. (2011). Cambridge University Press.</li> <li>• Talbot, F. (2019). How to write effective Business English. Your guide to excellent professional communication. 3rd edition. UK: Kogan Page Ltd.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business Communication 2</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 2 <sup>nd</sup> Semester
<b>ECTS Credits</b>	2 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30

<b>Total hours of study</b>	60
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Yoany Beldarrain, Ph.D.
<b>Course Instructor</b>	Email: <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competence:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their English language skills while increasing their knowledge of basic business terminology, as well as terminology connected to marketing</li> <li>• Students will understand the role of business communication in marketing</li> <li>• Students will demonstrate best practices for personal branding</li> <li>• Students will demonstrate best practices for business communication skills.</li> <li>• Students will write and present persuasively.</li> </ul> <p><b>Methodological competence:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze and discuss different business topics business using appropriate vocabulary connected to marketing and strategy.</li> </ul> <p><b>Social competence:</b></p> <ul style="list-style-type: none"> <li>• Students will interact in English for various purposes and with different types of audiences.</li> </ul> <p><b>Personal competence:</b></p> <ul style="list-style-type: none"> <li>• Students will improve self-confidence using spoken and written English in intercultural business situations.</li> </ul>

<b>Contents:</b>	The topics covered will be of recent/current interest in a global context. The course Business Communication 2 will include: <ul style="list-style-type: none"> <li>• the role of communication in self-branding/self-marketing and employability aspects such as CV, cover letter writing, job interview)</li> <li>• advanced persuasive writing skills</li> <li>• advanced persuasive presentation skills</li> </ul>
<b>Assessment</b>	Graded: Continuous Assessment
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Cambridge Business English Dictionary. (2011). Cambridge University Press.</li> <li>• Downes, C. (2008). Cambridge English for job-hunting. Cambridge University Press.</li> <li>• Talbot, F. (2019). How to write effective Business English. Your guide to excellent professional communication. 3rd edition. UK: Kogan Page Ltd.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business Ethics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Elizabeth Hofvenschioeld E-Mail: <a href="mailto:Elizabeth.Hofvenschioeld@Reutlingen-University.DE">Elizabeth.Hofvenschioeld@Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a

<p><b>Course learning objectives:</b></p>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, skills and capabilities for ethical decision making in a global business environment. Students will learn about the four steps for ethical decision making.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and capability to transfer theoretical knowledge on given real problems in daily business life by going through 5 steps Ethics management applicable in all situations:             <ol style="list-style-type: none"> <li>a) Analysis of the situation given (by applying the theory of social systems and / or other analytic approaches) and identification of ethical issue</li> <li>b) Definition of the ethical problem</li> <li>c) Analysis of the (ethical and economic) arguments</li> <li>d) Evaluation and decision</li> <li>e) Implementation into the management systems</li> </ol> </li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Improvement of communication skills by: Theory: introduction of basic knowledge of communication theories Practice: case studies in team work and class discussions</li> <li>• Improvement of digital skills by: Theory: introduction to digital ethics  Practice: case studies in team work and class discussions</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Gain of personal confidence by getting knowledge, skills and capacities to approach ethical and moral problems occurring in their professional life.</li> <li>• Ambition and engagement are strengthened in team and class discussions.</li> <li>• Personal flexibility and autonomy are trained.</li> </ul>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>• Definitions of terms in business ethics</li> <li>• Significance of ethics in modern global economy</li> <li>• Philosophical roots of business ethics (from Plato to Kant and to non - western ethics approaches)</li> <li>• Modern business ethics approaches (ethics of discourse, principle-based ethics, applied ethics, etc.)</li> <li>• Integrity, governance and compliance management</li> <li>• Guidelines, standards, ratings, and certifications in business ethics and CSR</li> <li>• Technology and digital ethics</li> </ul>
<p><b>Assessment</b></p>	<p>Graded: 1 hour written exam</p>

<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Crane, A., Matten, D., Glozer S. &amp; Spemce, L. (2019). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (5th ed.). Oxford University Press.</li> <li>• Christoph, L. (2018). Wirtschaftsethik. Vahlen (E-book available at the Library)</li> <li>• Floridi, L. (2019) Translating Principles into Practices of Digital Ethics: Five Risks of Being Unethical, Philosophy &amp; Technology, 32:185-193</li> <li>• Hansson, S. O. (Ed.) (2017) The Ethics of Technology: Methods &amp; Approaches. London: Rowman &amp; Littlefield International</li> <li>• Luetge, C. (2013). Handbook of the Philosophical Foundations of Business Ethics. Springer.</li> <li>• Velasquez, M. G. (2017). Business Ethics: Concepts and Cases (8th ed.). Pearson.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Business Law</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/ Instructor</b>	Prof. Dr. Marcus Conrads
<b>Course Instructors</b>	E-Mail: <a href="mailto:Markus.Conrads@Reutlingen-University.DE">Markus.Conrads@Reutlingen-University.DE</a> Prof. Dr. Marcus Conrads Prof. Dr. Jürgen Schulze
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited

<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <ul style="list-style-type: none"> <li>• <b>Professional competences:</b> identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country</li> <li>• <b>Methodological competences:</b> analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman</li> <li>• <b>Social competences:</b> be open for the proposals of potential contract partners and react on them appropriately</li> <li>• <b>Personal Competence:</b> gain an understanding of and be able to apply ethical theories to managerial decision-making</li> </ul>
<b>Contents:</b>	<p>General Contract Law: 50%</p> <ul style="list-style-type: none"> <li>• Declaration of intent and conclusion of contract</li> <li>• Grounds for avoidance and nullity</li> <li>• Representation</li> <li>• Withdrawal</li> <li>• Default and refusal of acceptance</li> <li>• Impossibility</li> <li>• Compensation for breach of secondary obligation</li> <li>• Default of the debtor</li> <li>• General Sales Law</li> <li>• Sales and Consumer Protection</li> </ul> <p>Labour Law: (50%)</p> <p>Introduction to labour law</p> <ul style="list-style-type: none"> <li>• Establishment of the employment relation (concept of the employee and the employer as well as other parties in the employment relationship, delimitations, Job advertisement (AGG), Job interview)</li> <li>• Content of the employment relationship (duties, liability)</li> <li>• Special employment relationships</li> <li>• Termination of the employment relationship (In particular: Termination by the employer, types, general and special conditions, protection against unfair dismissal, reference letter)</li> <li>• Collective employment law (overview)</li> <li>• Legal protection (overview)</li> </ul>

<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	To be announced in the lecture. <a href="#">back to overview</a>

<b>Business Mathematics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Marlene Ferencz E-Mail: <a href="mailto:marlene.ferencz@reutlingen-university.de">marlene.ferencz@reutlingen-university.de</a>
<b>Course Instructor</b>	Prof. Dr. Jörg Naeve
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	<b>Generally: basic school maths required to pass the mandatory admission test</b>
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of key concepts and fundamental mathematical techniques used in modern economics: to differentiate functions in one and several variables</li> <li>the ability to solve economic optimization problems and basic the skills of matrix manipulation and mathematics of finance</li> </ul> <p><b>Methodological competences:</b></p>

	<ul style="list-style-type: none"> <li>• Provide appropriate mathematical representations of economic problems</li> <li>• Demonstrate an ability to apply and explain the use of mathematical techniques to solve problems in macroeconomics and microeconomics</li> </ul>
<b>Contents:</b>	Basic skills, mathematics of finance, differentiation, and its economic applications, partial differentiation, constrained and unconstrained optimization problems using Lagrange method, integration, matrices, systems of linear equations, input-output algebra, linear programming.
<b>Assessment</b>	Graded: 2 hours written examination
<b>Indicative Reading List</b>	<p>Basic Literature</p> <ul style="list-style-type: none"> <li>• Bradley, T. (2013). Essential mathematics for economics and business (4<sup>th</sup> ed.). Chichester, West Sussex, United Kingdom: Wiley.</li> <li>• Barnett, R. A. et al. (2019). College mathematics for business, economics, life sciences, and social sciences (14<sup>th</sup> ed.). Boston: Pearson.</li> <li>• Jacques, I. (2018). Mathematics for economics and business (9<sup>th</sup> ed.). Harlow, England: Pearson. Advanced Literature</li> <li>• Sydsæter, K. et al. (op. 2016). Essential mathematics for economic analysis (5<sup>th</sup> ed.). Harlow [etc.]: Pearson Education.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business Processes and ERP Systems</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	lecture and laboratory
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester

<b>Course Coordinator/Instructor</b>	Prof. Dr. Manfred Estler E-mail: <a href="mailto:manfred.estler@reutlingen-university.de">manfred.estler@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	Mathematics, Statistics
<b>Course learning objectives:</b>	<p>The students learn to design a business process using a state-of-the-art ERP system and understand the basic ideas of business process management. They also become familiar with the theoretical basis of modern quality management and will be able to apply a wide range of quality management methods within an enterprise context.</p> <p>Since both aspects are closely connected with various kinds of processes within a company, students gain a comprehensive understanding of all these processes. Furthermore, it will be discussed how the two topics of Enterprise Resource Planning and quality management can contribute to the implementation of the Sustainable Development Goals of the United Nations. In order to be able to master major aspects of a comprehensive process understanding in an international context, one part of the module will be held in English, the other in German.</p>
<b>Learning outcomes of the course</b>	<p>At the end of the course, students will have gained the following competencies:</p> <p><b>Professional competencies:</b> Acquirement of theoretical basic knowledge of modern ERP systems as well as knowledge about its essential functions and typical application within companies.</p> <p><b>Methodological competencies:</b> At the late the course, students will be able to describe the relationship between business process management and the applied ERP system.</p> <p>At the late the lab sessions, students will have gained the following competencies:</p> <p>Practical competencies: During a detailed case study, students will learn the comprehensive application skillset for the SAP ERP system</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Business processes and business process modelling</li> <li>• Fundamentals of modern ERP systems</li> <li>• Introduction to the ERP system SAP ERP with special focus on important logistics processes</li> <li>• Introduction to selected topics in information technology (e.g. Advanced Planning and Scheduling for Supply Chain Management, Customer Relationship Management, e-Business, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• New trends: service oriented architectures, web services, SAP Netweaver, SAP S4/HANA, etc.</li> <li>• Introduction to sustainable Supply Chain Management and green logistics</li> </ul> <p>In addition, the lecture will discuss two aspects with regard to sustainability: 1) How do ERP software vendors support their customers in developing their business model towards sustainability and CO2 neutrality? 2.) How can the operation of the required IT components be made more environmentally friendly, e.g. through appropriate energy-saving measures?</p>
<b>Assessment</b>	Graded: Written exam (Midterms), Continuous Assessment
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Kurbel, K.: Enterprise Resource Planning and Supply Chain Management. Springer Verlag, Berlin, 2013</li> <li>• Weske, M.: Business Process Management, Springer Verlag, Berlin, 2019</li> <li>• Dickersbach, J., Keller, G., Weihrauch, K.: Production Planning and Control with SAP, Galileo Press, 2007</li> <li>• Laudon, K.C., Laudon, J.P.: Management Information Systems, Pearson Studium, 2019</li> <li>• Bouchery, Y., Corbett, C.J., Fransoo, J.C., Tan.T: (Eds.): Sustainable Supply Chains, Springer Verlag, Berlin, 2017</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business Research Methods</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	3
<b>Total hours of study</b>	150
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Anna Goeddeke E-Mail: <a href="mailto:anna.goedekke@reutlingen-university.de">anna.goedekke@reutlingen-university.de</a>
<b>Course Instructor</b>	Prof. Dr. Oliver Götz

	E-Mail: <a href="mailto:oliver.goetz@reutlingen-university.de">oliver.goetz@reutlingen-university.de</a>
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>This class provides students with opportunities to develop and demonstrate knowledge and understanding, qualities and skills in scientific research methods and applications. Students will be familiarized with scientific research methods. Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>Familiarize students with scientific research methods at all stages of the research process. This encompasses starting from an idea; stating a research question based on the ideas; developing specific aims and objectives of research; undertaking a literature review; select an appropriate methodology; devise data collection methods, followed by data gathering and data analyzing and finally drawing conclusions and complete a short write-up in form of a short essay.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>Accomplishing an applied business research project; applying principles of research design and analysis to specific small scale business projects; evaluating appropriate research methods within a research project in form of a short essay; discussing and challenging research projects with peers.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>Giving and receiving feedback; supporting peers throughout the research process, working effectively with others on projects, managing conflicts in groups;</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>managing time and workload; improve own learning and performance; developing autonomy as a researcher; improving academic writing skills and developing skills of reflection.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Research and Publication Process</li> <li>How to find literature</li> <li>How to write a research paper</li> <li>How to read an academic paper</li> <li>Causal vs Correlational research</li> <li>Statistical Methods: Multiple linear regression &amp; comparing means</li> <li>Research Pitch &amp; Common mistakes in bachelor the</li> </ul>
<b>Assessment</b>	Written essay

<b>Indicative Reading List</b>	<p><u>General literature</u></p> <ul style="list-style-type: none"> <li>American Psychological Association. (2019). Publication Manual of the American Psychological Association. American Psychological Association.</li> <li>Field, A. (2018). Discovering Statistics Using IBM SPSS. Sage Publications.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Business Statistics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 2 <sup>nd</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator Course Instructor</b>	Prof. Dr. Marlene Ferencz E-mail: <a href="mailto:marlene.ferencz@reutlingen-university.de">marlene.ferencz@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>to introduce the students to many of the statistical and quantitative concepts and procedures in business applications and to improve their ability to make better decisions utilizing statistical methods on a wide variety of topics such as interpreting numerical and graphical summaries of data, solving a range of problems involving probability, understanding the basic concepts of statistical</li> </ul>

	<p>inference, computing and interpreting the results in hypothesis testing, fitting and interpreting regression models.</p> <ul style="list-style-type: none"> <li>to understand a common statistical presentation.</li> </ul> <p><b>Methodological competences:</b></p> <p>to introduce the students to statistical methods, concepts and analysis to support decision making and to understand the role of Excel in statistical calculations.</p>
<b>Contents:</b>	Descriptive statistics, probability and probability distributions, sampling and sampling distributions, statistical inference and hypothesis testing for single populations, statistical inference and hypothesis testing for two populations, simple regression analysis and correlation, tests of goodness of fit and independence.
<b>Assessment</b>	Graded: Written Exam
<b>Indicative Reading List</b>	<p>Anderson, D.R. &amp; Williams, T. A. &amp; Sweeney, D. J. &amp; Freeman, N. J. &amp; Shoesmith, E. (2020). Statistics for business and economics (14th ed.). Andover, Great Britain: Cengage Learning.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Change Management</b>	
<b>Study Program</b>	Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	3 / 45
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lectures with integrated case studies and a project, which has to be worked on in teams.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Hazel Grünewald

<b>Prerequisites:</b>	none
<b>Course learning objectives:</b>	<p>This module aims to:</p> <ul style="list-style-type: none"> <li>• provide you with an overview of change management and related topics such as leadership and decision-making.</li> <li>• give you insights into the psychological and emotional factors influencing individual responses to change.</li> <li>• equip you with tools to design interventions to address and overcome resistance.</li> <li>• help you create actionable change management plans incorporating stakeholder analysis and risk assessment.</li> <li>• foster an understanding of the importance of embedding change into organisational culture and practices.</li> <li>• enable you to assess the impact of cultural differences on change management processes.</li> <li>• address ethical considerations in change management decisions and actions.</li> </ul>
<b>Learning outcomes</b>	<p>On completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• define and explain key theories and models of change management</li> <li>• identify and assess internal and external drivers of organisational change.</li> <li>• identify common sources of resistance to change within organisations and design interventions to overcome resistance.</li> <li>• apply emotional intelligence to address resistance and engage stakeholders.</li> <li>• evaluate the role of leadership in facilitating successful organisational change.</li> <li>• develop strategies for effective communication during times of change.</li> <li>• analyse the role of culture and values in shaping change outcomes.</li> <li>• apply change management frameworks to case studies and real-world scenarios</li> </ul>
<b>Contents:</b>	<p>#1 –Understanding change</p> <ul style="list-style-type: none"> <li>▪ Personal experiences of change</li> <li>▪ Structural versus human aspects</li> <li>▪ Internal and external analysis</li> <li>▪ Evolutionary versus revolutionary change</li> <li>▪ S3 model of change</li> <li>▪ Change initiation</li> <li>▪ Why change often fails</li> </ul> <p>#2 –Managing change</p> <ul style="list-style-type: none"> <li>▪ Leadership roles in change management</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Dealing with VUCA</li> <li>▪ Organisational culture</li> <li>▪ Leading through change</li> <li>▪ Conflicting management attitudes and approaches</li> <li>▪ Change management</li> </ul> <p>#3 – Authority, power and influence</p> <ul style="list-style-type: none"> <li>▪ The necessity of power</li> <li>▪ Self-interest and mutuality of interest</li> <li>▪ Capi</li> <li>▪ Forms of power and Influence</li> </ul> <p>#4 – Project management</p> <ul style="list-style-type: none"> <li>▪ Change management versus project management</li> <li>▪ Tools and organisation</li> </ul>
<p><b>Teaching Methods</b></p>	<p><b>The didactic concept of the module blends</b></p> <ul style="list-style-type: none"> <li>• Interactive lectures and presentations to introduce topics and concepts (in class)</li> <li>• Team-based exercises, assignments and case studies to consolidate and apply the acquired knowledge (in class)</li> <li>• Team-based analysis of an empirical study to get acquainted to using scholarly management literature (self-study)</li> <li>• Individual reading assignments to extend the acquired knowledge (self-study) For each topic, you can find some basic reading recommendations for self-study purposes.</li> <li>• Project work</li> </ul> <p>Additional reading material (e.g. cases, exercises) is provided on the module's RELAX platform.</p>
<p><b>Assessment</b></p>	<p>Graded: Written assignment and project presentation</p>
<p><b>Recommended literature</b></p>	<ul style="list-style-type: none"> <li>• Adizes I. (2014). <i>Managing corporate lifecycles</i>. Embassy Books.</li> <li>• Adizes I. (2016). <i>Mastering change</i>. Adizes Institute.</li> <li>• Bass, B. M., &amp; Avolio, B. J. (1993). <i>Improving organizational effectiveness through transformational leadership</i>. Sage.</li> <li>• De Bruin, L. (2020, 18 April). <i>Fiedler's Contingency Model of Leadership: Matching the Leader to the Situation</i>. B2U: Business-to-you. <a href="https://www.business-to-you.com/fiedler-contingency-model/">https://www.business-to-you.com/fiedler-contingency-model/</a></li> <li>• Goleman, G. (2001). <i>Leadership that gets results</i>. Harvard Business Review, 35, 78-90.</li> <li>• Goleman, G. (2001). <i>Emotional intelligence: Why it can matter more than IQ</i> (25th ed.). Bloomsbury</li> <li>• Hersey, P., &amp; Blanchard, K. H. (1977). <i>Management of organizational behavior: Utilizing human resources</i> (3rd ed.). Prentice-Hall.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ibarra, H. &amp; Hunter, M.L. (2007). <i>How leaders create and use networks</i>. Harvard Business review.</li> <li>• Kanter, R. M. (2012). <i>Ten reasons people resist change</i>. Harvard Business Review.</li> <li>• Keller, S. &amp; Schaninger, B. (August, 2019). <i>Getting personal about change</i>. Mckinsey Quarterly.</li> <li>• Kotter, J. P. &amp; Schlesinger, L. A. (1979). Choosing strategies for change. Harvard Business Review.</li> <li>• Kotter, J. P. (2001, December). <i>What leaders really do</i>. Harvard Business Review. <a href="https://hbr.org/2001/12/what-leaders-really-do">https://hbr.org/2001/12/what-leaders-really-do</a></li> <li>• Kotter, J.P. (2012). <i>Leading change</i>. Harvard Business School Publishing Corporation.</li> <li>• Kübler-Ross, E., &amp; Kessler, D. (2014). <i>On grief and grieving: Finding the meaning of grief through the five stages of loss</i>. Simon &amp; Schuster.</li> <li>• Lewin, K (1947) Frontiers in group dynamics: Concept, method and reality in social science; equilibrium and social change. <i>Human Relations</i> 1(1), 5–41.</li> <li>• Lewin, K., Lippit, R., &amp; White, R. K. (1939). Patterns of aggressive behaviour in experimentally created social climates. <i>Journal of Social Psychology</i>, 10, 271-301.</li> <li>• Meyer, E. (2014). <i>Navigating the cultural minefield</i>. Harvard Business Review</li> <li>• Misner, I. 2017. The 5 types of business networking organizations.</li> <li>• Peters, T., &amp; Waterman, R. (1982). <i>In search of excellence</i>. Harper &amp; Row Publishers.</li> <li>• Recker, L. (1991). <i>PAEI and Myers-Briggs typologies</i>. Adizes Institute.</li> <li>• Scharmer, C. O. (2018). <i>The essentials of Theory U: Core principles and applications</i>. Berrett-Koehler Publishers.</li> <li>• Watkins, M., &amp; Spencer, J. (2020) <i>10 reasons why organizational change fails</i>. IMD Research and Knowledge</li> <li>• Meyer, E. (2014). Navigating the cultural minefield. Harvard Business Review</li> <li>• Misner, I. 2017. The 5 types of business networking organizations.</li> <li>• Peters, T., &amp; Waterman, R. (1982). In search of excellence. Harper &amp; Row Publishers.</li> <li>• Recker, L. (1991). PAEI and Myers-Briggs Typologies. Adizes Institute.</li> <li>• Scharmer, C. O. (2018).</li> <li>• Watkins, M., &amp; Spencer, J. (2020) 10 reasons why organizational change fails. IMD Research and Knowledge.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Circular Economy</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations Bachelor, 6 <sup>th</sup> semester

<b>Study level and semester</b>	
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Anja Braun, Nada Ruzicic
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
<b>Course learning objectives:</b>	<p>After successful completion of the module students have acquired the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Apply theories to enable the shift from a linear model to a circular economy</li> <li>• Adopt and innovate new technical solutions to develop the environmental sector.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Transfer circular economy business concepts to real-life applications</li> <li>• Assess the technical possibilities of industrial, service, community, and primary production processes and systems to minimise environmental impacts</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Co-operatively solve interdisciplinary challenges of circular economy value-added systems in small teams</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand the necessity of a circular economy</li> <li>• Critically reflect upon the circular economy concept</li> </ul>

<b>Contents:</b>	<p>Based on the competences learned in semesters 1 to 6, students will generate an understanding of the the paradigm: decoupling economic growth from resource consumption. This includes the contents:</p> <ul style="list-style-type: none"> <li>• Understand the guiding principles of the circular economy and relate it to neighboring concepts</li> <li>• Investigate what it takes to create products that are easy to repair, refurbish, remanufacture, repurpose, recycle or recover</li> <li>• Explain drivers and barriers for businesses to cooperate towards a circular economy</li> <li>• Gauge the macro-systemic effects of the transition towards a circular economy</li> <li>• Critically reflect upon the circular economy concept</li> </ul>
<b>Assessment</b>	Lectures, group work, presentations
<b>Indicative Reading List</b>	<p>Sillanpää, M.; Ncibi, C. (2019): The Circular Economy – Case Studies about the Transition from the Linear Economy, LUT University, Finland; Academoc Press, Elsevier. ISBN: 978-0128152676</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Corporate Finance</b>	
<b>Study Program</b>	Exchange Programme
<b>Study level and semester</b>	Bachelor
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	3 / 45
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lectures and interactive format
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Günter Bitsch

<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	none
<b>Course learning objectives:</b>	<p>Through this course, students gain a basic understanding of the principles of corporate finance (investment and financing).</p> <p>Professional skills: Students will understand and master the basics of corporate finance and recognize the relevance of financial decisions for entrepreneurial activities.</p> <p>Multidisciplinary skills: Students will be able to apply concepts of corporate finance in specific business situations. Students will be able to identify the strengths and weaknesses of different approaches and reflect and identify appropriate methods. Students will be able to edit and solve schematic problems of medium complexity in small groups.</p> <p>Social skills: Students will be able to identify potential conflicts between economically advantageous business decisions and ethical behavior and can critically reflect on them.</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• The role of finance and investment decisions in enterprise, relevance of finance and investment for company management and company goals</li> <li>• Fundamentals of corporate financial management</li> <li>• Management of corporate capital and the different types of capital</li> <li>• Cost of capital</li> <li>• Financing options and overview of main sources of capital</li> <li>• Investment appraisal techniques</li> <li>• Measures of investment attractiveness (NPV, IRR, pay back, etc.)</li> <li>• Fundamentals of capital budgeting</li> <li>• The role of risk in corporate finance</li> </ul>
<b>Assessment</b>	<p>1hr exam (70%), presentation (15%), continuous assessment (10%), case study (5%)</p> <p>Attendance mandatory! <a href="#">back to overview</a></p>

<b>Cross-border teamwork</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 1st semester
<b>ECTS Credits</b>	4 ECTS Credits

<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Hazel Grünewald
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
Course learning outcome:	<p>The primary aim of this course is to raise students' awareness of cross-border team dynamics and intercultural influences in international business contexts.</p> <p><b>Upon successful completion of this course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>work effectively in culturally diverse teams, demonstrating the ability to analyse and manage complex team dynamics.</li> <li>critically evaluate the impact of intercultural differences on international business relationships and adapt their behaviour strategically to enhance collaboration and performance.</li> </ul> <p><b>Professional competencies</b></p> <ul style="list-style-type: none"> <li>Students will gain an understanding of key concepts, models and practices within the field of teamwork in organisations such as personality, motivation, team dynamics and effectiveness, culture and change; appreciation of how theories can be translated into practical applications.</li> </ul> <p><b>Methodological competencies</b></p> <ul style="list-style-type: none"> <li>Students will have a solid and broad toolkit to enable them to manage working in diverse cross-border teams</li> </ul> <p><b>Social competencies</b></p> <ul style="list-style-type: none"> <li>Students will develop their interpersonal skills (e.g. communication, influencing, resolving conflict, team skills, intercultural competence etc)</li> <li>They will increase their emotional intelligence and better understand how other team members tick and what motivators or triggers potentially influence their behaviour and reactions</li> </ul>

	<p><b>Personal competencies</b></p> <ul style="list-style-type: none"> <li>Students will be able to reflect on and have gained a deeper insight into why they act in certain ways and will increase their tolerance for ambiguity, adaptability and resilience in the face of challenges.</li> </ul> <p>The desired language skills level corresponds to B2 of the Common European Framework of Reference for Languages.</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>The impact of globalisation on organisations and teamwork</li> <li>Development phases of teamwork</li> <li>Dealing with conflict situations in teamwork</li> <li>The role and significance of culture in cross-cultural teamwork situations.</li> </ul>
<b>Teaching and learning methods</b>	Lectures with discussions, case studies, videos, research, group discussions, self-inventories, simulations.
<b>Assessment</b>	Written exam (2 hours) and continuous assessment
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>Chhokar, J. S., Brodbeck, F. C., &amp; House, R. J. (Eds.) (2008). Culture and leadership across the world: The GLOBE book of in-depth studies of 25 Societies. Lawrence Erlbaum.</li> <li>Gibson, R. (2021). Bridge the culture gaps: A toolkit for effective collaboration in the diverse, global workplace. Nicholas Brealey Publishing.</li> <li>Hall, E. T., &amp; Hall, M. R. (1990). Understanding cultural differences. Intercultural press.</li> <li>Heldal, F., Sjøvold, E., &amp; Stålsett, K. (2020). Shared cognition in intercultural teams: collaborating without understanding each other. Team Performance Management: An International Journal, 26(3/4), 211-226.</li> <li>Hofstede, G., Hofstede, G. J., &amp; Minkov, M. (2010). Cultures and organizations – Software of the mind: Intercultural cooperation and its importance for survival (3rd ed.). McGraw-Hill Education.</li> <li>Jugdev, K. (2022). Applying cultural intelligence to develop adaptive leadership. Organization Development Journal, 40(4), 56-70.</li> <li>Koponen, J., Julkunen, S., Gabrielsson, M., &amp; Pullins, E. B. (2021). An intercultural, interpersonal relationship development framework. International Marketing Review, 38(6), 1189-1216.</li> <li>Lorenz, M. P., Ramsey, J. R., &amp; Franke, G. R. (2020). The dark side of cultural intelligence: Exploring its impact on opportunism, ethical relativism, and customer relationship performance. Business Ethics Quarterly, 30(4), 552-590.</li> <li>Lewis, R. (2018). When cultures collide: Leading across cultures. 4th Edition. Nicholas Brealey Publishing</li> <li>Luthans, F., &amp; Doh, J. P. (2018). International management: Culture, strategy, and behavior. McGraw-Hill.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meyer, E. (2016). The culture map. Decoding how people think, lead, and get things done across cultures. Public Affairs.</li> <li>• Paiuc, D. (2021). Cultural intelligence as a core competence of inclusive leadership. Management dynamics in the knowledge economy, 9(3), 363378.</li> <li>• Setti, I., Sommovigo, V., &amp; Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, crosscultural adaptation and performance. Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues.</li> <li>• Song, H., Varma, A., &amp; Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of the moderation effects of cultural distance. The International Journal of Human Resource Management, 34(2), 344-368.</li> <li>• Spencer-Oatey, H., Franklin, P., &amp; Lazidou, D. (2022). Global fitness for global people: How to manage and leverage cultural diversity at work. Castledown Publishers.</li> <li>• Zhu, Y., &amp; Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. International Journal of Conflict Management, 33(2), 311-334.</li> <li>• Trompenaars, F., &amp; Hampden-Turner, C. (2020). Riding the waves of culture. Understanding cultural diversity in business, 4th Edition. Nicholas Brealey Publishing</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Digital Engineering</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	150
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>• Digital Engineering</li> <li>• Digital Engineering Laboratory</li> </ul>

<b>Course Coordinator/Instructor</b>	Prof. Dr. Jochen Hartung
<b>Learning outcome</b>	<p>The aim of this course is to provide a basic understanding of digital engineering. The module should enable the students to solve typical tasks of economic productions and to carry out economic feasibility studies.</p> <p>Basics of process dynamics, process transparency and process automation are taught. Based on this, projects are examined with regard to their feasibility and their economic efficiency. Using the laboratory use cases as a real life example, some important digital Engineering phases are played through.</p> <p>On the one hand, this involves getting to know and handling digitization, including simulation, modelling and automation of processes, i.e. the ability to develop complex system solutions, and on the other hand, the repositioning of humans within the reorganized processes.</p> <p>These considerations always include an optimization with regard to sustainability.</p>
<b>Prerequisites:</b>	Higher Mathematics 3, Fundamentals of Electrical Engineering
<b>Assessment</b>	Continuous assessment, written exam (1 hour)
Lecture Digital Engineering	
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Jochen Hartung
<b>Teaching language</b>	English
<b>Contact hours per week</b>	2 SWS
<b>Learning outcomes</b>	<p>After the course the students are</p> <ul style="list-style-type: none"> <li>- aware of the basics of digital engineering and are able to create decision bases,</li> <li>- aware of methods of digital engineering (e.g. ideation, analysis implementation, operating model etc.),</li> <li>- able to use typical tools of digital engineering (simulation, developmentprocess mining, robotic process automation etc.),</li> <li>- aware of the basics of self-intelligent systems and processes and are able to evaluate them</li> <li>- able to build understanding and knowledge of modernproduction and project management methods.</li> </ul> <p>Beside these professional competencies, the aim of the course is to build <b>interdisciplinary competencies and professional qualifications:</b></p> <ul style="list-style-type: none"> <li>- holistic assessment and application of the individual methods and tools of digital engineering</li> </ul>

	<p>- optimization of production processes with regard to their sustainability.</p> <p><b>Social competencies, key competencies:</b></p> <p>- assessment of the possibilities and limitations of digital simulation, automation, planning and product data management tools and their applications</p> <p><b>Personal skills:</b></p> <p>- Holistic assessment of concurring methods</p>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<p>-basics of digital engineering in product emergence</p> <p>- Event driven process flow simulation</p> <p>- Object centric process mining</p> <p>- AI-powered business automation</p> <p>- Methods of digital engineering (e.g. ideation, implementation, operating model etc.);</p> <p>- Digital engineering tools (simulation, process mining, robotic process automation etc.)</p> <p>- Collaborative Working Environments</p>
<b>Teaching and learning methodology</b>	Lecture
<b>Miscellaneous</b>	---
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Wil M. P. van der Aalst, Josep Carmona (2022). Process Mining Handbook. Springer, Cham.VDI 4499-1 (2008): Digital factory - Fundamentals. Beuth, Berlin.</li> <li>• VDI 4499-2 (2011): Digital factory - Digital Factory Operations.Beuth, Berlin.</li> <li>• Thomas Barton, Christian Müller, Christian Seel (2024). Digitalization in companies. Springer, Wiesbaden.</li> <li>• Christian Langmann, Daniel Turi (2020):Robotic Process Automation (RPA) - Digitalisierung und Automatisierung von Prozessen. Springer Gabler, Wiesbaden.</li> <li>• Martin Eigner, Daniil Roubanov, Radoslav Zafirov (2014): Modellbasierte virtuelle Produktentwicklung. Springer Vieweg, Berlin, Heidelberg.</li> <li>• Steffen Bangsow (2010): Manufacturing Simulation with Plant Simulation and Simtalk. Springer, Berlin, Heidelberg.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
<b>Digital Engineering Laboratory</b>	
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Jochen Hartung
<b>Teaching language</b>	English

<b>Contact hours per week</b>	2 hpw
<b>Learning outcomes</b>	<p>The aim is to understand, plan and implement a production project in accordance with Industry 4.0 using the new methodology.</p> <p>After the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. to use and implement the systems or subsystems dealt with in the VL both in the production network,</li> <li>2. work together collaboratively and review systems for efficiency, sustainability, and cost-effectiveness</li> </ol>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<p>Application of digital engineering methods and tools for current products/processes:</p> <ul style="list-style-type: none"> <li>• Dynamics in processes</li> <li>• Transparency in processes</li> <li>• Automation of processes</li> <li>• Leadership Methodology in Networked Projects</li> </ul>
<b>Teaching and learning methodology</b>	Laboratory
<b>Miscellaneous</b>	<p>---</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Digital Systems 1</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 2 <sup>nd</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 (block seminar) / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester during the block week in April/November

<b>Course Coordinator</b>	Prof. Dr. Martin Mocker  E-mail: <a href="mailto:martin.mocker@reutlingen-university.de">martin.mocker@reutlingen-university.de</a>
<b>Course Instructor</b>	Dr. Daniel Georges
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>to solve business problems with the help of information technology (IT)-based tools, especially by programming web-based applications; to be able to more effectively communicate with IT people</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>to formulate, analyze and solve business problems with algorithms and to implement them in a programming language</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>improve the ability to work individually and in teams under time pressure</li> </ul> <p><b>Personal competences:</b> by mastering the skills addressed in this course, students should be more productive in addressing these problems by using the appropriate IT-based tools</p>
<b>Contents:</b>	Introduction to problem analysis and formulating algorithms; implementing algorithms in a programming language, using variables, data-types, functions, control structures like conditional tests and loops.
<b>Assessment</b>	Graded: Continuous Assessment & Project Work
<b>Indicative Reading List</b>	Robbins, J. N. (2018). Learning web design: A beginner's guide to HTML, CSS, JavaScript, and web graphics (5th ed.). O'Reilly.  <a href="#">back to overview</a>

<b>Digital Systems 2</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 2 <sup>nd</sup> Semester

<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Martin Mocker E-mail: <a href="mailto:martin.mocker@reutlingen-university.de">martin.mocker@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>to further enhance students' IT literacy skills and to provide and broaden the understanding of IT-related concepts and trends, and to evaluate and work with those concepts in a business context</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>students will be familiar with the management of IT as a business resource by managing applications, information, IT infrastructure and important tasks of the IT function</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>to further improve their ability to work on problem solving and under time pressure; to arrive at a managerial decision in situations of ambiguity and defend it in a discussion with others</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>to prepare students for the requirements during their studies and in their later business careers in these fields</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>Digit(al)-ization: using digital technologies to improve business processes, products, and business models</li> <li>Managing applications (application development, major application types: ERP, CRM, SCM, etc.)</li> <li>IT infrastructure management</li> </ul>

	<ul style="list-style-type: none"> <li>Managing the IT function: outsourcing, IT governance, the role of the CIO</li> <li>Current digital technology trends (e.g., machine learning, cloud computing, blockchain, big data analytics, internet of things, etc.)</li> </ul>
<b>Assessment</b>	Graded: Continuous Assessment & Project Work
<b>Indicative Reading List</b>	<p>References and supplemental readings are provided during lectures as the course progresses.</p> <p><b>Optional textbook</b></p> <ul style="list-style-type: none"> <li>Turban, E. &amp; Pollard, C. &amp; Wood, G. (2018). Information Technology for Management: On-Demand Strategies for Performance, Growth and Sustainability. Wiley.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Financial Accounting</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	<p>Prof. Dr. Michel Charifzadeh</p> <p>E-Mail: <a href="mailto:michel.charifzadeh@reutlingen-university.de">michel.charifzadeh@reutlingen-university.de</a></p>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a

<p><b>Course learning objectives:</b></p>	<p>The aim of this course is to introduce and train students in the broad application of financial accounting theory and practice from an international perspective. Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will understand accounting terminology and will be able to record business transactions, applying the double entry bookkeeping technique.</li> <li>• Participants will be able to prepare simple financial statements (income statement, statement of changes in equity, balance sheet, statement of cash flows).</li> <li>• Participants will be comfortable with reading and interpreting basic financial statements.</li> <li>• They will be confident with the relevant elements of financial accounting including assets, liabilities, equity, revenues and expenses.</li> <li>• Students will be able to use valuation principles for assets and liabilities and calculate applicable book values. Where applicable, students will apply accounting rules according to international financial reporting standards (IFRS).</li> <li>• Participants will understand the role of accounting in the financial decision-making process and will be prepared for all subsequent courses in accounting and financial management.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Through a principles-based accounting approach, students will acquire the ability to apply general concepts to specific situations.</li> <li>• Students will be able to prepare financial statements and have an understanding of the information given in financial statements.</li> <li>• They will have basic knowledge to interpret financial statements and compare financial statements of different companies.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the course, participating students will refine their oral and written communication skills and become comfortable with communicating in a business context.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Most students will experience this course as an entirely new field. Thereby they will acquire the general readiness to learn a completely new 'language' their way up from the bottom.</li> </ul>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>• Introduction to accounting</li> <li>• Accounting concepts and principles</li> <li>• The accounting equation</li> <li>• The financial statements (Balance Sheet, Income Statement, Statement of Changes in Equity, Statement of Cash Flows)</li> </ul>

	<ul style="list-style-type: none"> <li>Recording business transactions using double entry bookkeeping</li> <li>Recording in a journal</li> <li>Accrual accounting vs. cash-basis accounting</li> <li>The accounting cycle</li> <li>Accounting for merchandising operations</li> <li>Current assets, accounting for inventory</li> <li>Non-current assets and intangibles</li> <li>Provisions, liabilities</li> <li>Short-term investment and receivables</li> <li>Shareholders' equity</li> </ul>
<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>Thomas, C.W., Tietz, W. M., Suwardy, T., Harrison, W. T., Horngren C. T. (2023). Financial Accounting (12th ed.). Pearson.</li> <li>Weygandt, J. J. &amp; Kimmel, P. D. &amp; Kieso, D.E. (2022). Financial Accounting with International Financial Reporting Standards (5th ed.). John Wiley &amp; Sons.</li> </ul> <p>Alternatively/ for in-depth information:</p> <ul style="list-style-type: none"> <li>Miller-Nobles, T.L et al. (2021). Horngren's Accounting (13th ed.). Pearson.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Germany within Europe – Past and Present</b>	
<b>Study Program</b>	Exchange Programme
<b>Study level and semester</b>	Bachelor
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	
<b>Type/Teaching Method</b>	Seminar style lecture, Regular attendance and regular reading of current newspaper and magazine texts is required.
<b>Language of instruction</b>	English

<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Udo Stelzer, M.A.
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	none
<b>Course learning objectives:</b>	To create a thorough understanding of themes and trends in Germany today, based on the historical and cultural legacy of a nation on the crossroad of European history.
<b>Contents:</b>	Europe in the Middle-Ages; Becoming a Nation; German American Migration; From the 1st Reich to the 3rd Reich; Myth of the "Zero" Hour; The economic miracle; Revolutions - from 1968 to 1989; The "new" Germany;
<b>Assessment</b>	Students will be tested on the course material by means of two written tests (midterm and final). Midterm 30%; Final 50%; Attendance, Participation 20%  <a href="#">back to overview</a>

<b>Human Resources</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lectures with case studies, videos, group work, exercises, student presentations, and discussions
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Hazel Grünewald

<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
<b>Course learning objectives:</b>	<ul style="list-style-type: none"> <li>• Professional competencies: Understanding of key concepts, models, and practices within the field of HR such as workforce planning, recruiting, selection, performance management and development and cultural impact. Understanding of how theories can be used in practical applications.</li> <li>• Methodological competencies: Competence to develop and answer a specific research question, to prepare a paper and a presentation according to scientific standards. The ability to stand back and view complex situations in perspective and to think critically about organizations and what happens in them.</li> <li>• Social competencies: Presentation and teamwork skills (through group work and group presentations).</li> <li>• Personal competencies: Awareness of the necessary skills to realize an academic project; competence to evaluate other student's academic projects and presentations.</li> </ul>
<b>Contents:</b>	<p>The purpose of this course is to learn how to manage people in organizations. Understanding human resource management (HRM) is key to being an effective manager. This course uses an integrative approach to help students understand, predict, and influence how individuals behave at work.</p> <p>In addition, students will be provided with the tools to attract, select, and retain the right employees, while recognizing the role of the organization's culture and strategy and the impact of external forces. Real-world examples will be used to provide a relevant and rich learning experience.</p>
<b>Assessment</b>	Continuous Assessment and term paper
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Armstrong, M., (2017). <i>Armstrong's handbook of human resource management practice</i>. (14th ed.). KoganPage.</li> <li>▪ Bohlander, G. and Snell, S. (2013), <i>Principles of human resource management</i> (16<sup>th</sup> international ed.). South-Western Cengage Learning.</li> <li>▪ Bratton, J., Gold, J., Bratton, A., &amp; Steele, L. (2021). <i>Human resource management</i>. Bloomsbury Publishing.</li> <li>▪ Dessler, G. (2015). <i>Human resource management</i> (14<sup>th</sup> global ed.). Pearson.</li> <li>▪ Fombrun, C. J., Tichy, N. M., &amp; Devanna, M. A. (1984). <i>Strategic human resource management</i>. John Wiley &amp; Sons Inc.</li> <li>▪ Henderson. I. (2019) <i>Human resource management for MBA and business masters</i> (3rd ed.). CIPD - Kogan Page.</li> <li>▪ Kramar, R. (2022). Sustainable human resource management: six defining characteristics. <i>Asia Pacific Journal of Human Resources</i>, 60(1), 146-170.</li> <li>▪ Robbins, S. P., &amp; Coulter, M., <i>Management</i> (11th ed.). Prentice Hall.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Stewart, G. L., &amp; Brown, K. G. (2019). <i>Human resource management</i>. John Wiley &amp; Sons.</li> <li>▪ Stone, R. J., Cox, A., &amp; Gavin, M. (2020). <i>Human resource management</i>. John Wiley &amp; Sons.</li> <li>▪ Torrington, D., Hall, L., Taylor, S. (2005). <i>Human resource management</i>. Prentice Hall.</li> <li>▪ Valentine, S., Meglich, P., Mathis, R. L. &amp; Jackson, J. H. (2019). <i>Human resource management</i> (16<sup>th</sup> ed.). Cengage Learning</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Industrial Engineering</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	4/ 60
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lecture and small project work, laboratory
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>• Industrial Engineering</li> <li>• Laboratory Industrial Engineering</li> </ul>
<b>Course Coordinator/Instructor</b>	Prof. Dr. Jochen Hartung
<b>Restrictions (if applicable)</b>	Limited capacities may apply
<b>Prerequisites:</b>	Fundamentals of Engineering, Fundamentals of Business, Higher Mathematics and Statistics
<b>Course learning objectives:</b>	<b>Class</b> Industrial Engineering

	<p>Students learn to design, realize and optimize industrial work systems for different enterprise environments.</p> <p>Upon successful completion, students will have developed the following competencies:</p> <ul style="list-style-type: none"> <li>• <b>Subject-specific competencies:</b> Understanding foundations of work place and work system design and systematically develop production and work systems. Understand the interconnections of economic, organizational and technical aspects of work systems as well as chances and risks of innovative methods and tools of advanced industrial engineering and the digitalisation.</li> <li>• <b>Methodological competencies:</b> Applying typical methods and tools of industrial engineering.</li> <li>• <b>Specialised and practical competencies, skills and abilities:</b> Students focus at work place and work system design on sustainable and social aspects, e. g. inclusion of handicapped people in the work environment.</li> <li>• <b>Social competencies:</b> The social competence is developed in small projects during the semester in which the students work together.</li> </ul> <p><b>Normative competencies:</b> Students recognize the importance of human-centred and sustainable forms of work systems.</p>
<p><b>Course learning objectives:</b></p>	<p><b>Laboratory Industrial Engineering</b></p> <p>Students learn to design, realize and optimize industrial work systems with specific hands-on methods, e. g. cardboard engineering and digital twins.</p> <p>Upon successful completion, students will have developed the following competencies:</p> <ul style="list-style-type: none"> <li>• <b>Subject-specific competencies:</b> Students design work spaces and systems with hands-on-methods and on digital twins.</li> <li>• <b>Methodological competencies:</b> Applying specific methods and tools of industrial engineering to test and assess different solution for the same planning purpose.</li> <li>• <b>Specialised and practical competencies, skills and abilities:</b> Students focus at work place and work system design on sustainable and social aspects, e. g. inclusion of handicapped people in the work environment.</li> <li>• <b>Social competencies:</b> The social competence is developed in small lab projects during the semester in which the students work together.</li> </ul> <p><b>Normative competencies:</b> Students recognize the importance of human-centred and sustainable forms of work systems.</p>
<p><b>Contents:</b></p>	<p><b>Class Industrial Engineering</b></p> <p>Design, planning and optimization of changeable work systems</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Production and work systems</li> <li>• Time determination and measurement systems</li> </ul>

	<ul style="list-style-type: none"> <li>• Part lists and working plan</li> <li>• Work place design, ergonomics and environmental influences</li> <li>• Physical work load and stress</li> <li>• Work place analysis</li> <li>• Motivation</li> <li>• Industry 4.0</li> <li>• Hybrid working systems</li> <li>• Technical assistance systems</li> </ul> <p>Digital Engineering – holistic approach, overview, examples and demonstrations, digital twin at work place design</p>
<b>Contents:</b>	<p><b>Laboratory</b> Industrial Engineering</p> <ul style="list-style-type: none"> <li>• Cardboard Engineering.</li> <li>• Digital twin for work place and ergonomic design.</li> </ul> <p>Digital tools for workplace ergonomics improvement.</p>
<b>Assessment</b>	Graded: Written exam, project <a href="#">back to overview</a>

<b>Intercultural Business Communication</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 1st Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Hazel Grünewald
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	B2 level of English

<b>Learning Outcomes:</b>	<p>Raising awareness of foreign cultures and behaviour patterns is the primary aim of the course. After this course students should be in the position to:</p> <ul style="list-style-type: none"> <li>• Evaluate the influence of intercultural differences in international business relationships and adapt their behaviour according to these differences.</li> <li>• Prepare themselves appropriately in advance for new intercultural situations.</li> </ul> <p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• knowledge and application of current intercultural management concepts and approaches; competence to analyse the influence and the consequences of cultural differences in specific international business situations</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• problem-solving skills (how to use theoretical concepts to solve problems in case studies)</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• advanced teamworking skills (through group discussions)</li> <li>• basic competence to interact successfully in an intercultural business environment.</li> <li>• an understanding of other worldviews and how these are shaped by cultural influence.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• awareness of the own cultural profile and its influence on their behaviour in intercultural business situations.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Definitions of culture</li> <li>• Understanding the role and significance of culture in cross-cultural business situations</li> <li>• Key models of national culture</li> <li>• Working in multinational teams</li> </ul>
<b>Assessment</b>	Graded: Continuous assessment
<b>Teaching and Learning Methodology</b>	Seminar (lecture, discussions, case studies, film extracts, movies, E-Learning, simulations and exercises)
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Chhokar, J. S., Brodbeck, F. C., &amp; House, R. J. (Eds.) (2008). <i>Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies</i>. Lawrence Erlbaum.</li> <li>• Gibson, R. (2021). <i>Bridge the Culture Gaps: A toolkit for effective collaboration in the diverse, global workplace</i>. Nicholas Brealey Publishing.</li> </ul>

- Hall, E. T., & Hall, M. R. (1990). *Understanding cultural differences*. Intercultural press.
- Heldal, F., Sjøvold, E., & Stålsett, K. (2020). Shared cognition in intercultural teams: collaborating without understanding each other. *Team Performance Management: An International Journal*, 26(3/4), 211-226.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations –Software of the Mind Intercultural Cooperation and its Importance for Survival* (3rd ed.). McGraw-Hill Education.
- Jugdev, K. (2022). Applying Cultural Intelligence to Develop Adaptive Leadership. *Organization Development Journal*, 40(4), 56-70.
- Koponen, J., Julkunen, S., Gabrielsson, M., & Pullins, E. B. (2021). An intercultural, interpersonal relationship development framework. *International Marketing Review*, 38(6), 1189-1216.
- Lorenz, M. P., Ramsey, J. R., & Franke, G. R. (2020). The dark side of cultural intelligence: Exploring its impact on opportunism, ethical relativism, and customer relationship performance. *Business Ethics Quarterly*, 30(4), 552-590.
- Lewis, R. (2018). *When cultures collide: Leading across cultures*. 4th Edition. Nicholas Brealey Publishing
- Luthans, F., & Doh, J. P. (2018). *International management: Culture, strategy, and behavior*. McGraw-Hill.
- Meyer, E. (2016). *The Culture Map. Decoding How People Think, Lead, and Get Things Done across Cultures*. Public Affairs.
- Paiuc, D. (2021). Cultural intelligence as a core competence of inclusive leadership. *Management dynamics in the knowledge economy*, 9(3), 363378.
- Setti, I., Sommovigo, V., & Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, crosscultural adaptation and performance. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*.
- Song, H., Varma, A., & Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of the moderation effects of cultural distance. *The International Journal of Human Resource Management*, 34(2), 344-368.
- Zhu, Y., & Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. *International Journal of Conflict Management*, 33(2), 311-334.
- Trompenaars, F., & Hampden-Turner, C. (2020). *Riding the Waves of Culture*. Understanding Cultural Diversity in Business, 4<sup>th</sup> Edition. Nicholas Brealey Publishing

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<b>Intercultural Management</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	2 ECTS Credits
<b>Hours per week / total contact hours</b>	2 (block seminar) / 30
<b>Total hours of study</b>	60
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester during the block week in April/November
<b>Course Coordinator</b>	Prof. Yoany Beldarrain, Ph.D. Email: <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a>
<b>Course Instructor</b>	Roy Mouawad E-Mail: <a href="mailto:roy.mouawad@reutlingen-university.de">roy.mouawad@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>ability to recognize and explain culturally related behaviour and business phenomena; competence to evaluate and make recommendation on culture-oriented management decisions</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>ability to apply the 'critical incident technique' (as a research methodology used for qualitative research in social sciences); problem-solving skills (how to use theoretical intercultural concepts to solve problems in international business cases)</li> </ul> <p><b>Social competences:</b></p>

	<ul style="list-style-type: none"> <li>• advanced presentation and intercultural team working skills (cf. group discussions and group presentations); ability to perceive a multi-cultural scene as an opportunity rather than a threat or liability</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• awareness of the own cultural profile, the individual strength and weaknesses in intercultural business situations and in an intercultural learning environment</li> </ul>
<b>Contents:</b>	<p><b>1. Basics of Intercultural Management</b></p> <ul style="list-style-type: none"> <li>- Definitions of culture</li> <li>- Different levels of culture (e.g. national, regional, corporate)</li> <li>- Effects of cultural differences in intercultural cooperations</li> <li>- Strategies for intercultural interaction (adaptation/reconciliation)</li> </ul> <p><b>2. A framework for understanding human values and behaviours</b></p> <ul style="list-style-type: none"> <li>- Needs, values, and motives</li> <li>- Ethics and culture</li> <li>- Leadership and culture</li> <li>- Emotional intelligence</li> <li>- Intercultural competence / cultural intelligence</li> <li>- The developmental model of intercultural sensitivity</li> </ul> <p><b>3. Understanding national cultures</b></p> <ul style="list-style-type: none"> <li>- Determinants of culture</li> <li>- The model of cultural dimensions: Hofstede</li> <li>- Cultural style: Trompenaars</li> <li>- Social dimensions: GLOBE study</li> </ul> <p><b>4. Business cases and lessons learned:</b></p> <ul style="list-style-type: none"> <li>- The importance of intercultural issues in different settings</li> <li>- Examples of success stories (M&amp;As, joint ventures, projects)</li> <li>- Examples of failures (M&amp;As, joint ventures, projects)</li> </ul> <p>Lessons learned and strategies</p>
<b>Assessment</b>	Graded: Continuous Assessment & Project Work
<b>Indicative Reading List</b>	<p>Ayoko, O. B., Zhang, Y., &amp; Nicoli, J. (2022). Conflict and socio-cultural adaptation: the mediating and moderating role of conflict communication behaviors and cultural intelligence. <i>The International Journal of Human Resource Management</i>, 33(17), 3451-3491.</p> <p>Bajaj, G., Khandelwal, S., &amp; Budhwar, P. (2021). COVID-19 pandemic and the impact of cross-cultural differences on crisis management: A conceptual model of transcultural crisis management. <i>International Journal of Cross Cultural Management</i>, 21(3), 569-601.</p> <ul style="list-style-type: none"> <li>• Bratianu, C., &amp; Paiuc, D. (2022). A Bibliometric Analysis of Cultural Intelligence and Multicultural Leadership. <i>Revista de Management Comparat International</i>, 23(3), 319-337.</li> </ul>

- Chen, J. (2022). Rapport Management in the German–Chinese Workplace: Interculturality as a Resource? *Journal of International and Intercultural Communication*, 15(4), 454-474.
- Chmielecki, M. (2021). Leading intercultural virtual teams during the COVID-19 pandemic–Research results. *Journal of Intercultural Management*, 13(1), 69-87.
- Gross-Gołacka, E., Plotnikova, M., & Žukovskis, J. (2022). Diversity Management in Management Studies–Theoretical Discussion. *Journal of Intercultural Management*, 14(3), 4-16.
- Heldal, F., Sjøvold, E., & Stålsett, K. (2020). Shared cognition in intercultural teams: collaborating without understanding each other. *Team Performance Management: An International Journal*, 26(3/4), 211-226.
- Jugdev, K. (2022). Applying Cultural Intelligence to Develop Adaptive Leadership. *Organization Development Journal*, 40(4), 56-70.
- Koponen, J., Julkunen, S., Gabrielsson, M., & Pullins, E. B. (2021). An intercultural, interpersonal relationship development framework. *International Marketing Review*, 38(6), 1189-1216.
- Lorenz, M. P., Ramsey, J. R., & Franke, G. R. (2020). The dark side of cultural intelligence: Exploring its impact on opportunism, ethical relativism, and customer relationship performance. *Business Ethics Quarterly*, 30(4), 552-590.
- Nadeem, M. U., Mohammed, R., Dalib, S., & Mumtaz, S. (2022). An investigation of factors influencing intercultural communication competence of the international students from a higher education institute in Malaysia. *Journal of Applied Research in Higher Education*, 14(3), 933-945.
- Ooi, Z. Y., & Chelliah, S. (2022). Factors Influencing Firm Performance, Mediating Role of Competitive Advantage, and Moderating Role of Cultural Intelligence: A Conceptual Framework. *Global Business & Management Research*, 14.
- Paiuc, D. (2021). Cultural intelligence as a core competence of inclusive leadership. *Management dynamics in the knowledge economy*, 9(3), 363-378.
- Setti, I., Sommovigo, V., & Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, cross-cultural adaptation and performance. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*.
- Song, H., Varma, A., & Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of the moderation effects of cultural distance. *The International Journal of Human Resource Management*, 34(2), 344-368.
- Zhu, Y., & Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. *International Journal of Conflict Management*, 33(2), 311-334.

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<b>Intercultural Negotiations</b>	
<b>Study Program</b>	B.Sc. International Business
<b>ECTS Credits</b>	2 ECTS Credits
<b>Hours per week / total contact hours</b>	30 hours block seminar (equivalent to 2 hours per week)
<b>Total hours of study</b>	60
<b>Type/Teaching Method</b>	Block-seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Yoany Beldarrain, Ph.D. Email: <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a>
<b>Course Instructors</b>	Lars Gairing Mark Hyland Lucas Ogden
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	B2 level In English language
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competence:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate highly effective negotiation skills face-to-face as well as virtually.</li> <li>• Students will use technology tools for virtual teaming.</li> </ul> <p><b>Methodological competence:</b></p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of cultural dimensions on intercultural negotiations both, virtual and f2f.</li> <li>• Students will apply communication methods and techniques to adapt their own communication style in an intercultural negotiation, virtual and f2f.</li> </ul> <p><b>Social competence:</b></p>

	<ul style="list-style-type: none"> <li>Students will collaborate with peers from various cultural backgrounds to problem-solve intercultural negotiation scenarios, virtual and f2f.</li> </ul> <p><b>Personal competence:</b></p> <ul style="list-style-type: none"> <li>Students will confidently use the English language for negotiations.</li> </ul>
<b>Contents:</b>	<ol style="list-style-type: none"> <li>Recognize and use specific negotiation language</li> <li>Understand key steps to take before, during, and after the negotiation event</li> <li>Explore the Bargaining Zone model, ZOPA &amp; BATNA</li> <li>Compare/contrast negotiation styles across cultures</li> <li>Distinguish between cultural differences/similarities that might influence negotiations/business communication and adapt accordingly.</li> </ol> <ol style="list-style-type: none"> <li>Discuss key elements of successful intercultural negotiations</li> <li>Reflect upon own negotiation style in connection to cultural background</li> <li>Identify and use best practices for virtual teaming</li> <li>Utilize techniques for moderating a virtual meeting</li> <li>Utilize Adobe Connect or Zoom effectively</li> <li>Identify potential conflicts within virtual teams and prevent them.</li> <li>Understand and apply the Harvard model and principles of negotiations.</li> </ol>
<b>Assessment</b>	Graded: Continuous assessment
<b>Indicative Reading List</b>	<p>All reading materials will be announced in class.</p> <ul style="list-style-type: none"> <li>Fisher, R., Ury, W. &amp; Patton, B. (2011). Getting to Yes: Negotiating an agreement without giving in (3rd ed). New York, NY: Penguin Books.</li> <li>MacRae, B. (2012). Negotiating and influencing skills: The art of creating and claiming value. SAGE. DOI: 10.4135/9781452233390</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>International Business Communication</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90

<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Yoany Beldarrain, Ph.D. Email: <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	B2 level In English language
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competence:</b></p> <ul style="list-style-type: none"> <li>• Students will apply extended business and economics-related terminology in scenarios and discussions.</li> <li>• Students will integrate and demonstrate best practices for effective and ethical business communication skills when dealing with difficult work situations.</li> <li>• Students will demonstrate highly effective presentation skills.</li> </ul> <p><b>Methodological competence:</b></p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of cultural dimensions and leadership styles on communication</li> <li>• Students will analyze, synthesize and evaluate business topics using verbal and written business English.</li> <li>• Students will apply communication methods and techniques best suited for specific business scenarios.</li> </ul> <p><b>Social competence:</b></p> <ul style="list-style-type: none"> <li>• Students will apply networking and teambuilding skills within an intercultural context.</li> <li>• Students will collaborate with peers from various cultural backgrounds to problem-solve business scenarios.</li> </ul> <p><b>Personal competence:</b></p>

	<ul style="list-style-type: none"> <li>• Students will confidently use the English language for different purposes, including business situations.</li> <li>• Students will attain the skills necessary to do an internship semester in an English-speaking program.</li> </ul>
<b>Contents:</b>	<p>The International Business Communication course incorporates topics of recent/current interest around the globe. Topics from economics, finance, politics, etc., are all examined through the lens of effective communication for international business purposes. The course builds on skills previously learned in Business Communication 1 and 2, thus underscoring the dynamics at play in a communication act. The main topics may vary from semester to semester depending on current events that can be incorporated into the class discussions:</p> <ol style="list-style-type: none"> <li>1. Reflect upon own personal unconscious/conscious biases (implicit/explicit) and the role these biases play in IBC</li> <li>2. Reflect upon own personal preferences, cultural background and cultural competence, and how it may influence communication.</li> <li>3. Discuss emotional intelligence and the role it plays in intra/interpersonal communication.</li> <li>4. Define &amp; identify the basic leadership styles &amp; how IBC may be influenced, including pros &amp; cons depending on the situational context and cultural context.</li> <li>5. Identify and discuss predominant leadership styles based on cultural dimensions</li> <li>6. Identify and discuss the different sources of power in leadership &amp; management</li> <li>7. Solve IBC communication problems as represented in different professional scenarios involving international teams</li> <li>8. Identify &amp; use the 7 C's of communication</li> <li>9. Identify &amp; discuss the impact of socio-political issues on current IBC trends, including different kinds of brand activism.</li> <li>10. Identify and discuss relevant communication elements as reflected in corporate reputation.</li> <li>11. Assess what is meant by ethical communication</li> <li>12. Apply the dimensions of Redding's (1996) typology of unethical organizational communication</li> <li>13. Understand the four phases of the feminist perspective of organizational communication ethics proposed by Mattson and Buzzanell (1999) and extended by other researchers.</li> <li>14. Understand the importance of crisis communication according to Timothy Coombs' work.</li> </ol>
<b>Assessment</b>	Graded: Continuous assessment
<b>Indicative Learning List</b>	<ul style="list-style-type: none"> <li>• Key theoretical sources as well as current, relevant examples will be announced in class and/or posted in Relax. Resources of interest include:</li> <li>• Benoit, W.L. (2015). Image restoration theory. Wiley Online Library. DOI: 10.1002/9781405186407.wbieci009.pub2</li> </ul>

	<ul style="list-style-type: none"> <li>• Benoit, W. L. (2015). Accounts, excuses, apologies: Image repair theory and research ( 2nd ed.). Albany, NY: SUNY Press.</li> <li>• Botan, C.H. (2018). Strategic communication theory and practice: The cocreational model. Wiley Blackwell. ISBN: 978-0-470-67458-1</li> <li>• Carroll, C.E. (Ed). (2013). The handbook of communication and corporate reputation. Wiley Blackwell. DOI:10.1002/9781118335529</li> <li>• Coombs, W.T. (2006). The protective powers of crisis response strategies: Managing reputational assets during a crisis. Journal of Promotion Management, 12, 241-260.</li> <li>• Lerbinger, O. (2018). Corporate communication: An international and management perspective. Wiley Blackwell. ISBN: 978-1-119-47137-0</li> <li>• Thomas, K. W., &amp; Kilmann, R. H. (1978). Comparison of Four Instruments Measuring Conflict Behavior. Psychological Reports, 42(3_suppl), 1139-1145. DOI:10.2466/pr0.1978.42.3c.1139</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>International Business with Case Studies in the Automotive Industry</b>	
<b>Study Program</b>	Exchange Programme
<b>Study level and semester</b>	Bachelor
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	
<b>Type/Teaching Method</b>	This course has two parts. First the course examines the practice of management within Europe. The course takes a multi- organizational perspective and places the practice of management in a global perspective. The second part of the course uses a series of videotapes to augment the study of multinational enterprises (MNEs)
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Milenka Plavec

<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Senior Standing
<b>Course learning objectives:</b>	To provide the students with a contrast to American style of management. To provide the students with an expanded view of management
<b>Contents:</b>	German Unification: Demographics, Economic System, Import / Export; How to incorporate in Europe, Social Security System in Germany, Germany and the European Union, The Dual System of Vocational Training in Germany, German Industry on the Road of Globalization, German-American Trade Relations, Automotive Industry in Germany
<b>Assessment</b>	Graded: oral exam, presentation etc. <a href="#">back to overview</a>

<b>International Marketing</b>	
<b>Study Program</b>	BSc Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Instructor</b>	Milenka Plavec
<b>Prerequisites:</b>	Basic understanding of Marketing
<b>Learning Outcome</b>	The aim of the International marketing course is the acquisition of reinforced knowledge concerning theories and tools for international marketing and the prevailing market mechanisms. Participants learn to think and act in an international market oriented way. They learn to devise a marketing strategy and

	<p>to implement it using advanced decision-oriented methods and tools in global context. The work on practical case studies enables the application and intensification of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> <li> <b>Subject-specific competencies:</b>            The objective is to be able to qualify for the assumption of professional responsibility in international marketing area both in midsized and largescale companies. Students learn market-focused thinking and reactions and have the capacity to develop markets on a global scale. they learn to create/devise a international marketing strategy and to implement it by using marketing tools.         </li> <li> <b>Professional competencies:</b>            The students are capable of establishing correlations and crosslinks between individual international marketing tools and to classify these within the overall context of market-oriented corporate management. They become competent in realizing the influence of different cultures on 4P's of marketing (product, price, promotion and place) in different markets around the world.         </li> <li> <b>Social skills, key competencies:</b>            Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personal skills. They acquire problem-solving and decision-making capabilities for self-management and autonomy, alongside the ability to work in a multicultural team with developing cooperation skills.         </li> <li> <b>Personal competencies:</b>            Students recognize the importance and necessity of marketing and are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. Students are capable of professional communication as marketing officers and of developing solutions for marketing issues or problems.         </li> </ul>
<p><b>Course specific contribution to AoL competency goals</b></p>	<p>Students learn to adapt their behavior according to intercultural aspects in global marketing</p> <p>Students reflect upon the ethical consequences of their actions in international marketing</p> <p>Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems in a technically correct manner and develop relevant and viable solutions. They reflect upon the consequences of the customer needs (including B2B customers) and wants for the supply chain and they develop scientific solutions for complex marketing problems – assessed in the context of a group project and presentation.</p> <p>Students will be able to apply new digital marketing tools, as well as strategies and methods of digital marketing and promotion. Teamwork and project</p>

	management competencies are trained by working on and solving practical case studies.
<b>Contents:</b>	<p><i>Part I: The decision whether to internationalize</i></p> <ol style="list-style-type: none"> <li>1. Global marketing in the firm</li> <li>2. Initiation of internationalization</li> <li>3. Internationalization theories</li> <li>4. Development of the firm's international competitiveness</li> </ol> <p><i>Part II: Deciding which markets to enter</i></p> <ol style="list-style-type: none"> <li>5. Global marketing research</li> <li>6. The political and economic environment</li> <li>7. The sociocultural environment</li> <li>8. The international market selection process</li> </ol> <p>Part III: Market entry strategies</p> <ol style="list-style-type: none"> <li>9. Some approaches to the choice of entry mode</li> <li>10. Export modes</li> <li>11. Intermediate modes</li> <li>12. Hierarchical modes</li> <li>13. International sourcing decisions and the role of the subsupplier</li> </ol> <p>Part IV: Designing the global marketing programme</p> <ol style="list-style-type: none"> <li>14. Product decisions</li> <li>15. Pricing decisions and terms of doing business</li> <li>16. Distribution decisions</li> <li>17. Communication decisions (promotion strategies)</li> </ol> <p>Part V: Implementing and coordinating the global marketing programme</p> <ol style="list-style-type: none"> <li>18. Cross-cultural sales negotiations</li> <li>19. Organization and control of the global marketing programme</li> </ol> <p>Case Study list:</p> <ul style="list-style-type: none"> <li>• Apple</li> <li>• Microsoft</li> <li>• Amazon</li> <li>• Google</li> <li>• Samsung</li> <li>• Toyota</li> <li>• Mercedes-Benz</li> <li>• Coca-Cola</li> <li>• Nike</li> <li>• McDonald's</li> <li>• Tesla</li> <li>• Disney</li> <li>• Louis Vuitton</li> <li>• Instagram</li> </ul>

<b>Teaching and Learning Methodology</b>	<p>Different teaching and learning methodologies are used, which alternate and thus appeal to different types of learners:</p> <ul style="list-style-type: none"> <li>• Lectures, interactive seminar-style teaching with discussions</li> <li>• Case study work in small groups with presentation of results and discussion</li> <li>• Practical examples, exercises, homework, role-plays, videos</li> <li>• guest lectures, guest speakers</li> <li>• movie sessions:             <ul style="list-style-type: none"> <li>• Brands, Product placement: <i>The devil wears Prada</i></li> <li>• Marketing agencies: <i>What women wants</i></li> <li>• Intercultural sensitivity: <i>Outsourced</i></li> </ul> </li> </ul>
<b>Assessment</b>	<p>Course Grading will be based on continuing assessment, especially:</p> <ul style="list-style-type: none"> <li>▶ Attendance mandatory</li> <li>▶ In-class case studies &amp; active participation 15 % max 15 points</li> <li>▶ Homework 15 % max 15 points</li> <li>▶ Presentation 20 % max 20 points</li> <li>▶ Exam (2h) 50 % max 50 points</li> </ul> <p>Class attendance and preparation are required at all times as an essential part of learning process. Bonus points will be awarded to those who actively participate in class discussions. Assignments are due at the early class or on deadline (upload time), and late assignments will not be accepted. Plagiarism will result in an „fail“ grade for the course for all students involved.</p>
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Hollensen, Svend (2020): Global Marketing, 8th ed., Pearson Higher Education</li> <li>• Deloitte Football Money League 2024 Report</li> <li>• Interbrand Best Global Brands 2024 Report</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>International Seminar on Finance &amp; Accounting: International Financial Risk Management</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	120

<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Samer Ajour <a href="mailto:Samer.Ajour_el_zein@lba.Reutlingen-University.DE">Samer.Ajour_el_zein@lba.Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	
<b>Course learning objectives:</b>	<p>On successful completion of this module, a student will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <p>Students completing this course will have developed an understanding of International Financial Markets, as well as build strategies to hedge risk in the financial markets. Students will...</p> <ul style="list-style-type: none"> <li>• Understand the Finance of International Management.</li> <li>• Conduct cases for international investments</li> <li>• Understand the process when growing business internationally.</li> <li>• Learn what a manager must know about the business financial information in international markets.</li> <li>• Learn the most relevant financial information used in globalized markets.</li> <li>• Make proper managerial decisions based on Financial Base.</li> <li>• Provide proper and adequate guidance and resources for addressing and managing projects in an international environment.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Prepare, structure and deliver analysis resulting from detailed review of case studies.</li> <li>• Apply frameworks to various scenarios.</li> <li>• Prepare, structure and deliver results and outcomes in team environments.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Perform various roles in team tasks, identify their individual skills and apply them productively.</li> <li>• Deliver oral and written presentations in a business context in a professional and competent manner to peers.</li> </ul>

	<p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Display confidence and professionalism, empathy and critical thinking. Use a professional, structured approach to dealing with internal and external stakeholders in any business context.</li> </ul>
<p><b>Contents:</b></p>	<p><u>Module 1: Foreign Exchange Markets and other major assets</u></p> <ul style="list-style-type: none"> <li>• Functions and Structure of major assets</li> <li>• Market players</li> <li>• The Spot Market and the Forward Market</li> </ul> <p><u>Module 2: The Futures Market and Options Market</u></p> <ul style="list-style-type: none"> <li>• The Futures contracts: Preliminaries</li> <li>• Currency Futures Market</li> <li>• The Options contracts: Preliminaries</li> <li>• Hedging with Futures and Options</li> </ul> <p><u>Module 3: International Capital Markets</u></p> <ul style="list-style-type: none"> <li>• International Capital and Equity Markets:</li> <li>• International Credit, Debt, and Money Markets</li> <li>• Globalization and Market Integration</li> <li>• Country and Political Risk</li> </ul> <p><u>Module 4: Hedging and Risk Management</u></p> <ul style="list-style-type: none"> <li>• Risk Management and Hedging Strategies</li> <li>• Managing Economic and Translation Exposure</li> <li>• Foreign Direct Investment and Strategic Decisions</li> </ul>
<p><b>Assessment</b></p>	<p>Graded: Continuous assessment</p>
<p><b>Indicative Reading List</b></p>	<ul style="list-style-type: none"> <li>- Dispas, C., Kayanakis, G., Servel, N., &amp; Striukova, L. (2021). Innovation and Financial Markets. John Wiley &amp; Sons.</li> <li>- Eon, C., Resnick, B., and Chuluun, T. (2021), International Financial Management. McGraw-Hill, 9th edition, ISBN10: 1260013871</li> <li>- Woods, M. (2022). Risk management in organisations: An integrated case study approach. Routledge.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>International Seminar on Marketing &amp; Strategy: Managing Business Markets</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30 (scheduled as a block – 1 week)
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester during the block week in April/November
<b>Course Coordinator/Instructor</b>	Joe Daly <a href="mailto:Joseph.J.Daly@lba.Reutlingen-University.DE">Joseph.J.Daly@lba.Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites</b>	none
<b>Course learning objectives:</b>	<p>On successful completion of this module, a student will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <p>Students completing this course will have developed an understanding of Business to Business Marketing. Students will...</p> <ul style="list-style-type: none"> <li>• Understand the difference of business to business marketing to business to consumer marketing.</li> <li>• Learn about the relationship management aspect of marketing.</li> <li>• Develop understanding about professional skills in account management and professional sales.</li> <li>• Develop business to business sales-force management skills</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Prepare, structure and deliver analysis resulting from detailed review of case studies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply frameworks to various scenarios.</li> <li>• Prepare, structure and deliver results and outcomes in team environments.</li> <li>• Balance a team approach to analysis while utilising individual skills. Be able to prepare and present a “pitch” to stakeholders.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Perform various roles in team tasks, identify their individual skills and apply them productively.</li> <li>• Deliver oral and written presentations in a business context in a professional and competent manner to peers.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Apply sustainability frameworks and expanded awareness about global sustainability challenges to business situations.</li> <li>• Display confidence and professionalism, empathy and critical thinking.</li> <li>• Train system’s thinking abilities to reframe and apply global challenges to local issues.</li> <li>• Use a professional, structured approach to dealing with internal and external stakeholders in any business context.</li> </ul>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>• Business Marketing Perspectives: Business Markets versus Consumer Goods Markets, Characteristics of Business Markets, Business Market Customers, Classifying Goods for the Business Market. International aspects of B2B.</li> <li>• The Organisational Buying Process: Buying Situations, International Forces Shaping Organisational Buying Behaviour.</li> <li>• Relationship Strategies for Business Markets: Differing Types of Relationships, Managing buyer-seller Relationships.</li> <li>• Segmenting in the Business Market: Requirements and Benefits, Bases for segmentation.</li> <li>• Managing Products for Business Markets: Managing Products in High Technology Markets, New Industrial Product Development, The Technology Adoption Life Cycle.</li> <li>• Pricing Strategy for Business Markets: Industrial Pricing Strategies and Tactics, Leasing.</li> <li>• Managing Business Marketing Channels: Functions and Purpose of the Channel; Participants in the Channel.</li> <li>• Business Marketing Communications: Advertising, Personal Selling, Sales Promotions, Public Relations, Direct Marketing &amp; Supplementary Communications Tools.</li> <li>• The personal selling process, Characteristics and attributes of the effective salesperson, Buyer-seller interaction and relationship selling. Professional selling in an international environment.</li> <li>• The method of deliver of the module will be highly interactive and require a lot of group and individual interaction. It is important that the high standard of attendance is maintained so that students get the maximum benefit from the module and of course can provide support to their fellow group members.</li> </ul>

<b>Assessment</b>	Graded: continuous assessment
<b>Indicative Reading List</b>	Fill, C. and K.E. Fill. Business to Business Marketing-Relationships, Systems and Communications. Essex: Prentice Hall, 2005.  <a href="#">back to overview</a>

<b>International Trade</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor 5 <sup>th</sup> Semester
<b>ECTS Credits</b>	2,5 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	75
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Stephan Seiter Building 5, Room 212, phone 07121/271-3177 <a href="mailto:stephan.seiter@reutlingen-university.de">stephan.seiter@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> <li>• <b>Professional competences:</b> Students will gain an overview of the whole spectrum of topics related to international economics. At the conclusion of the course, they will be able to understand the theoretical basis of international economics. Students will also learn how to compare and analyse international economic statistics.</li> <li>• <b>Methodological competences:</b> Students will learn how to analyze thorough theoretical research. They will gain an understanding of analytical tools used in international trade research and they will learn how to apply statistical software tools to international trade problems.</li> </ul>

	<p>• <b>Social competences:</b> Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. They will especially learn how to communicate in a rigorous research environment.</p> <p>• <b>Personal competences:</b> Students should be able to understand how to find an individual perspective on complex issues for which there is no clear “black or white” answer.</p>
<b>Contents:</b>	<ol style="list-style-type: none"> <li>1. Introduction to “International Economics and World Trade”</li> <li>2. International Transactions and the Balance of Payments</li> <li>3. Gains from Trade</li> <li>4. Determinants of Trade Flows: Explanations for Trade             <ol style="list-style-type: none"> <li>a. Classical Trade Theory</li> <li>b. New Trade Theory</li> </ol> </li> <li>5. Protectionism             <ol style="list-style-type: none"> <li>a. Instruments of Protectionism</li> <li>b. The Free Trade vs. Protectionism Debate</li> </ol> </li> <li>6. The World Trading System and Economic Integration</li> </ol>
<b>Assessment</b>	Written exam
<b>Indicative Reading List</b>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> <li>• Krugman, P., Obstfeld, M.; Melitz, M. (2022), International Economics - Theory and Policy, Global Edition, 12th ed., Boston: Pearson Addison Wesley. (in library)</li> <li>• WTO (2024), World Trade Report 2024 — Trade and inclusiveness: How to make trade work for all. Geneva, <a href="http://www.wto.org">www.wto.org</a> under Key Publications</li> <li>• Other international Economics textbooks can also be used</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Legal Aspects of International Business Transactions</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	90
<b>Language of instruction</b>	English

<b>Frequency</b>	Every Semester
<b>Assessment</b>	Written Exam (1hr.)
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Joachim Gschwinder
<b>Teaching language</b>	English
<b>Contact hours per week</b>	2 SWS
<b>Learning outcomes</b>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• reflect on the different approaches by different legal systems and attain an appreciation of how these different legal systems regulate international business transactions;</li> <li>• analyse some key principles of international law to gain an understanding of how it impacts on international business across a variety of legal jurisdictions;</li> <li>• analyse some public international law issues as they affect international business transactions;</li> <li>• apply private international law to specific issues affecting international business such as in identifying the choice of law applicable to international sales contracts, the formation and terms of international sales contracts.</li> </ul>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Legal systems in the world</li> <li>• World Trade law</li> <li>• European Union law</li> <li>• International Sales</li> <li>• International Dispute Resolution</li> </ul>
<b>Teaching and learning methodology</b>	Lecture, case studies
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• August, Ray, Mayer, Don, Bixby, Michael B., International Business Law, International ed of 6th revised ed, Pearson Education Limited, New Jersey 2012.</li> </ul> <p>Further material (script) will be provided in course.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Management and Cost Accounting</b>	
<b>Study Program</b>	B.Sc. International Business  Bachelor, 1 <sup>st</sup> semester

<b>Study level and semester</b>	
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/ Instructor</b>	Prof. Dr. Christoph Binder E-Mail: <a href="mailto:Christoph.Binder@Reutlingen-University.DE">Christoph.Binder@Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Participants will have developed an understanding and insight into management accounting in general and especially the cost accounting framework and its basic instruments.</li> <li>• Students will be able to distinguish the corporate functions of management accounting from financial accounting and corporate finance.</li> <li>• They will be more familiar with the relevant cost terminology, the cost behavior patterns and develop an in-depth understanding of the cost aspects of running a business.</li> <li>• Students will develop an in-depth understanding of different methods and techniques of cost allocation applied in practice.</li> <li>• They will be able to independently apply, discuss, and challenge these methods.</li> <li>• They will learn how to use cost-volume-profit analysis independently to assist in cost planning and how to identify relevant information for decision making in current real-world business environments.</li> </ul>

	<p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will acquire analytical skills for business decision making.</li> <li>• Participants will be familiar with the relevant underlying theories and consequently develop related problem-solving skills that are also applicable to general decision making.</li> <li>• They will be able to critically discuss concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the course, students will refine their oral and written communication skills and become comfortable with communicating in both finance and accounting related context.</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Students will have gained an understanding of concepts and instruments required by managerial staff with a focus on how they are applied. They will be prepared for subsequent semester courses in accounting and financial management, as well as in their careers.</li> </ul>
<b>Contents:</b>	<ol style="list-style-type: none"> <li>1. Introduction and management accountant's role, differences between management accounting, financial accounting, and financial management, trends in management accounting</li> <li>2. Cost behavior and cost terms: Variable costs vs. fixed costs, cost functions, direct costs vs. indirect costs, total costs vs. unit costs, capitalized costs vs. period costs</li> <li>3. Cost functions, cost estimation techniques</li> <li>4. Cost allocation, general cost allocation methods, specific cost allocation methods, variable and direct costing</li> <li>5. The basic cost accounting system (Allocation according to cost types, according to cost centers, according to cost objects)</li> <li>6. Cost-volume-profit-relationship analysis, estimating linear cost functions, break-even analysis, target operating profit analysis, operating leverage</li> <li>7. Relevant information for decision making, e.g. one-time-only special orders, customer profitability analysis, make-or-buy decisions, product-mix decisions, equipment replacement</li> </ol>
<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Bhimani, A., Horngren, C.T., Datar, S.M. &amp; Rajan, M.V. (2019). Management and Cost Accounting (7th ed.). Pearson Prentice Hall.</li> <li>• Datar, S.M. &amp; Rajan, M.V. (2018). Horngren's Cost Accounting (16th edition). Global Edition. Pearson.</li> <li>• Drury, C. &amp; Tayles, M. (2021). Management and Cost Accounting (11th ed.). Cengage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Horngren, C. T. &amp; Sundem, G. L., et al. (2022). Introduction to Management Accounting (17th ed.). Pearson.</li> <li>• Taschner, A. &amp; Charifzadeh, M. (2016). Management and Cost Accounting. Wiley.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Management Accounting and Control</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Michel Charifzadeh Email: <a href="mailto:michel.charifzadeh@reutlingen-university.de">michel.charifzadeh@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	Strongly recommended: Financial Accounting, Management and Cost Accounting
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students will have an enhanced understanding and insight into applying concepts, instruments, and techniques of management accounting and control for implementing strategic goals.</li> <li>• In the first part, students will understand the role of the controller in a corporation and recognize ethical aspects of accounting. Then, students</li> </ul>

	<p>will acquire the ability to set up an operating as well as a financial budget independently.</p> <ul style="list-style-type: none"> <li>• In parallel, they will be able to critically discuss behavioral implications of the budgeting process. A major part of the course is dedicated to performance measurement. Students will acquire the skills to measure financial performance of a business firm in various ways.</li> <li>• They will be able to identify financial drivers as well as being able to relate them to operational drivers.</li> <li>• By learning from real-life examples, students will gain insight in how performance measurement systems are applied in companies and how they help implementing strategies.</li> <li>• Students will be able to reveal the shortcomings and weaknesses of management control systems, and they will be able to develop solutions to these shortcomings.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will develop critical thinking and problem-solving skills in addition to analytical skills.</li> <li>• They will be able to critically discuss concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the course, students will refine their oral and written communication skills. Besides, students will improve their ability to work in teams under time pressure.</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Students will be equipped with the necessary knowledge and competences to resume a role in a management control function in an inter-nationally operating firm and become a valuable partner for operating and financial managers</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Introduction to management accounting and management control</li> <li>• The role of a controller in a corporate function</li> <li>• Ethical challenges in management accounting and control</li> <li>• The budgeting process, operating budgets, financial budgets</li> <li>• Controllability and responsibility centers</li> <li>• Performance measurement with financial statements</li> <li>• Key financial ratios</li> <li>• Shareholder value analysis, cost of capital and value-based management</li> <li>• Strategic management accounting with the balanced scorecard</li> <li>• Advanced topics in management accounting and control</li> </ul>
<b>Assessment</b>	Graded: Written exam

<p><b>Indicative Reading List</b></p>	<p>Required reading</p> <ul style="list-style-type: none"> <li>• Charifzadeh, M. &amp; Taschner, A. (2017). Management Accounting and Control. Wiley.</li> </ul> <p>Supplementary reading:</p> <ul style="list-style-type: none"> <li>• Anthony, R. N et al. (2014). Management Control Systems (1st European ed.). McGraw Hill.</li> <li>• Bhimani, A., Horngren, C.T., Datar, S. M. &amp; Rajan, M. V. (2023). Management and Cost Accounting (8th ed.). Pearson Prentice Hall.</li> <li>• Kaplan, R. S. &amp; Atkinson, A. A. (1998). Advanced Management Accounting (3rd ed.). Pearson Prentice Hall.</li> <li>• Kaplan, R.S. &amp; Norton, D.P. (1992). The Balanced Scorecard – measures that drive performance. Harvard Business Review, 70(1), 71-79.</li> <li>• Kaplan, R.S. &amp; Norton, D.P. (1996). Using the Balanced Scorecard as a strategic management system. Harvard Business Review, 74 (1), 75-85.</li> <li>• Rappaport, A. (1992). CFOs and Strategists: Forging a Common Framework. Harvard Business Review, May-June, 84-91.</li> <li>• Seal, W., Rohde, C., Garrison, R.H. &amp; Noreen, E. W. (2024). Management Accounting (7th ed.). McGraw-Hill.</li> <li>• Taschner, A. &amp; Charifzadeh, M. (2016). Management and Cost Accounting. Wiley.</li> <li>• Walsh, C. (2008). Key Management Ratios (4th ed.). Pearson Prentice Hall.</li> <li>• Young, S. D. &amp; O’Byrne, S. F. (2001). EVA and Value Based Management. McGraw-Hil.</li> <li>• Zimmermann, J. L. (2020). Accounting for Decision Making and Control (10th ed.). McGraw-Hill.</li> </ul> <p>Additional reading material from business newspapers, periodicals, and academic journals will be provided during the course.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Macroeconomics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 40

<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Bodo Herzog Email: <a href="mailto:bodo.herzog@reutlingen-university.de">bodo.herzog@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	Mathematics, Statistics, Microeconomics
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• The students can critically discuss the relevance and limitations or macroeconomic models; apply mathematical models in economics; understand model implications in specific economic situations; calculate and analytically derive model outcomes; MATLAB</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Gather data and empirically test and validate models; synthesize complex quantitative information for professional presentations; transfer and apply theoretical knowledge to real-life settings. Improve the ability to work in an analytical consistent and rigorous way</li> </ul> <p><b>Social competences:</b></p> <p>n/a</p> <p><b>Personal competences:</b></p> <p>n/a</p> <p>The students will be able to think strategically, such as economists and mathematicians</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• What's Macroeconomics about?</li> <li>• Growth Theory (Dynamic Theory &amp; Simulations; Differential Equations)</li> <li>• Business Cycle Theory (closed and open economy; exchange rates)</li> <li>• Monetary Economics and Fiscal Theory, including research developments</li> </ul>

	<ul style="list-style-type: none"> <li>• Monetary Policy, including research developments</li> <li>• Economics of European Monetary Union and European Central Banking</li> <li>• Advanced Issues and Debates</li> </ul>
<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	<p>Basic Literature:</p> <ul style="list-style-type: none"> <li>• Abel, A.B. &amp; Bernanke, B. &amp; Croushore, D. (2013). Macroeconomics. Prentice Hall.</li> <li>• Acemoglu, D. &amp; Laibson, D. &amp; List, J.A. (2019). Macroeconomics. Pearson Press.</li> <li>• Blanchard, O. (2012). Macroeconomics. Prentice Hall.</li> <li>• Herzog, B. (2020). Lecture Notes in Macroeconomics. ESB, Reutlingen.</li> <li>• Mankiw, G. (2017). Principles of Macroeconomics. SW Cengage Learning.</li> <li>• Krugman, P. &amp; Wells, R. (2012). Macroeconomics. Worth Publishers.</li> <li>• Ljungqvist, L. &amp; Sargent, T.J. (2018). Recursive Macroeconomic Theory, MIT Press.</li> <li>• Obstfeld, M. &amp; Rogoff, K. (1996). Foundation of International Macroeconomics. MIT Press.</li> <li>• Romer, D. (2018). Advanced Macroeconomics. McGraw-Hill.</li> <li>• Walsh, C.E. (2017). Monetary Theory and Policy. MIT Press.</li> </ul> <p>Basic Mathematics books:</p> <ul style="list-style-type: none"> <li>• Strang, G. (2019). Linear Algebra and Learning from Data, Wellesley-Cambridge Press.</li> <li>• Wainwright, K. and Chiang, A. (2004). Fundamental Methods of Mathematical Economics, McGraw-Hill Education.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Method Portfolio</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	3
<b>Total hours of study</b>	150

<b>Type/Teaching Method</b>	Seminar with lectures, intensive group work, simulation of a corporate stakeholder dialogue event.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Wolfram Heger
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
<b>Course learning outcome:</b>	<ul style="list-style-type: none"> <li>• Review and re-enforcement: Students are familiar with the global sustainability challenges, reference systems (SDGs, UN Global Compact etc.) as well as legal and ethical sustainability requirements (e.g. reporting standards) and can derive thereof reasonable and ethically required corporate action (in line with the triple bottom line approach).</li> <li>• Using publicly available information (e.g. Sustainability Report), students can evaluate the sustainability risks and opportunities of a company – based on their specific business model.</li> <li>• Furthermore, a first evaluation of the sustainability performance of a given company in a certain industry (strong and weak areas) can be conducted.</li> <li>• Students can– as part of the sustainability governance and based on being familiar with the stakeholder theory - apply the stakeholder-management-approach on a company (incl. identification of relevant stakeholders and their legitimate demands).</li> <li>• By taking on the role of a company representative or external stakeholder, students are able to strategically and tactically prepare (in several preparation sessions) and perform a simulated sustainability dialogue – with the aim of reaching pre-defined targets (in their respective role). Students act as a team to reach jointly defined (sustainability-) goals.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Review/re-inforcement on global sustainability challenges, reference systems and legal requirements.</li> <li>• Introduction of the stakeholder theory and application of stakeholder-management- steps on a company (incl. understanding of legitimate external stakeholder demands)</li> <li>• Discussion of sustainability aspects - environmental (climate change, biodiversity, water etc.), social (human rights, HR etc.) and governance (strategy, compliance etc.) both from the Corporate as well as the external stakeholder perspective</li> </ul>

Miscellaneous	Guest lecturers, simulation game, lectures
<b>Assessment</b>	Oral exam with presentation
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Freeman, R. Edward (1984): Strategic Management – A Stakeholder Perspective</li> <li>• Carrol, Archie B./Brown, Jill A. (2023): Business &amp; Society – Ethics, Sustainability and Stakeholder Management, 11th ed., Cengage, Boston</li> <li>• Ernst, Dietmar/Gabriel, Robert/Sailer, Ulrich (2023): Sustainable Business Management, 2nd edition, UKV, München</li> <li>• Freeman, R. Edward/Wainwright, Laurence/Dmytriyev, Sergiy/Strand, Robert (2023): Stakeholder Approaches to Corporate Sustainability. In: Rasche, Andreas et.al. (Hrsg.): Corporate Sustainability, 2. Aufl., Cambridge University Press, S. 75-95</li> <li>• Göbel, Elisabeth (2024): Unternehmensethik – Grundlagen und praktische Umsetzung, 7.Aufl.</li> <li>• Heger, Wolfram/Bürgel, Marc-Andre.: Die Rolle des Stakeholderdialogs im Nachhaltigkeitsmanagement, in: uwf – Umwelt-Wirtschafts-Forum, Moutchnik, Alexander. (Hrsg.): Stakeholdermanagement im Dialog: Umwelt, Nachhaltigkeit, CSR; Vol.21-1-2/13, Springer Spektrum, Heidelberg 2013, S. 127-134</li> <li>• Heger, Wolfram (2025): Nachhaltigkeit im Unternehmen – Ohne Stakeholder geht es nicht. In: PN – Praxis Nachhaltigkeit, 03-2025, S.87-90</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Microeconomics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester

<b>Course Coordinator/Instructor</b>	Prof. Dr. Anna Goeddeke  Email: <a href="mailto:anna.goeddeke@reutlingen-university.de">anna.goeddeke@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competence:</b></p> <ul style="list-style-type: none"> <li>• familiarizing students with current internationally accepted microeconomic concepts and its problem-oriented application</li> <li>• enabling students to comprehend and analyse market economy systems and to understand and assess the de facto opportunities and limits of market economy systems</li> <li>• strengthening the ability to apply classical microeconomic theories as well as behavioural economic theories when appropriate</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• ability to think in a structured manner about complex problems</li> <li>• deepening mathematical skills; ability to apply theoretic models to real-world problems, strengthening the ability to challenge theoretic concepts and their applicability to real life situation</li> <li>• developing competences to assimilate new knowledge alone or in a group with the support of text books</li> <li>• be able to support firms' decisions on strategic variables in different real live competitive situations</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• different intellectual skills needed in this class, such as mathematical, analytical, synthesising and problem-solving skills</li> <li>• students will have to work in teams and thereby benefitting from the different skills of the different team members.</li> <li>• therefore, students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• the class will support the first semester students to find their personal learning style providing a variety of learning environments</li> <li>• participants will study under the guidance of the lecturer in class as well as studying in smaller groups or individually outside of the class. The continuous assessment will enhance their awareness about the currently on-going process of learning and problem-solving.</li> </ul>

	<ul style="list-style-type: none"> <li>students will learn to manage themselves to handle a considerable amount of unfamiliar knowledge within a limited timeframe. Thereby, the class supports a realistic and positive self-confidence of the students together with the student's ability in managing personal expectations.</li> <li>students are furthermore encouraged in their ambitiousness to build the ability to solve applied economic problems.</li> </ul>
<b>Contents:</b>	<p>1. How do markets work?</p> <p>1.1 Classical theory: Analysis of supply and demand; principle of price formation; elasticity of supply and demand; theory of households and enterprises in the economy.</p> <p>1.2 Behavioural theory of consumer decision, introduction to cognitive biases</p> <p>2. Which types of markets do exist?</p> <p>Introduction to different types of markets such as perfect competition, (natural) monopolies, and oligopolies</p> <p>3. Why do some markets fail?</p> <p>Introduction to the theories of market failure, such as exclusion and rivalry, too big to fail, and asymmetric information</p>
<b>Assessment</b>	Graded: Written Exam and Continuous Assessment
<b>Indicative Reading List</b>	<p>Literature</p> <p>The Economy 2.0: Microeconomics Open access e-text <a href="https://coreecon.org/the-economy/">https://coreecon.org/the-economy/</a>.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Negotiating across borders</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	3
<b>Total hours of study</b>	90
<b>Teaching and learning methods</b>	Seminar lecture with practical role-playing, role plays, case studies and self-assessment exercises.
<b>Language of instruction</b>	English

<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Hazel Grünewald
<b>Restrictions (if applicable)</b>	Limited capacities may apply
<b>Prerequisites:</b>	none
<b>Assessment</b>	Continuous Assessment and written exam (1hr)  Weighting within module: Written exam – 60%; CA – 40%.
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Hazel Grünewald
<b>Learning outcomes</b>	<p>The course takes a hands-on practical approach to communicating and negotiating in different situations. Students learn tools and practise methods to help them communicate and negotiate effectively.</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to communicate and negotiate effectively in international contexts. Communication with a native speaker should be possible without any strain from both sides. This level corresponds to B2 of the Common European Framework.</li> </ul> <p><b>Methodological competencies:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• distinguish between negotiation types (distributive vs. integrative, competitive vs. cooperative) concepts such as BATNA (Best Alternative to a Negotiated Agreement) and ZOPA (Zone of Possible Agreement)</li> <li>• identify their unique negotiation styles, inclusive of personal and cultural influences, values, and personalities, and their implications on negotiation dynamics</li> <li>• recognise and address the needs of stakeholders</li> <li>• establish rapport and build trust and manage challenging conversations</li> <li>• handle concessions and craft strategic offers</li> <li>• identify and navigate ethical dilemmas that may arise in negotiation contexts.</li> </ul> <p><b>Personal skills:</b></p> <p>Students will develop greater self-confidence through improved self-expression and negotiation skills in English.</p>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Preparing to negotiate</li> <li>• Relationship building</li> </ul>

	<ul style="list-style-type: none"> <li>• Negotiating</li> <li>• Closing the deal</li> <li>• Following through and evaluating success</li> </ul>
<b>Miscellaneous</b>	A minimum of 80% attendance is compulsory and a prerequisite for the participation in the written part of the continuous assessment.
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Adizes, I. (2004). <i>Management/Mismanagement styles: How to identify a style and what to do about it</i>. The Adizes Institute Publications.</li> <li>• Cialdini, R. B. (2021). <i>Influence: The Psychology of Persuasion</i> (Expanded ed.). Harper Business.</li> <li>• Fisher, R., &amp; Ertel, D. (1995). <i>Getting ready to negotiate: The getting to yes workbook</i>. Penguin.</li> <li>• Fischer, R. and Shapiro, D. (2006): <i>Beyond Reason: Using Emotions as You Negotiate</i>. London, UK: Penguin Books.</li> <li>• Frankel, L. P. (2014): <i>Nice Girls Don't Get the Corner Office: Unconscious Mistakes Women Make That Sabotage Their Careers (A NICE GIRLS Book)</i>. Business Plus.</li> <li>• Lewicki, R., Barry, B. and Saunders, D. (2009): <i>Negotiation: Readings, Exercises and Cases</i>. McGraw-Hill Education.</li> <li>• Malhotra, D. (2019). <i>HBR's 10 Must Reads on Negotiation</i>. Harvard Business Review Press</li> <li>• Ury, W. (2006): <i>Getting Past No: Negotiating in Difficult Situations: Negotiating with Difficult People</i>. Harper Business.</li> <li>• Ury, W. (2016), <i>Getting to Yes with Yourself: How to Get What You Truly Want</i> (Reprint. Ed.). HarperOne.</li> <li>• Voss, C. &amp; Raz, T. (2017). <i>Never split the difference. Negotiating as if your life depended on it</i>. Random House Business.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Operational Planning and Optimization (Operations Research, Operations Management Systems, Project Management)</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Lecture and small project work, laboratory

<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>• Operations Research</li> <li>• Operations Management Systems</li> <li>• Project Management</li> </ul>
<b>Course Coordinator/Instructor</b>	Prof. Dr. Volker Reichenberger
<b>Restrictions (if applicable)</b>	Limited capacities may apply
<b>Prerequisites:</b>	Mathematics skills
<b>Course learning objectives:</b>	<ul style="list-style-type: none"> <li>• Knowledge of the structure, operation and optimization of planning systems</li> <li>• The ability to analyze, evaluate and optimize processes or process parameters, in particular by using mathematical methods</li> <li>• The ability to holistically manage projects based on different standards and techniques</li> </ul>
<b>Contents:</b>	<p><b>Laboratory</b> Industrial Engineering</p> <ul style="list-style-type: none"> <li>• Cardboard Engineering.</li> <li>• Digital twin for work place and ergonomic design.</li> </ul> <p>Digital tools for workplace ergonomics improvement.</p>
<b>Assessment</b>	Graded: Written exam
<b>Operations Research</b>	
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Volker Reichenberger
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Total work load</b>	60 hours
<b>Contact hours per week</b>	2 HPW
<b>Learning outcomes</b>	Students are able to build elementary mathematical models for optimization problems and to apply established solution methods to these problems.

	<p>They can apply their knowledge for scientific research as well as for practical purposes in engineering applications.</p> <p>They are able to judge the quality of mathematical models and of solutions provided by computer programs. They know about the possibilities of modelling as well as their shortcomings.</p>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Linear problems and linear programming</li> <li>• Special linear problems (transportations problems etc.)</li> <li>• Graph-based problems</li> <li>• Simulation methods</li> </ul>
<b>Teaching and learning methodology</b>	Lecture with exercises
<b>Miscellaneous</b>	---
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Hillier, Liebermann: Introduction to Operations Research. McGrawHill 2020</li> </ul>
<b>Operations Management Systems</b>	
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Jochen Hartung
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Total work load</b>	60 hours
<b>Contact hours per week</b>	2 HPW
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Technical competencies: Students get to know IT application systems in different areas (ERP, CRM, BI).</li> <li>• Methodological competencies: Students learn procedures and methods for the selection, operation, and improvement of user acceptance of IT application systems.</li> <li>• Social competencies: Students work in small groups on application-related tasks with state-of-the-art real-life applications in various roles.</li> <li>• Personal competencies: Students learn to work on operational tasks with real-life applications and to critically evaluate the use of these systems in terms of technology, economic benefit, and user acceptance.</li> </ul>
<b>Graded/ungraded</b>	Graded

<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Basics of Operations Management Systems</li> <li>• ERP (Selection, Implementation, Operation)</li> <li>• Business Intelligence and Business Analytics</li> <li>• CRM</li> <li>• SCM</li> <li>• SAP S/4 Hana Business Case</li> </ul>
<b>Teaching and learning methodology</b>	Lecture, group collaboration and exercises
<b>Miscellaneous</b>	---
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Alpar, Paul, et al. Anwendungsorientierte Wirtschaftsinformatik: Strategische Planung, Entwicklung und Nutzung von Informationssystemen. Springer, 2019.</li> <li>• Hansen, Hans Robert, et. al. Wirtschaftsinformatik. Walter de Gruyter, 2019</li> <li>• Gronau, Norbert. Enterprise resource planning: Architektur, Funktionen und Management von ERP-Systemen. Oldenbourg, 2010</li> <li>• Laudon, Kenneth C., Laudon, Jane Management Information Systems: Managing the Digital Firm, 16th Edition. Pearson, 2020</li> </ul>
<b>Project Management</b>	
<b>Lecturers name; contact details see ESB-website</b>	Prof. Dr. Johanna Bath
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Total work load</b>	60 hours
<b>Contact hours per week</b>	2 HPW
<b>Learning outcomes</b>	<p>Upon successful completion, students will have developed the following competencies:</p> <ul style="list-style-type: none"> <li>• Subject-specific competencies: Students have developed the basic competencies in project management such as project definition and evaluation; planning and scheduling; resource selection, communication and feedback issues and cultural considerations.</li> <li>• Methodological competencies: Students have the ability to analyse project processes and use methods and systems to plan, schedule and monitor projects.</li> <li>• Specialised and practical competencies, skills and abilities: Students deepen their practical skills in the field of project management by applying all subject specific competencies in a project example in small teams in the lecture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Social competencies: Students perform effectively as a team member while having also developed basic project leadership skills within a project team.</li> <li>• Normative competencies: Students increase personal and work effectiveness in communication and interaction in teams as well as become aware of complexity of working within a project team.</li> </ul>
<b>Graded/ungraded</b>	Graded
<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Introduction to Project Management</li> <li>• Project Selection</li> <li>• Project Life Cycle and Organisation</li> <li>• Project Goals and the Project Manager</li> <li>• Develop Project Charter and A3</li> <li>• Project Integration Management</li> <li>• Project Scope Management</li> <li>• Project Time Management</li> <li>• Project Cost Management</li> <li>• Project Quality Management</li> <li>• Project Human Resource Management</li> <li>• Project Communication Management</li> <li>• Project Procurement Management</li> <li>• Project Executing</li> <li>• Project Monitoring &amp; Controlling</li> <li>• Project Closing</li> </ul>
<b>Teaching and learning methodology</b>	Lecture with interactive workshops
<b>Miscellaneous</b>	--- <a href="#">back to overview</a>

<b>Principles of Corporate Finance</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180

<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Hans-Martin Beyer Email: <a href="mailto:hans-martin.beyer@reutlingen-university.de">hans-martin.beyer@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	Strongly recommended: Financial Accounting, Management and Cost Accounting
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students will obtain fundamental understanding, competences, and skills in the field of corporate financial management and understand the connections to financial and management accounting.</li> <li>• Students will be able to identify the relevant approaches and variables of financial decisions in general. More specifically, they will understand, apply and assess approaches and methods of investment decision making.</li> <li>• They will be able to assess the theoretical and practical connections between e.g. investment decisions, cost of capital, capital structure, and financing instruments.</li> <li>• Students will be able to identify the basic instruments of corporate funding and to understand the underlying capital structure theory and practice. They are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will develop and further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of financing and investment decision making.</li> <li>• They will be able to apply and connect skills obtained in previous courses like M1.2, M3, M8, M10.1.</li> </ul>

	<p><b>Social/personal competences:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the module elements, students will develop their respective terminology and refine their professional communication competences.</li> </ul>
<p><b>Contents:</b></p>	<ol style="list-style-type: none"> <li>1. Financial Management Basics (finance definitions, finance functions, financial goals, stakeholders, financial planning, financial default)</li> <li>2. Investment Decisions (types of Investments, Fisher separation theorem, methods of investment appraisal / capital budgeting under certainty - NPV, IRR, Payback/amortisation methods, methods, methods of addressing uncertainty in investment decisions e.g. sensitivity analysis) Cost of Capital and Risk (Measuring Risk, Portfolio theory, asset pricing models eg. CAPM, calculation of WACC, alternative approaches of Dividend Policy, Capital Structure theory and practical considerations)</li> <li>3. Management of Corporate Capital (overview on financing options, sources / instruments of equity e.g. IPO/SPO, VC/PE, sources / instruments of debt financing e.g. bonds, bank loans, alternative approaches e.g. leasing, factoring, ABS)</li> <li>4. Financial Risk Management with Derivatives</li> </ol>
<p><b>Assessment</b></p>	<p>Graded: Written exam</p>
<p><b>Indicative Reading List</b></p>	<ul style="list-style-type: none"> <li>• Arnold, Glen/Lewis, Deborah (2019): Corporate Financial Management (6th ed.), Pearson.</li> <li>• Berk, J. &amp; De Marzo, P. (2023). Corporate Finance (6th global ed.). Pearson.</li> <li>• Brealey, R. A. &amp; Myers, S. C. &amp; Allen, F. &amp; Edmans, A.. (2022). Principles of Corporate Finance (14th internat. ed.). McGraw-Hill.</li> <li>• Brigham, E. F. &amp; Houston, J. F. (2021). Fundamentals of Financial Management (16th ed.). South-Western Cengage Learning.</li> <li>• Copeland, T. E. &amp; Weston, J. Fr. &amp; Shastri, K. (2013). Financial Theory and Corporate Policy (4th ed). Pearson.</li> <li>• Corelli, A. (2018). Analytical Corporate Finance, (2nd ed.), Springer.</li> <li>• Gitman, Lawrence J. (2014). Principles of Managerial Finance (14th global ed.). Pearson.</li> <li>• Ross, Stephen A. &amp; Westerfield et al. (2021). Fundamentals of Corporate Finance (13th ed.). McGraw-Hill.</li> <li>• Required readings and further articles will be introduced during the course.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Principles of Human Resource Management</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 2 <sup>nd</sup> Semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Hermann Lasseben Email: <a href="mailto:hermann.lasseben@reutlingen-university.de">hermann.lasseben@reutlingen-university.de</a>
<b>Course Instructor</b>	NN
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this module students will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• overview of HRM</li> <li>• acquaintance with theoretical foundations, concepts and approaches; ability to deal with HR related responsibilities in managerial jobs</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• problem-solve HR and international management issues</li> <li>• critically assess HRM and international management concepts and their limitations</li> </ul>

	<ul style="list-style-type: none"> <li>• contribute to organizational effectiveness by appropriate HR solutions and intercultural management strategies</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• advanced presentation and team working skills</li> <li>• competence to interact successfully in an intercultural business environment</li> <li>• understand dynamics in social systems such as organizations, or teams</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• awareness of own personality and its relation to job requirements</li> </ul>
<p><b>Contents:</b></p>	<ol style="list-style-type: none"> <li><b>1. Introduction to HRM</b> HRM Theories and Concepts, HRM Processes, HRM Roles, HRM Value Chain, HRM Competences, HRM and Organizational Performance</li> <li><b>2. HR Planning</b> Job Analysis, Job Description, Job Specification, Job Architecture, Forecasting Demand, Forecasting Supply, Workforce Planning, Succession Planning</li> <li><b>3. Recruitment</b> Staffing Process, Internal/External Hiring, External Recruiting Sources, Social Media Recruitment, Active Sourcing, Employer Brand &amp; Branding</li> <li><b>4. Selection</b> Selection Process, Selection Instruments, Competency Profiling, Interviewing, Testing, Assessment Centers, Assessment Errors, Staffing Metrics, AI-Powered Selection</li> <li><b>5. Training &amp; Development</b> Training Process, Training Needs, Training Methods, Evaluating Training Effects, Management Development, Career Management</li> <li><b>6. Performance Management</b> Performance Measurement vs. Performance Management, Functions, Roles, Tools, 360°Feedback, Forced Distribution, Management by Objectives, Appraisal Interviews</li> <li><b>7. Reward Management</b> Reward Strategy, Reward Components, Job Evaluation, Pay for Performance, Reward and Motivation, Benefits</li> <li><b>8. Retention Management</b> Types of Turnover, Costs of Turnover, Reasons for Voluntary Turnover, Organizational Commitment, Employee Retention</li> <li><b>9. Predictive HR Analytics</b></li> </ol>

	Human Capital Data, Analysis versus Prediction, Predictive Modelling, Dependent & Independent Variables, HR Analytics & HR Strategy
<b>Assessment</b>	Graded: Written Exam
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Bohlander, G. &amp; Snell, S. &amp; Morris, C. (2018). Managing Human Resources (18th ed.). Cengage.</li> <li>• Dessler, G. (2024). Human Resource Management (17th ed.). Pearson.</li> <li>• Edwards, M. &amp; Edwards, K. (2016). Predictive HR Analytics: Mastering the HR Metric. Kogan.</li> <li>• Lussier, R. &amp; Hendon, J. (2024). Fundamentals of Human Resource Management: Functions, Applications, Skill Development (3rd ed.). Sage.</li> <li>• Mondy, R. &amp; Martocchio, J. (2016). Human Resource Management (14th ed.). Pearson.</li> <li>• Noe, R. &amp; Hollenbeck, J. &amp; Gerhart, B. &amp; Wright, P. (2019). Human Resource Management: Gaining a Competitive Advantage (11th ed.). McGraw-Hill Education.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Principles of Marketing</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 1 <sup>st</sup> semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Oliver Goetz E-Mail: <a href="mailto:oliver.goetz@reutlingen-university.de">oliver.goetz@reutlingen-university.de</a>

<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>critically discuss the relevance and success factors of marketing programs</li> <li>recapitulate and apply insights to develop own marketing programs</li> <li>understand major methods and approaches to develop products, services, and brands that are specific to customer needs</li> <li>learn to define prices, communicate benefits, and distribute products</li> <li>understand the importance of customer relationship management.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>develop a product, pricing, distribution, and advertising strategy</li> <li>transfer and apply theoretical marketing knowledge to business cases</li> <li>develop presentation skills, familiarize with basic research methodology.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>refine their oral communication skills</li> <li>improve their ability to work in teams in order to solve a given complex marketing situation</li> <li>give and receive feedback in a structured manner.</li> </ul> <p><b>Personal competences:</b></p> <p>develop the ability to think and act proactively as well as customer/marketing oriented.</p>
<b>Contents:</b>	<ol style="list-style-type: none"> <li>Fundamentals</li> <li>Branding</li> <li>Product</li> <li>Price</li> <li>Promotion / Communication</li> <li>Distribution and Sales</li> </ol>
<b>Assessment</b>	Graded: Written exam

<p><b>Indicative Reading List</b></p>	<p>References and access to supplemental readings, videos, cases are provided during lectures; optional textbooks:</p> <ul style="list-style-type: none"> <li>• Armstrong, G., &amp; Kotler, P. (2022). Marketing: An Introduction, Global Edition (15th Ed.). Pearson.</li> <li>• Kotler, P., &amp; Keller, K.L. (2016). Marketing Management, Global Edition (15th Ed.). Pearson.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Process Optimization</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Daniel Palm, Lukas Fontani
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Prior knowledge of process management is required
<b>Course learning objectives:</b>	<ul style="list-style-type: none"> <li>• <b>Methodological competencies:</b> Students learn qualitative and quantitative methods for process optimization.</li> <li>• <b>Technical competencies:</b> Students learn about available tools and how to use them.</li> <li>• <b>Social competencies:</b> Through interaction within working groups, students gain experience in team collaboration.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Personal competencies:</b> Students learn to optimize processes under various aspects to optimize and critically evaluate optimization.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Process Management Fundamentals</li> <li>• Business Process Modeling</li> <li>• Process Monitoring</li> <li>• Qualitative Process Analysis</li> <li>• Quantitative Process Analysis</li> <li>• Process Redesign</li> </ul>
<b>Assessment</b>	Written exam <a href="#">back to overview</a>

<b>Project Management</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Florian Kapmeier Email: <a href="mailto:florian.kapmeier@reutlingen-university.de">florian.kapmeier@reutlingen-university.de</a>
<b>Course Instructor</b>	NN - Adjunct Lecturer
<b>Restrictions (if applicable)</b>	Limited capacities may apply
<b>Prerequisites:</b>	n/a

<p><b>Course learning objectives:</b></p>	<p>This course aims to introduce and train students in managing projects, and especially dealing with complexity in projects. Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about theory, methods, and quantitative tools that are applied to effectively plan, organize, and control projects, and about efficient techniques for managing projects.</li> <li>• Students will understand the theory underlying the methods and the tools of project management, incl. work breakdown structure (WBS), Critical Path Method (CPM), Critical Chain Method, Programme Evaluation and Review Techniques (PERT), and Project Risk Management, among others.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will develop mechanisms of problem-solving and apply them to project management business cases.</li> <li>• They will develop competences to assimilate new knowledge alone or in a group with the support of state-of-the-art textbooks, apply the methods and tools to real-project management challenges and understand their limitations.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their intellectual skills including soft, social, communication, mathematical, analytical, synthesizing and problem-solving skills. As students work primarily in teams they benefit from their team members' skills: students will strengthen their social competence through cooperating with each other, by managing conflicts and giving and receiving feedback.</li> <li>• Students will also obtain an appreciation for organizational and human aspects in project organizations and project manager soft skills and typical profiles.</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Students will gain personal confidence by building up knowledge, skills and capacities to approach managerial challenges in general and in managing projects in particular.</li> <li>• They also learn how to present logical and convincing arguments.</li> </ul>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>• Introduction to project management</li> <li>• Projects in the organizational structure</li> <li>• Challenges in managing international projects</li> <li>• Project activity and risk planning</li> <li>• Project budgeting: costs and risks</li> <li>• Project scheduling: network techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Resource allocation</li> <li>• Project monitoring, project control, project auditing</li> <li>• Project termination</li> </ul>
<b>Assessment</b>	Graded: Written exam/continuous assessment
<b>Indicative Reading List</b>	<p>Required readings</p> <ul style="list-style-type: none"> <li>• Meredith, J.R., Mantel, S.J. (2019). Project Management: A Managerial Approach (10th ed.). Wiley.</li> <li>• Project Management Institute (2017). A Guide to the Project Management Body of Knowledge (6th ed.). Newton Square.</li> </ul> <p>Recommended readings</p> <ul style="list-style-type: none"> <li>• Goldratt, E. (1997). Critical chain. The North River Press.</li> <li>• Levy, F.K., Thomson, G.L., Wiest, J.D. (1963). The ABCs of Critical Path Method. Harvard Business Review, 41(5), 98-108.</li> <li>• Lyneis, J., Cooper, K., Els, S. (2001). Strategic Management of Complex Projects. System Dynamics Review, 17(3), 237-260.</li> <li>• Sosa, M.E., Eppinger, S.D., Rowles, C.M. (2004). The Misalignment of Product Architecture and Organizational Structure in Complex Product De-velopment. Management Science, 50(12), 1674-1689.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Strategic Management</b>	
<b>Study Program</b>	BSc Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	6 ECTS Credits
<b>Hours per week / total contact hours</b>	3/45
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Lectures / Seminars In many practical group tasks the students will apply strategic tools to real business situations and transfer knowledge into applicable solutions.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester

<b>Course Coordinator/Instructor</b>	Jonas Neugebauer
<b>Prerequisites:</b>	none
<b>Course learning objectives:</b>	Strategic Management is an analytical and creative process in leading and developing an economic organization in modern societies. To approach the complexity of a globalized business world the students will learn how to build a strategic framework and how to develop corporate strategies.
<b>Learning Outcomes</b>	Upon successful completion of this module, students will be able to analyze, develop, and implement effective strategies within complex and dynamic business environments. They will gain a comprehensive understanding of strategic management principles, including planning, marketing, controlling, innovation, and entrepreneurship. Furthermore, students will be equipped to incorporate sustainability and ethical considerations into strategic decision-making, enabling them to lead and shape competitive organizations in a globalized economy.
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Introduction to Strategic Management</li> <li>• Fundamentals of Strategic Management</li> <li>• Strategic Planning</li> <li>• Implementation of Strategies</li> <li>• Strategic Marketing</li> <li>• Strategic Controlling</li> <li>• Innovation &amp; Entrepreneurship</li> <li>• Sustainability &amp; Ethics in Strategic Management</li> </ul>
<b>Assessment</b>	Group report and presentation
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Grant, R. M. (2016). Contemporary Strategy Analysis (9th ed.). Wiley.</li> <li>• Johnson, G., Scholes, K., &amp; Whittington, R. (2017). Exploring Strategy: Text and Cases (11th ed.). Pearson.</li> <li>• Porter, M. E. (1980). Competitive Strategy: Techniques for Analyzing Industries and Competitors. Free Press.</li> <li>• Hill, C. W. L., &amp; Jones, G. R. (2012). Strategic Management: An Integrated Approach (10th ed.). Cengage Learning.</li> <li>• Barney, J. B., &amp; Hesterly, W. S. (2019). Strategic Management and Competitive Advantage: Concepts and Cases (6th ed.). Pearson.</li> <li>• Wheelen, T. L., Hunger, J. D., Hoffman, A. N., &amp; Bamford, C. E. (2017). Strategic Management and Business Policy: Globalization, Innovation, and Sustainability (15th ed.). Pearson.</li> <li>• Dess, G. G., Lumpkin, G. T., &amp; Eisner, A. B. (2018). Strategic Management: Creating Competitive Advantages (9th ed.). McGraw-Hill Education.</li> <li>• Ansoff, H. I. (1987). Corporate Strategy. Penguin Books.</li> <li>• Lynch, R. (2018). Strategic Management (8th ed.). Pearson.</li> <li>• Porter, M. E. (1985). Competitive Advantage: Creating and Sustaining Superior Performance. Free Press.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Strategic Management Essentials</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 3 <sup>rd</sup> Semester
<b>ECTS Credits</b>	3 ECTS Credits
<b>Hours per week / total contact hours</b>	2 / 30
<b>Total hours of study</b>	90
<b>Type/Teaching Method</b>	Lecture
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Florian Kapmeier Email: <a href="mailto:florian.kapmeier@reutlingen-university.de">florian.kapmeier@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Limited capacities may apply
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>This course draws on a wide range of perspectives to explore the roots of long term competitive advantage in organizations. Using a combination of learning about strategic management concepts and tools, cases, readings and, most importantly, lively discussion, the course will explore the ways in which companies can differentiate themselves from others. Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students are introduced to the principles of strategic management.</li> <li>• They will develop an understanding of the key concepts and principles of strategy formulation and competitive analysis</li> <li>• Students learn about how long term advantage is built from first-mover advantage, increasing returns, and unique organizational competences.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will be able to critically discuss strategic management concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations.</li> </ul> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the basic concepts and terminology used in strategic management, in particular, a clear understanding of the key concepts and principles of strategy formulation and competitive analysis, thus identifying opportunities and threats as well as strengths and weaknesses in the operating environment of organizations.</li> <li>• They develop an understanding of useful analytical skills, tools, and techniques for analyzing companies strategically, recognizing that no one strategic solution for an organization is necessarily correct.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their oral and written communication skills because of the interactive nature of the course and through the analysis and reporting of case situations.</li> <li>• Through teamwork on mini cases under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback.</li> </ul> <p><b>Personal competences:</b></p> <p>Students will improve their oral and written presentation skills through the analysis and reporting of case situations and their analytical and problem-solving skills and their ability to think critically and strategically.</p>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>• Strategic Management: characteristics, strategic choice (Blue Oceans), strategy development</li> <li>• Company environment: market-based view, macro-environment, competitors, opportunities and threats</li> <li>• Strategic capability: resource-based-view, resources and competences, dynamic capabilities, organizational learning, strengths and weaknesses</li> <li>• Business level strategy: strategic business units, bases of competitive advantage, sustaining competitive advantage (Delta model), competition and cooperation, game theory</li> <li>• Corporate level and international strategy: product/market diversity, international diversity and international strategy</li> <li>• Methods of strategy development: directions for strategy development, methods of strategy development</li> <li>• Organizing for success: organizational forms, processes (Balanced Scorecard and Strategy Maps), relationships</li> <li>• Enabling success: managing people, managing information, managing finance, managing technology</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing strategic change: change and change management, levers for managing strategic change</li> <li>• Understanding strategy development: intended strategy development, emergent strategy development</li> </ul>
<b>Assessment</b>	Graded: Written exam
<b>Indicative Reading List</b>	<p>Required reading</p> <ul style="list-style-type: none"> <li>• Johnson, G., Whittington, R., Scholes, K., Angwin, D. &amp; Regner, P. (2017). Exploring Strategy – Text and Cases. Pearson.</li> </ul> <p>Further readings</p> <ul style="list-style-type: none"> <li>• Hagel, J.III, Brown, J.S., &amp; Davison, L. (2008). Shaping Strategy in a World of Constant Disruption. Harvard Business Review, October, 80-89.</li> <li>• Hax, A.C., &amp; Wilde, D.I. (1999). The Delta Model, Adaptive Management in a Changing World. Sloan Management Review, Winter, 11-28.</li> <li>• Johnson, M.W., Christensen, C.M., &amp; Kagermann, H. (2008). Reinventing Your Business Model. Harvard Business Review, December, 51-59.</li> <li>• Kaplan, R.S., &amp; Norton, D.P. (2006). How to Implement a New Strategy Without Disrupting Your Organization. Harvard Business Review, March, 100-109.</li> <li>• O’Reilly, C., &amp; Tushman, M.L. (2004). The Ambidextrous Organization. Harvard Business Review, April, 74-81.</li> <li>• Porter, M.E. (2008). The five competitive forces that shape strategy. Harvard Business Review, January, 25-40.</li> <li>• Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. The Lancet Planetary Health 1(2): e48-e49.</li> <li>• Richardson, K., W. Steffen, W. Lucht, J. Bendtsen, S. E. Cornell, J. F. Donges, M. Drüke, I. Fetzer, G. Bala, W. von Bloh, G. Feulner, S. Fiedler, D. Gerten, T. Gleeson, M. Hofmann, W. Huiskamp, M. Kummu, C. Mohan, D. Nogués-Bravo, S. Petri, M. Porkka, S. Rahmstorf, S. Schaphoff, K. Thonicke, A. Tobian, V. Virkki, L. Wang-Erlandsson, L. Weber and J. Rock-ström (2023). Earth beyond six of nine planetary boundaries. Science Advances 9(37): eadh2458.</li> <li>• Steffen, W., K. Richardson, J. Rockström, S. E. Cornell, I. Fetzer, E. M. Bennett, R. Biggs, S. R. Carpenter, W. de Vries, C. A. de Wit, C. Folke, D. Gerten, J. Heinke, G. M. Mace, L. M. Persson, V. Ramanathan, B. Reyers and S. Sörlin (2015). Planetary boundaries: Guiding human development on a changing planet. Science 347(6223): 1259855.</li> <li>• United Nations (2024). The 17 SDGs. <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> <li>• Wackernagel, M., L. Hanscom and D. Lin (2017). Making the Sustainable Development Goals Consistent with Sustainability. Frontiers in Energy Research 5.</li> </ul>

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<b>Supply Chain Management</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor 5 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Mix between lectures, case studies, and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s).
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter semester
<b>Course Coordinator/Instructor</b>	<b>Prof. Dr. Stephan Höfer</b> Building 5, Room 212, phone 07121/271-3062 <a href="mailto:stephan.hoefer@reutlingen-university.de">stephan.hoefer@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> <li>• <b>Professional competencies:</b> After successfully attending this lecture, the participants should be able to understand and to evaluate complex international supply chains. They acquire deep knowledge about the wide spectrum of challenges in procurement, production and distribution of goods and services. In addition, they reflect about how to apply new approaches to design flexible and synchronized value streams.</li> <li>• <b>Methodological competences:</b> One key success factor in supply chain management is synchronizing value streams in a rapidly changing environment. They learn tools, measures and techniques to identify potentials and develop improvements.</li> <li>• <b>Social competences:</b> The participants learn to understand how intelligent measures can help to increase the sustainability in supply chains, especially in the field of reverse logistics.</li> </ul>

	<p>• <b>Personal competences:</b> Based on their trained skills the participants are competent partners for specialists in production and logistics. They are able to quickly gain an overview about the coherent elements within a supply chain and are enabled to identify success factors by applying structuring and analytical methods for complex problems.</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>- Supply Chain Management</li> <li>- Logistic KPI's</li> <li>- International Procurement</li> <li>- Synchronized Production</li> <li>- International Distribution</li> <li>- Reverse Logistics</li> <li>- Sustainability in Logistics</li> <li>- Business Case</li> </ul>
<b>Assessment</b>	Written exam
<b>Indicative Reading List</b>	<p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> <li>• Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 15 th. edition, 2017.</li> <li>• Kummer, Sebastian et al (2019): Grundzüge der Beschaffung, Produktion und Logistik. Pearson Deutschland GmbH, 4. Auflage</li> <li>• Werner, Hartmut (2020): Supply Chain Management, 7. Ausgabe, Springer Gabler Verlag, Wiesbaden</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Supply Chain Management, Logistics and Sourcing</b>	
<b>Study Program</b>	B.Sc. International Business Engineering - Operations
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester

<b>Course Coordinator/Instructor</b>	Prof. Dr. techn. Daniel Palm; Martin Riester
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
<b>Course learning objectives:</b>	<p>The course familiarizes students with the basic principles of Supply Chain Management, Logistics and Sourcing. After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand basic concepts and methods of Sourcing, Logistics and Supply Chain Management</li> <li>• Understand the role of Supply Chain Management in the Company and the interdependencies between marketing, engineering, production, logistics and sourcing.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply methods to plan, control and optimize logistics functions</li> </ul> <p><b>Personal competencies:</b></p> <p>develop the ability to think and act holistic and integrating</p>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Introduction to Supply Chain Management</li> <li>• Push and Pull Supply Chains</li> <li>• Global logistic structures and value chains</li> <li>• Integrated logistics, procurement, materials management and production</li> <li>• Sourcing Strategies</li> <li>• Supplier Assessment and Cooperation</li> <li>• Transport carriers, traffic infrastructure and its systems; targets and target conflicts of transport logistics</li> <li>• Tracking and Tracing</li> </ul>
<b>Assessment</b>	Written exam <a href="#">back to overview</a>

<b>Sustainability of Technical Systems (exact title TBD)</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits

<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Nguyen Truong Le
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	TBD
<b>Course learning objectives:</b>	TBD
<b>Contents:</b>	TBD
<b>Assessment</b>	TBD <a href="#">back to overview</a>

<b>Sustainable Consumption</b>	
<b>Study Program</b>	B.Sc. Business Engineering – Sustainable Production and Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> semester
<b>ECTS Credits</b>	4 ECTS Credits
<b>Hours per week / total contact hours</b>	2
<b>Total hours of study</b>	120
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Wolfram Heger

<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Prior knowledge of sustainability is advantageous but not required
<b>Course learning objectives/ learning outcome:</b>	<ul style="list-style-type: none"> <li>• Students are able to identify and understand the effects of today's corporate and individual production and consumption behavior on global key sustainability aspects – both environmental (e.g. climate change, biodiversity, water, pollution etc.) and social (human rights violation in work force and supply chain, diversity etc.).</li> <li>• Students can - using the Sustainable Development Goals (SDGs) of the United Nations as reference – link the 17 SDGs (and sub-targets) to Corporate and individual (own) consumption behavior.</li> <li>• Students understand and critically reflect on positive or negative sustainability effects of both production and consumption patterns – based on scientific known drivers and influencing factors, steering Corporate and individual consumer behavior.</li> <li>• Throughout the course, students are able to reflect on how their own consumption behavior in different areas (mobility, housing, food etc.) supports or prevents reaching the SDGs in different areas of their consumption.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Introduction of the global sustainability challenges such as climate change, biodiversity loss, human rights violations etc. – including their causes and short-, medium- and long-term effects</li> <li>• Elaboration on the connection between the global (corporate and individual) resource use and the resulting sustainability threats for the earth and mankind.</li> <li>• Provision and discussion of sustainability definitions (Brundlandt, EU etc.), concepts and forecast models (such as the planetary boundaries concept) in outlining the areas with need for action.</li> <li>• Deep dive on the Sustainable Development Goals of the United Nations as reference for global fields of action – incl. global aims of the 17 goals (and 169 sub-goals), today's status towards the target achievement in 2030 (globally and in selected regions).</li> <li>• Definition and elaboration of criteria for a more sustainable consumption behaviour – particularly by being CO<sub>2</sub>-positive, circular (R-strategies) and fair (considering human rights requirements)</li> <li>• introduction of ethical considerations and dilemmas in purchasing and consumption decisions, key aspects and areas, attitude behaviour gaps and willingness to change</li> <li>• Barriers and lock-ins to a transition to sustainable resource use</li> <li>• In-depth reflection on individual, selected SDGs (connected to consumption), targets, barriers for target achievement and their link to individual purchasing and consumption behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Case study and group discussion on the consumption behaviour for selected companies in the consumer goods industry (e.g. textile, food, chocolate etc.)</li> </ul>
<b>Teaching and learning methods</b>	<p>Different teaching and learning methodologies are used, which alternate and thus appeal to different types of learners:</p> <ul style="list-style-type: none"> <li>• Interactive seminar-style teaching with discussions</li> <li>• Case study work in small groups with presentation of results and discussion</li> <li>• Practical examples, exercises, homework</li> <li>• guest lectures (including optionally on-site visits at companies in the consumer goods industry)</li> </ul>
<b>Assessment</b>	Presentation and written learning portfolio
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Bäckström, K.; Egan-Qyer, C.; Samsioe, E.: The Future of Consumption: How Technology, Sustainability and Wellbeing will Transform Retail and Customer Experience, 2024</li> <li>• Balderjahn: I.: Nachhaltiges Management und Konsumverhalten, November 2020</li> <li>• Hansen, A.; Nielsen, K. B.: Consumption, Sustainability and Everyday Life, 2023</li> <li>• United Nations: The Sustainable Development Goals Report, 2024 (or actual version)</li> <li>• United Nations Environment Programme: Global Resources Outlook - Bend the Trend, 2024 (or actual version) <a href="#">back to overview</a></li> </ul>

## Modules and Courses: Electives

<b>Advanced HRM</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Hermann Laßleben <a href="mailto:hermann.lassleben@reutlingen-university.de">hermann.lassleben@reutlingen-university.de</a>
<b>Course Instructor</b>	Alexandra Straßburger
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Principles of HRM
<b>Course learning objectives:</b>	<p>By the late the course, students will be well-prepared to take on leadership roles in various fields, equipped with the skills and knowledge to navigate the complexities of modern leadership and drive positive change in their organizations and communities. Upon successful completion, students will have developed the following competencies:</p> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership Theories: Understanding and applying classical and contemporary leadership styles.</li> <li>• Ethical Decision-Making: Making principled decisions and fostering an ethical organizational culture.</li> <li>• Organizational Behavior: Managing team dynamics, motivation theories, and organizational culture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Management vs. Leadership: Distinguishing and applying management and leadership approaches appropriately.</li> <li>• Innovation: Driving innovation and creative techniques within an organization.</li> <li>• Industry Insights: Gaining practical experience and insights from industry leaders.</li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Self-Leadership: Developing self-awareness, self-regulation, and personal development planning.</li> <li>• Authentic Leadership: Practicing self-awareness, transparency, and building trust.</li> </ul> <p><b>Methodological Skills</b></p> <ul style="list-style-type: none"> <li>• Practical Application: Applying leadership knowledge to real-world challenges through practicums and capstone projects.</li> <li>• Strategic Thinking: Analyzing and planning strategically for future challenges.</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Communication: Enhancing public speaking, interpersonal communication, and conflict resolution skills.</li> <li>• Intercultural Leadership: Leading effectively in a global context by understanding and adapting to cultural differences.</li> <li>• Team Building: Building and leading effective teams, and motivating and inspiring others.</li> </ul>
<p><b>Contents</b></p>	<p><b>Target of the Course:</b> The Next Generation Leadership course is designed to equip students with the essential skills, knowledge, and practical experience needed to become effective and innovative leaders in a rapidly changing global environment. The course focuses on developing a comprehensive understanding of leadership theories, ethical decision-making, strategic thinking, communication skills, and the ability to manage change and innovation. It also emphasizes the importance of sustainability, global awareness, and the impact of technology on leadership. The course builds on the learnings of the Business Ethics course.</p> <p><b>Key Objectives:</b></p> <p><b>Foundational Knowledge:</b> Provide a solid grounding in classical and contemporary leadership theories, helping students understand various leadership styles and their applications.</p> <p><b>Leadership Trends:</b> Introduce students to current and emerging leadership trends, and future challenges in leadership.</p>

	<p><b>Ethical Leadership:</b> Instill a strong sense of ethics and corporate social responsibility, enabling students to make principled decisions and foster an ethical organizational culture.</p> <p><b>Communication Skills:</b> Enhance students' public speaking, interpersonal communication, and conflict resolution skills, crucial for effective leadership. Organizational Behavior: Teach students about team dynamics, motivation theories, and organizational culture to improve their ability to lead and manage teams.</p> <p><b>Managing vs. Leadership:</b> Clarify the distinctions and overlaps between managing and leading, and guide students on when to apply each approach.</p> <p><b>Intercultural Leadership:</b> Prepare students to lead in a global context by understanding cultural differences and adapting leadership styles accordingly.</p> <p><b>Leading People:</b> Equip students with strategies for building and leading effective teams, and techniques for motivating and inspiring others.</p> <p><b>Leading Myself:</b> Foster self-awareness, self-regulation, and personal development planning to help students lead themselves effectively.</p> <p><b>Authentic Leadership:</b> Emphasize the principles of authentic leadership, including self-awareness, transparency, and building trust.</p> <p><b>Practical Application:</b> Provide hands-on experience through leadership practicums and capstone projects, allowing students to apply their knowledge to real-world challenges.</p> <p><b>Workshops:</b> Enhance learning through workshops on emerging leadership trends, offering insights from industry leaders</p>
<p><b>Assessments</b></p>	<p>The course is conducted in the form of a project seminar with a combination of theory and practical application</p>
<p><b>Indicative Reading List</b></p>	<ul style="list-style-type: none"> <li>• Northouse, Peter G. (2021). Leadership: Theory and Practice (9th Edition). SAGE Publications.</li> <li>• Goleman, Daniel. (1998). "What Makes a Leader?" Harvard Business Review.</li> <li>• Koter, John P. (1995) "Leading Change: Why Transformation Efforts Fail. Harvard Business Review.</li> <li>• Kelly, Louise (2023) Mindfulness for Authentic Leadership. Wiley</li> <li>• TED Talk: "Why Good Leaders Make You Feel Safe" by Simon Sinek</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Applied Econometrics</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor, 7 <sup>th</sup> semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Lectures and exercises
<b>Language of instruction</b>	English
<b>Frequency</b>	Winter semester only
<b>Course Coordinator</b>	<b>Prof. Dr. Sebastian Bunnenberg</b> Building 5, Room 221A, phone 07121/271-3138 <a href="mailto:sebastian.bunnenberg@reutlingen-university.de">sebastian.bunnenberg@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Recommended for 3 <sup>rd</sup> year students
<b>Course learning objectives:</b>	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> <li>• Professional competences: Students are able to critically discuss empirical analyses of others with respect to their scientific validity.</li> <li>• Methodological competences: Students are able to measure causal effects using observational data</li> <li>• Social competences: Students reinforce solving complex analytical problems in groups.</li> <li>• Personal competences: Students reinforce their analytical and discursive skills.</li> </ul>

<b>Contents:</b>	<p>In the lecture "Applied Econometrics", students will learn how to apply fundamental and advanced statistical methods of empirical analyses in business and economics. The course focuses on the application of methods of cross-sectional and panel regression analysis in R. As these methods are essential tools in empirical research, the lecture prepares students for seminars and graduation theses in many fields of business and economics, as well as for Master study programs in Business, management and economics that have an empirical focus. The lecture focuses on regression methods and their applications in business as well as micro- and financial economics. The statistical assumptions underlying regression analysis and the impact of the violation of these assumptions are discussed, as well as the statistical and economic interpretation of estimation results in the context of specific applications. As part of the course, students will apply these methods to empirical research questions in management, microeconomics, capital markets and public interventions, amongst others.</p>
<b>Assessment</b>	Graded: One-hour exam (50%) and project work (50%)
<b>Indicative Reading List</b>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> <li>• Angrist, J.D., Pischke, J.-S. (2015): Mastering 'metrics: The Path from Cause to Effect, Princeton University Press.</li> </ul> <p><u>Main literature:</u></p> <ul style="list-style-type: none"> <li>• Stock, J.H., Watson, M.W. (2020): Introduction to Econometrics, 4th edition, Pearson.</li> </ul> <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> <li>• Greene, W.H. (2020): Econometric Analysis, 8th edition, global edition) Pearson.</li> <li>• Hayashi, F. (2000): Econometrics, Princeton University Press</li> <li>• Wooldridge, J.W. (2010): Econometric Analysis of Cross Section and Panel Data, 2nd edition, MIT Press.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Business to Business Marketing</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60

<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Once
<b>Course Coordinator</b>	Prof. Dr. Oliver Götz E-Mail: <a href="mailto:oliver.goetz@reutlingen-university.de">oliver.goetz@reutlingen-university.de</a>
<b>Course Instructors</b>	Prof. Dr. Oliver Götz Prof. Dr. Marco Schmäh
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Principles of Marketing
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>in-depth familiarity with methods and practical tools for business to business marketing and strengthened understanding of business to business management decisions, concepts, and solutions as well as limitations of business to business marketing activities.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>fostering analytical and decision-making skills of the students by using theoretical concepts in lectures and case studies</li> <li>preparation and presentation of team business case study before peers, critical evaluation of colleagues' case studies, research and writing of business to business marketing solutions, participation in seminar sessions</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>improved ability to work individually and in teams with focus on complex theoretical and analytical models</li> <li>refined oral and written communication skills</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>analysis of complex situation and execution of professional tools and techniques, present and debate topics on business to business marketing in a compelling and convincing manner</li> </ul>

<b>Contents</b>	<ul style="list-style-type: none"> <li>• Understand business to business (B2B) fundamentals</li> <li>• Decode buying processes</li> <li>• Four different areas fo B2B marketing</li> <li>• Customer Relationship Management</li> <li>• Negotiation and Personality</li> <li>• Motivating and Compensating the Sales Force</li> </ul>
<b>Assessments</b>	Project Work
<b>Indicative Reading List</b>	<p>Brennan, R., Canning, L., &amp; McDowell R. (2020). Business-to-BusinessMarketing (5th ed.). Sage.</p> <ul style="list-style-type: none"> <li>• Kleinaltenkamp, M., Plinke, W., Wilkinson, I., &amp; Geiger, I. (2015). Fundamentals of Business-to-Business Marketing. Springer.</li> <li>• Homburg, C. &amp; Schäfer, H., &amp; Schneider, J. (2016). Sales Excellence: Systematic Sales Management (8th ed.). Springer.</li> </ul> <p>Additional references and access to supplemental readings, videos, cases are provided during lectures.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Consolidated Financial Statements</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6/7 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar-style lecture including case studies, discussions, coaching by instructor.
<b>Language of instruction</b>	English
<b>Frequency</b>	Once
<b>Course Coordinator</b>	<p>Prof. Dr. Dominic Wader</p> <p>Office: 17-116, Tel.: 07121 271 3065</p>

<b>Course Instructors</b>	E-Mail: <a href="mailto:dominic.wader@reutlingen-university.de">dominic.wader@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	-
<b>Course learning objectives:</b>	<p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• In this seminar-style course, students get a detailed understanding of consolidated financial statements.</li> <li>• Students are guided through all relevant areas of the preparation of consolidated financial statements according to local and international GAAP.</li> <li>• Starting with the scope and the principles of consolidated financial statements they will learn to apply in-depth the consolidation process for investments, joint ventures, and associates both in theory and in practice.</li> </ul> <p>This module contributes to the profile in Finance.</p> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the fields of consolidated financial statements.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will be equipped with the necessary knowledge, experiences, and competencies to resume a role in the respective fields of professional competence.</li> <li>• The course will train students for both a specialist career in accounting and auditing and a role in general management.</li> </ul>
<b>Contents</b>	<p>Basic topics and an overview will be presented by the instructor. Case studies will deepen the understanding. Case studies are prepared by students, who are coached by the instructor. Students will present the results of their work and discuss them in class. General topics to be covered are:</p> <ul style="list-style-type: none"> <li>• Scope of Consolidated Financial Statements</li> <li>• Principles of Consolidated Financial Statements</li> </ul>

	<ul style="list-style-type: none"> <li>• Special Purpose Entities</li> <li>• Components of Consolidated Financial Statements</li> <li>• Translation of foreign exchanges rates</li> <li>• Consolidation of investments</li> <li>• Elimination of intragroup transactions</li> <li>• Joint Ventures</li> <li>• Equity Method</li> <li>• Deferred Taxes</li> <li>• Additional elements of consolidated financial statements</li> </ul>
<b>Assessments</b>	written exam (120 min) at the late the semester
<b>Indicative Reading List</b>	<p>Alexander, B. &amp; Jorissen, A. &amp; Hoogendoorn, et al. (2023). International Financial Reporting and Analysis (9th ed.). Boston: Cengage.</p> <p>Coenberg, A. G. &amp; Haller, A. &amp; Schultze, W. (2021). Jahresabschluss und Jahresabschlussanalyse (26th ed.). Stuttgart: Schäffer-Pöschel.</p> <p>Krimpmann, A. (2015). Principles of Group Accounting under IFRS. New Jersey: Wiley.</p> <p>PKF International (2023). Wiley 2023 Interpretation and Application of IFRS Standards. New Jersey: Wiley.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Consulting Cases</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 40
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Once

<b>Course Coordinator</b>	Prof. Dr. Yvonne Graf
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <p>Students understand the consulting process and are able to apply key business and strategy frameworks to analyze and structure complex management problems.</p> <p><b>Methodological competencies:</b></p> <p>Students strengthen their ability to think logically, develop hypotheses, and solve cases analytically using quantitative and qualitative approaches.</p> <p><b>Social competencies:</b></p> <p>Students improve their teamwork, active listening, and persuasive communication skills through collaborative case work and interactive discussions.</p> <p><b>Personal competencies:</b></p> <p>Students gain confidence in handling uncertainty, presenting under pressure, and articulating their viewpoints clearly and professionally.</p>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Introduction to consulting roles, processes, and project structures</li> <li>• Structured problem-solving and hypothesis-driven thinking</li> <li>• Marketing and strategy fundamentals</li> <li>• Business analysis frameworks</li> <li>• Communication and presentation of recommendations</li> </ul>
<b>Assessments</b>	Continuous Assessment (20% mini cases, 60% main case, 20% engagement)
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Cheng, Victor (2012): Case Interview Secrets: A Former McKinsey Interviewer Reveals How to Get Multiple Job Offers in Consulting. Innovation Press.</li> <li>• Cosentino, Marc (2024): Case in Point 12: Complete Case Interview Preparation. Burgee Press.</li> <li>• Porter, Michael E. (2004): Competitive Strategy: Techniques for Analyzing Industries and Competitors. Free Press.</li> <li>• Kotler, Philip &amp; Keller, Kevin Lane &amp; Chernev, Alexander (2021): Marketing Management. Pearson.</li> </ul>

	<ul style="list-style-type: none"> <li>Minto, Barbara (2021): The Pyramid Principle: Logic in Writing and Thinking. Pearson Education.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Data Analysis</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Planned each semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Marlene Ferencz E-Mail: <a href="mailto:marlene.ferencz@reutlingen-university.de">marlene.ferencz@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>The module contributes to the profile in Marketing, Finance, Economics or Digital business.</li> <li>Students should gain a practical understanding of statistical questions and be able to apply them in business management contexts.</li> <li>The module imparts advanced skills for the analysis of statistical problems. This includes concrete procedures as well as methodical correlations.</li> <li>The students learn to correctly apply and interpret statistical programme packages. They will become familiar with change drivers, particularly in the area of emerging technologies.</li> </ul>

	<p><b>Methodological competencies:</b> Students gain insight into statistical programme packages and learn the basic ideas of the implemented methods. Students will learn how to identify the correct statistical technique by focusing on the problem objective and data type;</p> <ul style="list-style-type: none"> <li>• how to compute the statistics using SPSS;</li> <li>• how to interpret results in the context of the problem. They should be able to continue their education independently and to understand and apply other methods from the literature.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Students learn the responsible handling of statistical data analysis and are able to assess the significance of the statements.</li> <li>• They improve their ability to work focused and under time pressure.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Using case studies, students learn to understand and explain a statistical evaluation. In addition, their own presentation techniques and independent learning are required.</li> </ul>
<p><b>Contents</b></p>	<p>Introduction to SPSS</p> <p>Important inference methods of data analysis in business:</p> <ul style="list-style-type: none"> <li>• Hypothesis testing</li> <li>• Comparing two populations</li> <li>• Analysis of variance</li> <li>• Multiple linear regression</li> <li>• Factor analysis</li> <li>• Nonparametric statistics</li> </ul> <p>Discussion of results, conclusions and writing up statistical results.</p>
<p><b>Assessments</b></p>	<p>Project work</p>
<p><b>Indicative Reading List</b></p>	<p><b>Basic Literature</b></p> <ul style="list-style-type: none"> <li>• Timming, A. R. (2022). Applied Statistics: business and management research. Los Angeles: SAGE.</li> <li>• Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Los Angeles, London, New Delhi, Singapore, Washington DC, Melbourne: SAGE.</li> <li>• Lehmann, M. (2022). Complete Data Analysis Using R: Your Applied Manual. SAGE Publications Ltd.</li> </ul> <p><b>Additional Literature</b></p>

	<ul style="list-style-type: none"> <li>• Keller, G. (2014). Statistics for management and economics (10th ed.) [student edition]. Cengage Learning.</li> <li>• Moore, D. S. &amp; McCabe, G. P. &amp; Craig, B. A. (2017). Introduction to the practice of statistics (9th ed.). New York, NY: macmillan education; W. H. Freeman and Company.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Data Science Approaches in International Economics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Research Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Planned each semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Bodo Herzog E-Mail: <a href="mailto:bodo.herzog@reutlingen-university.de">bodo.herzog@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	Statistics and Economics
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students critically discuss macroeconomic and monetary theories, including interdisciplinary research.</li> <li>• Students apply mathematical tools in research.</li> <li>• The module contributes to the profile in Economics or Finance.</li> </ul> <p><b>Methodological competencies:</b></p>

	<ul style="list-style-type: none"> <li>Gather data and empirically test and validate econometric models; synthesize complex quantitative information; transfer and apply theoretical knowledge</li> </ul> <p><b>Social competencies: n/a</b></p> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>The students should be able to think strategically, such as, economists and mathematicians</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>Introduction to economic research topic</li> <li>Computational Thinking in and with Julia language</li> <li>Data Science &amp; Simulation Techniques</li> <li>State of the art Bayesian Methods</li> <li>Causal Inference Methods</li> <li>Real world research projects</li> </ul>
<b>Assessments</b>	Research presentation (including, grading of peer assessment) and a data science project
<b>Indicative Reading List</b>	Up-to-date research papers (will be provided during the seminar)  <a href="#">back to overview</a>

<b>Digital Transformation</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester

<b>Course Coordinator/Instructor</b>	Prof. Dr. Martin Mocker  E-Mail: <a href="mailto:martin.mocker@reutlingen-university.de">martin.mocker@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	<b>Principles of Management, Principles of Strategic Management</b>
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to understand the ambiguity and complexity of defining and executing strategy in an increasingly global and increasingly digital world.</li> <li>• They will be able to identify the key decisions—especially those pertaining to digitalization—driving long-term firm performance and understand how these decisions influence why some firms are more successful than others while still others fail.</li> </ul> <p>This module contributes to the profile in Strategy, Leadership or Digital Business.</p> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• the capability to deal with complex, ambiguous situation sby breaking problems down into parts, analyze the parts critically, weigh opposing arguments, present a synthesis and debate a decision in class as well as staying open to enhance or change decisions</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• use feedback to improve their communication skills, their ability to work in teams, as well as defend their arguments in a discussion</li> </ul> <p><b>Personal competences</b></p> <p>deal with ambiguous situations that do not have a definite “right or wrong” answer</p>
<b>Contents:</b>	<p>The course is organized around strategic decisions</p> <ol style="list-style-type: none"> <li>1. Overview: Strategic issues in the digital age</li> <li>2. The impact of digital technologies on industry structure</li> <li>3. Strategy implementation and business architecture</li> <li>4. The role of digital technologies in gaining and sustaining competitive advantage</li> </ol>

	<p>5. Multi-sided platforms</p> <p>6. Digital transformation</p>
<b>Assessment</b>	Graded: Presentation of project teamwork; individual in-class contribution to case discussion
<b>Indicative Reading List</b>	<p>References and access to supplemental readings, videos, cases are provided during lectures; optional text book:</p> <p>General strategy concepts used in the course:</p> <ul style="list-style-type: none"> <li>• Ghemawat, P. (2009). Strategy and the Business Landscape 3rd International Student edition. Pearson.</li> <li>• Ross, J.W. &amp; Beath, C.M. &amp; Mocker, M. (2019). Designed for Digital: How to Architect Your Business for Sustained Success. MIT Press.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Futures Thinking</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	<p>Prof. Dr. Elizabeth Hofvenschiöld</p> <p><a href="mailto:Elizabeth.hofvenschioeld@reutlingen-university.de">Elizabeth.hofvenschioeld@reutlingen-university.de</a></p>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited

<p><b>Course learning objectives:</b></p>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will become familiar with the basic concepts of futures thinking and anticipating change.</li> <li>• They will become familiar with change drivers, particularly in the area of emerging technologies.</li> <li>• They will learn how to use futures methodologies to support diverse business activities, such as strategy development.</li> <li>• They will learn how to apply their insights about the future to a chosen business field.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to challenge their mental models in a methodological manner.</li> <li>• They will learn tools that will help them make sense of change and make decisions in times of uncertainty.</li> <li>• They will learn how to create ideas about preferred futures, how to develop a strategy to work towards the preferred future, and how to communicate their ideas through storytelling.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will enhance their oral and written communication, social interaction and team working skills.</li> <li>• They will learn how to respectfully cooperate in a complex and rapidly changing environment, be supportive of one another and base their action on facts and objective criteria.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills, and strengths.</li> <li>• Through the self-reflection process, they will develop personal confidence and decision making and practical skills.</li> <li>• They will gain competency in linking futures insights to real life business situations, such as strategic management or responsible product development, and with regard to their own career choices.</li> </ul>
<p><b>Contents:</b></p>	<ul style="list-style-type: none"> <li>– Introduction to Futures Thinking</li> <li>– Understanding change – models of change, change drivers, assumptions of change, and implications of change</li> <li>– Selected tools of Futures Thinking: e.g. horizon scanning, 3 horizons, trend research, causal layered analysis, futures wheel, and narrative foresight</li> <li>– Continuous observation and reflection on learning about change and how to prepare for uncertainty</li> <li>– Development of a preferred futures narrative based on change drivers and assumptions</li> </ul>
<p><b>Assessment</b></p>	<p>Continuous assessment in form of:</p> <ul style="list-style-type: none"> <li>• Active class participation and attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Project work (create preferred futures story, methodology taught in course) within a team with presentation</li> <li>• 360° feedback (part of group project)</li> <li>• Journal (template provided)</li> </ul>
<b>Indicative Reading List</b>	<p>Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, <i>Society &amp; Natural Resources</i>, 29:3, 374-379</p> <p>Balagtas, P. (2024) Making Futures Work. O'Reilly Media</p> <p>Hines, A. &amp; Bishop, P. (2015). Thinking About the Future: Guidelines for Strategic Foresight. Hinesight</p> <p>Gidley, J. (2017) The Future. A Very Short Introduction. Oxford University Press</p> <p>Inayatullah, S. (2007) Questioning the Future: Methods and Tools for Organizational and Societal Transformations (3rd Ed.), Tamkang University</p> <p>McGonigal, J. (2022) Imaginable, Spiegel &amp; Grau</p> <p>Schwarz, J. O. (2023) Strategic Foresight: An Introductory Guide to Practice, Routledge</p> <p>Scoblic, P. J. (2020) Learning from the Future. Harvard Business Review, July-August 2020</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Industrial Organization</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor, 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	180
<b>Type/Teaching Method</b>	Interactive Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter Semester

<b>Course Coordinator/Instructor</b>	Prof. Dr. Anna Goeddeke  Email: <a href="mailto:anna.goeddeke@reutlingen-university.de">anna.goeddeke@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	n/a
<b>Prerequisites:</b>	n/a
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competence:</b>          Students should aim to fortify their structured reasoning capabilities in the context of strategic economic problems. They should intensify their proficiency in logical thinking, making them adept at dissecting and understanding complex scenarios. Furthermore, it's crucial for them to augment their ability to translate theoretical models into practical ap-plications, effectively tackling real-world problems. Moreover, they should enhance their critical evaluation skills, enabling them to scrutinize theoretical concepts and test their viability in real-life situations.</p> <p><b>Methodological competences:</b></p> <ul style="list-style-type: none"> <li>• Interpreting and understanding contemporary research papers in game-theory and industrial organization, effectively keeping abreast with the latest advancements.</li> <li>• Capacity to distill complex economic research into easily understandable narratives, thus making current studies accessible to audiences without a background in economics.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Different intellectual skills needed in this class, such as mathematical, analytical, synthesising and problem-solving skills.</li> <li>• Students will have to work in teams and thereby benefitting from the different skills of the different team member</li> <li>• Therefore, students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened.</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Participants will study under the guidance of the lecturer in class as well as studying in smaller groups or individually outside of the class.</li> <li>• Students will learn managing themselves to handle a considerable amount of unfamiliar knowledge within a limited timeframe. Thereby, the class supports</li> </ul>

	<p>a realistic and positive self-confidence of the students together with the student's ability managing personal expectations.</p> <ul style="list-style-type: none"> <li>• Students are furthermore encouraged in their ambitiousness to build the ability to solve applied economic problems.</li> </ul>
<b>Contents:</b>	<p><b>Foundations in Game Theory</b></p> <ul style="list-style-type: none"> <li>• Games with Sequential Moves</li> <li>• Simultaneous-Move Games</li> <li>• Combining Sequential and Simultaneous Moves</li> <li>• Simultaneous-Move Games: Mixed Strategies</li> </ul> <p><b>Application to IO Problems</b></p> <ul style="list-style-type: none"> <li>• Strategic Moves</li> <li>• Uncertainty and Information</li> <li>• Stability of Collusive Agreements</li> <li>• Collective-Action Games</li> <li>• Design of Incentives</li> <li>• Auction, Bidding Strategy, and Auction Design</li> <li>• Bargaining</li> <li>• Evolutionary Games</li> </ul>
<b>Assessment</b>	Project Work: 100%
<b>Indicative Reading List</b>	<p>Dixit, A. K., Skeath, S., &amp; McAdams, D. (2020). Games of Strategy: Fifth International Student Edition. WW Norton &amp; Company.</p> <p>Belleflamme, P., &amp; Peitz, M. (2015). Industrial Organization: Markets and Strategies (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Cabral, L. (2016). Introduction to Industrial Organization. The MIT Press.</p> <p>Martin, S. (2010). Industrial Organization in Context. Oxford: Oxford University Press.</p> <p>Tirole, J. (1988). Industrial organization. The MIT Press.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>International Corporate Transactions</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester

<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Hans-Martin Beyer E-Mail: <a href="mailto:Hans-Martin.Beyer@reutlingen-university.de">Hans-Martin.Beyer@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	<b>Corporate Finance, Financial Accounting, Mathematics (Statistics) and Management Accounting</b>
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p><b>Professional competences:</b></p> <p>Students will develop an enhanced understanding of corporate M&amp;A transactions and valuation techniques. In specific, students will be able to</p> <ul style="list-style-type: none"> <li>• Differentiate and explain types of corporate transactions, key stages and respective stakeholders of M&amp;A processes, and generic forms of structuring and financing transactions</li> <li>• Understand theoretical and methodological fundamentals of company valuation</li> <li>• Identify required data for income approaches including calculation of different forms of FCFs and understand estimating and planning approaches and limitations</li> <li>• Apply company valuation techniques to problems of limited complexity</li> <li>• Identify and address specific methodological issues in an international context e.g. in regard to the cost of capital</li> <li>• Students will be able to critically assess valuation concepts as well as data sources (i.e. Factset) applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations.</li> </ul> <p><b>Methodological competences:</b></p>

	<ul style="list-style-type: none"> <li>• Students will further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of company valuation and respective decision making.</li> <li>• They will obtain advanced analytical skills in structuring / developing business plans and applying financial modeling techniques.</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills.</li> </ul> <p><b>Personal competences:</b></p> <ul style="list-style-type: none"> <li>• Students will be equipped with the necessary knowledge, experiences and competences to resume a role in the respective fields of professional competence.</li> <li>• Conflicting interests and related inter- and intrapersonal conflicts and ethical problems will be assessed and discussed.</li> </ul>
<p><b>Contents:</b></p>	<p>Key topics / elements of the course include:</p> <ul style="list-style-type: none"> <li>• <b>M&amp;A / Transaction fundamentals</b> <ul style="list-style-type: none"> <li>• Types, terms and motives</li> <li>• Transaction process and the role of valuation in the transaction process, stakeholders and regulatory framework</li> <li>• Generic forms of structuring and financing transactions, LBO structuring</li> </ul> </li> <li>• <b>Company Valuation</b> <ul style="list-style-type: none"> <li>• Valuation basics</li> <li>• Market Approaches – market multiples and comparable company analysis</li> <li>• Income Approaches with a focus on WACC and APV, guest lecture on capitalised earnings including: types and forecasting of free cash flows, methodological and practical deep dive on risk/cost of capital, terminal value /perpetuity modelling, plausibility testing</li> <li>• Assessment of approaches and conclusions</li> </ul> </li> </ul> <p>The above content will be accompanied/supported by case studies and student projects. Students will work in groups on methodological issues of valuation and will prepare a presentation and a management summary. The student work is coached by the instructor. Students will present the results of their work and discuss them in class.</p>
<p><b>Assessment</b></p>	<p>Graded: Presentation/paper - 40%, Final written exam (1h) - 60%</p>
<p><b>Indicative Reading List</b></p>	<ul style="list-style-type: none"> <li>• Corelli, A. (2018). Analytical Corporate Finance (2nd ed.). Springer.</li> <li>• Damodaran, A. (2012). Investment Valuation (3rd ed.). Wiley.</li> <li>• Damodaran, A. (2018). The dark side of valuation (3rd ed.). Pearson/FT Press.</li> </ul>

	<ul style="list-style-type: none"> <li>• DePamphilis, Donald (2021): Mergers, Acquisitions, and Other Restructuring Activities, (11th ed.), Academic Press</li> <li>• De Luca, P. (2018). Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation. Springer.</li> <li>• Gaughan, P. A. (2018). Mergers, Acquisitions, and Corporate Restructurings (7th ed.). Wiley.</li> <li>• Jones, C. (2012). Investments – Principles and Concepts (12th ed.). Wiley.</li> <li>• Joy, J. (2018). Divestitures and Spin-Offs. Springer.</li> <li>• Koller, T. &amp; Goedhart, M. &amp; Wessels, D. (2020). Valuation – Measuring and managing the value of companies (7th ed.). Wiley.</li> <li>• Reed Lajoux, A. (2019). The Art of M&amp;A – A Merger, Acquisition and Buy-out Guide (5th ed.). McGrawHill.</li> <li>• Ross, S.A. &amp; Westerfield, R.W. &amp; Jaffe J.F. &amp; Jordan, B.D. (2022). Corporate Finance (13th ed.). McGrawHill.</li> <li>• Titman, S. &amp; Martin, J.D. (2015). Valuation – The Art and Science of corporate investment decisions (3rd ed.). Pearson.</li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>• Harrison, W. T., &amp; Horngren, C. T. et al.(2018). Financial Accounting – Global Edition (11th ed.). Pearson. <a href="http://cpaclass.com/fsa/ratio-01a.htm">http://cpaclass.com/fsa/ratio-01a.htm</a></li> <li>• <a href="https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards/DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf">https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards / DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf</a></li> <li>• Institut der Wirtschaftsprüfer in Deutschland e.V. (IDW): Standard S1 - Principles for the Performance of Business Valuations (IDW S1), 2008 (i.d.F. 2016) <a href="https://www.idw.de/the-idw/idw-pronouncements/idw-standards">https://www.idw.de/the-idw/idw-pronouncements/idw-standards</a></li> </ul> <p>Required readings and further literature are introduced in the course.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Internationalization of Business Activities</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor 7 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150

<b>Type/Teaching Method</b>	Lectures, group work, case studies and discussions.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Philipp von Carlowitz Building 5, Room 209, phone 07121/271-3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> <li>• <b>Professional competences:</b> gain knowledge on Emerging Markets economies and doing business in lesser developed countries; thinking and acting in foreign cultures; development of coherent and implementable business concepts; development of decision-making skills</li> <li>• <b>Methodological competences:</b> development of a business model, internationalization of business and all its different facets</li> <li>• <b>Social competences:</b> refine oral and written communication skills; give and receive feedback by fellow students in a structured manner</li> <li>• <b>Personal competences:</b> skills in dealing with complex issues, presentation skills</li> </ul>
<b>Contents:</b>	Business Model development incl. case <ul style="list-style-type: none"> <li>• Emerging Markets and doing business</li> <li>• Globalization and market entry and development</li> <li>• Internationalization of SME – what is different</li> <li>• Internationalization of Supply Chains</li> <li>• Finding the right location</li> </ul> Students will be asked to develop a business model and Go2Market Approach for a company entering an Emerging market. In general the structure of this elective is in each session: the first part is a lecture, second part is a case study
<b>Assessment</b>	Two presentations - 1st presentation (40%), 2nd presentation (60%)
<b>Indicative Reading List</b>	<u>Recommended reading:</u>



	<ul style="list-style-type: none"> <li>• Gassmann, O.; Frankenberger, K.; Csik, M. (2013). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Hanser Verlag.</li> <li>• Osterwalder, Alexander; Pigneur, Yves (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley &amp; Sons.</li> <li>• Schallmo (2013). Geschäftsmodelle entwickeln. Springer Gabler Verlag, Wiesbaden.</li> <li>• Zott, C.; Amit, R.; Massa, L. (2011). The Business Model: Recent Developments and Future Research, in: Journal of Management, Vol. 37, No. 4, pp. 1019-1042.</li> <li>• Zott, C.; Amit, R. (2013). The business model. A theoretically anchored robust construct for strategic analysis, in: Strategic Organization. Vol. 11, No. 4, pp. 403-411.</li> <li>• Various HBR case studies</li> </ul> <p>Further relevant readings will be distributed in class.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Managing a Global Workforce</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Lectures with discussions, case studies, film extracts, groupwork, exercises; project work coached by lecturer, presentations, moderated discussions.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Julia Hormuth <a href="mailto:Julia.Hormuth@Reutlingen-University.DE">Julia.Hormuth@Reutlingen-University.DE</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited

<b>Prerequisites:</b>	<b>Principles of HRM</b>
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Familiarity with specific challenges of managing people in a multinational environment; understanding of country-specific differences of HRM; deeper insight into one aspect of managing a global workforce.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply methods to design work, recruit and select employees, develop remuneration and compensation systems, manage employee and organizational performance, cultivate employee learning, and to manage talent in an international organization.</li> <li>• Understand and apply methods to diagnose international organizations from a human resource and organizational behavior perspective and to design organizational development interventions to resolve typical international business challenges.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Presentation and teamworking skills (through group work and group presentations).</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Awareness of the own skills in managing international employees; awareness of the own skills in realizing an academic project.</li> </ul>
<b>Contents:</b>	<p>Given the ever increasing globalization of business the workforce of a vast majority of companies is nowadays global. The purpose of this course is to understand the context, challenges and functions of managing a global workforce in international companies.</p> <ol style="list-style-type: none"> <li><b>1. Strategic International Workforce Management</b> <ul style="list-style-type: none"> <li>– The internationalization of human resource management</li> <li>– Internationalization strategies and strategic HR management</li> <li>– Future topics and trends in managing a global workforce</li> </ul> </li> <li><b>2. Global mobility and international assignments</b> <ul style="list-style-type: none"> <li>– Employee motivations and challenges of assignments</li> <li>– Recruiting and selecting possible candidates</li> <li>– The culture shock and expatriate preparation</li> <li>– Reintegration and career management</li> <li>– Flexible forms of international work (e.g. frequent traveling, virtual assignment, self-initiated expatriation)</li> </ul> </li> <li><b>3. Workforce management in joint ventures and M&amp;As</b></li> </ol>

	<ul style="list-style-type: none"> <li>– Different forms of international alliances (e.g. strategic alliance, joint venture, M&amp;A)</li> <li>– The relevance of HRM and culture in cross-border alliances</li> <li>– Case studies on success stories and failures of cross-border alliances (e.g. Renault Nissan, VW Shanghai, DaimlerChrysler)</li> <li>– Cultural due diligence and post merger integration</li> </ul> <p><b>4. Current topics of global workforce management</b></p> <ul style="list-style-type: none"> <li>– E.g. Onboarding/integrating international employees into a diverse workforce;</li> <li>– E.g. Modern leadership styles in a globalized world</li> </ul> <p><b>5. “Work from anywhere and consequences for global talent acquisition”</b></p> <ul style="list-style-type: none"> <li>– State-of-the-art discussion on work from anywhere (WFA) and on possible consequences for global talent acquisition</li> <li>– With the support and the guidance of the lecturer students will work on a qualitative study (i.e. realize an interview, analyse the data with qualitative content analysis / MAXQDA software etc.).</li> </ul>
<b>Assessment</b>	Graded: The grade is based on an experiential group project (PA, 100%). Students have to develop a paper and presentation
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Caligiuri, P., Lepak, D. &amp; Bonache, J. (2010): Managing the Global Workforce. Wiley.</li> <li>• Crawley, E. &amp; Swales, S. &amp; Walsh, D. (2013). Introduction to International Human Resource Management. Oxford University Press</li> <li>• Dickmann, M. &amp; Brewster, C. &amp; Sparrow, P. (Eds.) (2016). International Human Resource Management. Contemporary Human Resource Issues in Europe (3rd ed.). Routledge.</li> <li>• Dowling, P.J. &amp; Festing, M. &amp; Engle, A. D. (2017). International Human Resource Management (7th ed.). Cengage Learning.</li> <li>• Harzing, A.-W. &amp; Pinnington, A. H. (Ed.) (2014). International Human Resource Management (4th ed.). Sage Publications.</li> <li>• House, R.J. et al. (2014). Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries. Sage Publications.</li> <li>• Stahl, G. K. &amp; Mendenhall, M. E. (2005). Mergers and Acquisitions: Managing Culture and Human Resources. Stanford University Press.</li> <li>• Tarique, I., Briscoe, D. R., &amp; Schuler, R. S. (2022). International human resource management: Policies and practices for multinational enterprises (6th ed.). Routledge.</li> <li>• Vance, Ch.M. &amp; Paik, Y. (2015): Managing a Global Workforce. Challenges and Opportunities in International Human Resource Management. Routledg</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Organizational Psychology and Leadership</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	<ul style="list-style-type: none"> <li>• Lectures with discussions</li> <li>• Groupwork</li> <li>• Exercises combining theory and practical application</li> <li>• Presentations</li> </ul>
<b>Language of instruction</b>	English
<b>Frequency</b>	Every semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Nadja Gentner <a href="mailto:nadja.gentner@reutlingen-university.de">nadja.gentner@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b> expanded familiarity with theories, methods and practical tools used in organizational psychology</p> <p><b>Methodological competencies:</b> Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the field of leadership and organizational psychology.</p> <p><b>Social competencies:</b> Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills.</p> <p><b>Personal competencies:</b> Confidence in execution of professional tools and techniques, present and debate topics of organizational psychology in a compelling and convincing manner.</p>

<b>Contents:</b>	<p>Organizational Psychology and Leadership</p> <ul style="list-style-type: none"> <li>• Personnel Attraction and Selection: Methods and Instruments of Personnel selection, Predictors of Performance</li> <li>• People at Work: Individual Differences, Personality, Motivation, Stress and Well-Being</li> <li>• Organizational Citizenship Behaviour</li> <li>• Counterproductive Work Behaviour</li> <li>• Leadership</li> <li>• Teams</li> <li>• Training and Development</li> </ul>
<b>Assessment</b>	Project work
<b>Indicative Reading List</b>	<p>Conte, J. M. (2024). <i>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology</i>. John Wiley &amp; Sons.</p> <p>Spector, P. E. (2025). <i>Industrial and Organizational Psychology: Research and Practice</i>. John Wiley &amp; Sons.</p> <p>Zacher, H. &amp; Lehmann-Willenbrock, N. (2022). <i>Work, Organizational, and Business Psychology: An Introductory Textbook</i>. W. Kohlhammer GmbH</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Performance Marketing</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor 7 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Lectures (seminar character) and case study work
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter semester
<b>Course Coordinator/Instructor</b>	<p>Prof. Dr. Philipp von Carlowitz</p> <p>Building 5, Room 209, phone 07121/271-3017</p>

	<a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> <li>• <b>Professional competences:</b> thoroughly understand the process elements of performance management (specifically requirements, channels, analyses and utilized technology); gain a deeper understanding of special cases of Performance Marketing as Mobile Marketing and Amazon-Optimization</li> <li>• <b>Methodological competences:</b> gain a basic understanding of web analytics and tracking and be able to use the concept of customer journey attribution</li> <li>• <b>Social competences:</b> understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity</li> <li>• <b>Personal competences:</b> critically challenge the influence of (Performance) Marketing on our every-day lives</li> </ul>
<b>Contents:</b>	Introduction to Performance Marketing, Performance Marketing Channels (including SEA and Influencer Marketing), Evaluation and Analyses, Special Cases (Amazon, Mobile Marketing), Technology,
<b>Assessment</b>	Project Work and Presentation
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Kamps, I., Schetter, D. (2020): Performance Marketing – Der Wegweiser zu einem mess- und steuerbaren Online-Marketing – Einführung in Instrumente, Methoden und Technik, 2nd edition, Springer Gabler, Wiesbaden.</li> <li>• Kotler, P., Kartajaya H., Setiawan, I. (2021): Marketing 5.0 – Technology for Humanity, Wiley, New Jersey.</li> <li>• Kotler, P., Kartajaya H., Setiawan, I. (2017): Marketing 4.0 – Moving from Traditional to Digital, Wiley, New Jersey.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Politics, Economics, and Business in Africa</b>	
<b>Study Program</b>	B.Sc. International Management
<b>Study level and semester</b>	Bachelor 7 <sup>th</sup> Semester

<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	This seminar will follow an interactive teaching and learning format that combines diverse methodologies to foster active student engagement and critical analysis. Sessions will alternate between instructor-led presentations and collaborative group work, creating space for both guided input and peer-to-peer learning. Each student will take on the role of a country expert, selecting one African nation to study in depth. Over the course of the seminar, students will explore and analyze the political systems, economic structures, and business environments of their chosen countries, sharing their insights through presentations and discussions that enrich the comparative and thematic dimensions of the course. In the end they will need to put the knowledge to use in a case of Going2Market in one specific African country.
<b>Language of instruction</b>	English
<b>Frequency</b>	Every winter semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Philipp von Carlowitz Building 5, Room 209, phone 07121/271-3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>After the successful completion of the course, the students will strengthen the following competences.</p> <ul style="list-style-type: none"> <li>• <b>Professional competences:</b> <ul style="list-style-type: none"> <li>o A nuanced understanding of the political, economic, and business landscapes across different African countries.</li> <li>o The ability to critically assess current developments and trends within African states from a multidisciplinary perspective.</li> <li>o Competence in applying theoretical concepts to real-world case studies within the African context.</li> </ul> </li> <li>• <b>Methodological competences:</b> <ul style="list-style-type: none"> <li>o Skills in conducting structured country analyses using political, economic, and business frameworks.</li> <li>o Proficiency in researching and synthesizing diverse sources of information to support evidence-based arguments.</li> <li>o Experience in presenting complex issues clearly and effectively in both written and oral formats.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Social competences:</b> <ul style="list-style-type: none"> <li>o Ability to work collaboratively in diverse groups, contributing constructively to discussions and group tasks.</li> <li>o Sensitivity to differing perspectives and contexts, particularly when engaging with topics involving cultural, social, and historical dimensions.</li> <li>o Skills in giving and receiving feedback within an academic setting.</li> </ul> </li> <li>• <b>Personal competences:</b> <ul style="list-style-type: none"> <li>o Increased awareness of the complexities and heterogeneity of the African continent.</li> <li>o Development of independent thinking and initiative in exploring new topics and forming reasoned positions.</li> <li>o Enhanced intercultural understanding and appreciation for global diversity.</li> </ul> </li> </ul>
<p><b>Contents:</b></p>	<p>This interdisciplinary seminar explores the intersections of politics, economics, and business across the African continent. Drawing on perspectives from political science, economics, and business studies, the course examines key issues shaping African countries, including geopolitics, governance, regional integration, doing business conditions, and market entry forms. The seminar will have the following structure:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Africa in the geopolitical context</li> <li>• Africa strategies of various countries</li> <li>• Governance issues</li> <li>• Regional integration and AfCFTA</li> <li>• Macroeconomic situation and international trade structure</li> <li>• Drivers of economic growth and prospects</li> <li>• Doing business conditions</li> <li>• Market entry forms</li> <li>• Business models for African markets</li> <li>• Usage of new technologies in business activities</li> <li>• Country presentations</li> </ul>
<p><b>Assessment</b></p>	<p>Project work – developing a short country profile and developing a market entry approach into a specific African country</p>
<p><b>Indicative Reading List</b></p>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> <li>• Carlowitz, Philipp von &amp; Züfle, Simon (Eds.) (2024). Business Success in Africa. Academic and Managerial Insights, Springer: Cham, <a href="https://doi.org/10.1007/978-3-031-70384-3">https://doi.org/10.1007/978-3-031-70384-3</a>.</li> </ul> <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> <li>• Züfle, Simon &amp; Carlowitz, Philipp von (2025): The geopolitics, government-business relations, and triangular cooperation of 'Africa+1' conferences, Globalizations, <a href="https://doi.org/10.1080/14747731.2025.2467518">https://doi.org/10.1080/14747731.2025.2467518</a>.</li> </ul> <p>Further Readings will be provided in the course</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Private Equity Transactions</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 7 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	The course includes a combination of classical lecturing, case studies, interactive workshops, group projects and discussions as well as a guest lecture from a private equity industry specialist. Real-world documents and methodological private equity framework will be used in order to assess real transaction set-ups enabling students to understand the thinking and decision-making of private equity funds.
<b>Language of instruction</b>	English
<b>Frequency</b>	
<b>Course Coordinator/Instructor</b>	Dr. Cornelius Maas <a href="mailto:cm@shs-capital.eu">cm@shs-capital.eu</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will gain a comprehensive understanding of the private equity industry, with a focus on buyout transactions and growth capital deals. The course will familiarize students with the mechanics of PE transactions, including deal sourcing, structuring, valuation, due diligence, and post-closing value creation. Using real-world case studies, students will learn to analyze the transaction rationale from both investor and company perspectives.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to key valuation methodologies, capital structures, and investment models used in private equity. They will learn how to assess target companies and design financing structures involving equity, debt, and</li> </ul>

	<p>hybrid instruments. Special emphasis will be placed on how PE firms mitigate risks through covenants, earn-outs, warranties, and operational control levers</p> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Interactive deal simulations and group negotiations will train students in stakeholder management, conflict resolution, and persuasive communication. They will be asked to assume the role of investors or management in transaction negotiations, receiving direct feedback on style, argumentation, and professionalism. A guest lecture from a seasoned PE investor will emphasize the relevance of network-building in deal sourcing and exit processes.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will enhance their critical thinking and strategic decision-making skills in dynamic transaction settings. By understanding real-life challenges of transactions – such as timing, alignment of incentives, and post-acquisition integration – students will be prepared for careers in PE firms, investment banking, corporate M&amp;A, or strategic consulting.</li> </ul>
<p><b>Contents:</b></p>	<p><b>1. Introduction to Private Equity (PE)</b> This section introduces students to the fundamentals of private equity. It covers key concepts such as Limited Partners (LPs), General Partners (GPs), fund structures, and various strategies including buyout, growth, and venture capital. The aim is to provide students with a foundational understanding of the PE ecosystem and its historical and economic relevance.</p> <p><b>2. The PE Investment Process</b> Students will explore the lifecycle of a PE investment—from deal sourcing and screening to initial evaluation and investment committee approval. This topic helps students understand how firms identify, assess, and prioritize investment opportunities in a competitive market environment.</p> <p><b>3. Due Diligence – Commercial, Financial, Legal</b> This module delves into the critical due diligence phase of a PE transaction. Students learn the distinctions between commercial, financial, and legal due diligence, and understand how risks are identified, assumptions validated, and value drivers assessed. The role of advisors and the recognition of red flags are also addressed.</p> <p><b>4. Deal Structuring and Valuation</b> This part focuses on how transactions are financially structured. Topics include valuation methods (e.g., DCF, trading and transaction multiples), the difference between enterprise and equity value, and the use of debt versus equity. Students will learn how PE firms construct deals to optimize returns and manage risks.</p> <p><b>5. Transaction Documents &amp; Legal Terms</b> Here, students are introduced to the legal framework of a PE transaction. Key documents such as term sheets, share purchase agreements, and shareholder agreements are discussed. Special emphasis is placed on standard clauses like</p>

	<p>liquidation preferences, anti-dilution, drag-along, and tag-along rights, helping students understand how legal instruments govern rights and mitigate risks.</p> <p><b>6. Leveraged Buyouts (LBOs)</b> This core module explains the mechanics of LBOs, including capital structure, cash flow modeling, and the use of financial leverage. Students will analyze how returns are driven by debt structuring and learn how LBO models are built to evaluate potential investments.</p> <p><b>7. Value Creation in PE</b> The focus here is on what happens after the deal closes. Students examine how PE firms drive operational improvements, support strategic repositioning, and implement buy-and-build strategies. The objective is to show how PE investors actively manage portfolio companies to create long-term value.</p> <p><b>8. Exit Strategies</b> Students will learn about the different ways in which PE firms exit their investments, such as IPOs, trade sales, secondary buyouts, and recapitalizations. The module explores the considerations influencing exit decisions, including timing, market conditions, and value realization.</p> <p><b>9. Case Study Simulations</b> To consolidate learning, students will participate in case-based exercises. They will analyze real or simulated transactions, develop investment theses, structure financing, and simulate exit scenarios. This hands-on module reinforces theoretical knowledge and encourages critical thinking and teamwork.</p>
<b>Assessment</b>	Case Study Presentation at the end of the lecture
<b>Indicative Reading List</b>	<p>Kaplan, S. N., &amp; Strömberg, P. (2009). Leveraged Buyouts and Private Equity. In <i>Journal of Economic Perspectives</i>, 23(1).</p> <p>Gaughan, P. A. (2017). <i>Mergers, Acquisitions, and Corporate Restructurings</i> (7th ed.). Wiley.</p> <p>Gilligan, J., &amp; Wright, M. (2020). <i>Private Equity Demystified: An Explanatory Guide</i> (4th ed.). ICAEW.</p> <p>Carey, D., &amp; Morris, J. (2012). <i>King of Capital: The Remarkable Rise, Fall, and Rise Again of Steve Schwarzman and Blackstone</i>. Crown Business.</p> <p>Weitnauer, W. (2022). <i>Private Equity und Venture Capital – Handbuch für Investoren, Unternehmer und Berater</i> (5. Aufl.). C.H. Beck.</p> <p>Rosenbaum, J., &amp; Pearl, J. (2021). <i>Investment Banking: Valuation, LBOs, M&amp;A, and IPOs</i> (3rd ed.). Wiley.</p> <p>Metrick, A., &amp; Yasuda, A. (2021). <i>Private Equity: History, Governance, and Operations</i>. Wiley.</p> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Sales Management</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Seminar
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator</b>	Prof. Dr. Marco Schmah <a href="mailto:marco.schmaeh@reutlingen-university.de">marco.schmaeh@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	/
<b>Course learning objectives:</b>	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>expanded familiarity with methods and practical tools for sales management and strengthened understanding of implementation of personell selling.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>fostering analytical and decision-making skills of the students by using theoretical concepts in lectures and case studies</li> <li>preparation and presentation of team business case study before peers, critical evaluation of colleagues' case studies, research and writing of sales management solutions, participation in seminar sessions</li> </ul> <p><b>Social competencies:</b></p>

	<ul style="list-style-type: none"> <li>improved ability to work individually and in teams with focus on complex theoretical and analytical models refined oral and written communication skills</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>analysis of complex situation and execution of professional tools and techniques, present and debate topics on sales management in a compelling and convincing manner</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>Introduction to Sales Management</li> <li>Value Based Selling</li> <li>Digital Value Selling</li> <li>Buying Center Analysis</li> <li>Understanding Sales Processes</li> </ol>
<b>Assessments</b>	Project work
<b>Indicative Reading List</b>	<p>References and access to supplemental readings, videos, cases are provided during lectures; optional textbook:</p> <ul style="list-style-type: none"> <li>Homburg, C. &amp; Schäfer, H. &amp; Schneider, J. (2016). Sales Excellence: Systematic Sales Management (8th ed.) Berlin: Springer.</li> <li>Ingram, T. N. &amp; LaForge, R.W. &amp; Avila, R. A. &amp; Schwepker, C. H. &amp; Williams, M.R. (2019). Sales management: Analysis and decision making (10th ed.) Abingdon: Routledge.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>

<b>Social Entrepreneurship</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Elective
<b>Language of instruction</b>	English

<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Emre Akyel (Center for Entrepreneurship) <a href="mailto:emre.akyel@inaia.de">emre.akyel@inaia.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Prerequisites:</b>	<b>Principles of HRM</b>
<b>Course learning objectives:</b>	<p>After the successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will become familiar with theoretical and practical aspects of entrepreneurship, with a particular focus on social or environmental impact.</li> <li>• They will be acquainted with the design thinking method and business model canvas.</li> <li>• They will also learn to identify, describe and apply the appropriate validation method for their start-up idea. The module contributes to the profile in Marketing, Strategy, Leadership.</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to apply the basic scientific method (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan) in the field of entrepreneurship.</li> <li>• The course social entrepreneurship follows the idea of project and challenge-based learning. Students will further develop their problem-solving skills.</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will enhance their oral and written communication, social interaction and team working skills.</li> <li>• They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills and strengths. Through the self-reflection process, they will develop personal confidence and decision making skills.</li> </ul>

<p><b>Contents:</b></p>	<p>The aim of this module is to sensitize the participants to the topic Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea for a sustainable start-up. The students also learn the relevant soft skills to negotiate, pitch and present their start-up ideas to a jury panel and successful entrepreneurs (such as in the start-up event 'Move Your Idea').</p> <p>This module has two streams. In the first stream, course participants will start with a problem deep-dive. In the second stream, every team, once formed, will undergo several mentoring sessions on business model creation. This module consists of the following lectures:</p> <ul style="list-style-type: none"> <li>• Introduction and process</li> <li>• Sustainability and social entrepreneurship</li> <li>• Observing and discovering</li> <li>• Team Building/ Problem Framing/ Games</li> <li>• Sustainable Business Models</li> <li>• User research and interview training</li> <li>• Personal development</li> <li>• Customer journey mapping</li> <li>• Ideation and concept creation</li> <li>• Pitch Training_Attention</li> <li>• Pitch Training_Believe</li> <li>• Pitch Training_Care</li> <li>• Hollywood pitch</li> <li>• PITCH YOUR IDEA (internal pitching competition)</li> <li>• MOVE YOUR IDEA (external pitching competition)</li> </ul>
<p><b>Assessment</b></p>	<p>Written (70%) and oral (30%) project presentation</p>
<p><b>Indicative Reading List</b></p>	<ul style="list-style-type: none"> <li>• Barringer, B.R. &amp; Ireland, D. (2019). Entrepreneurship: Successfully Launching New Ventures (6th ed.). Pearson.</li> <li>• Blank, S. &amp; Dorf, B. (2012). The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Pescadero: K&amp;S Ranch.</li> <li>• Dyer, J.H., Gregersen, H.B. &amp; Christensen, C.M. (2009). The innovator's DNA. Harvard Business Review, 87(12), 60-67.</li> <li>• Gassmann, O. et al. (2014). The Business Model Navigator: 55 Models That Will Revolutionise Your Business. New Jersey: Pearson.</li> <li>• Kury, K. W. (2012). Sustainability Meets Social Entrepreneurship: A Path to Social Change through Institutional Entrepreneurship. International Journal Of Business Insights &amp; Transformation. 464-71.</li> <li>• Lewrick, M. et al. (2018). The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystem. Wiley.</li> <li>• Maurya, A. (2012). Running Lean: Iterate from Plan A to a Plan That Works (2nd ed.). Sebastopol: O'Reilly.</li> <li>• Osterwalder, A., &amp; Pigneur, Y. (2010). Business Model Generation. John Wiley &amp; Sons.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ries, E. (2017). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Redfern: Currency.</li> <li>• Weidinger, C. &amp; Fischler, F. &amp; Schmidpeter, R. (2014). Sustainable Entrepreneurship. Berlin, Germany: Springer.</li> </ul> <p style="text-align: right;"><a href="#">back to overview</a></p>
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<b>Sustainability Dynamics</b>	
<b>Study Program</b>	B.Sc. International Business
<b>Study level and semester</b>	Bachelor 6 <sup>th</sup> Semester
<b>ECTS Credits</b>	5 ECTS Credits
<b>Hours per week / total contact hours</b>	4 / 60
<b>Total hours of study</b>	150
<b>Type/Teaching Method</b>	Elective
<b>Language of instruction</b>	English
<b>Frequency</b>	Every Semester
<b>Course Coordinator/Instructor</b>	Prof. Dr. Florian Kapmeier Tel.: +49 7121-271-3104 <a href="mailto:florian.kapmeier@reutlingen-university.de">florian.kapmeier@reutlingen-university.de</a>
<b>Restrictions (if applicable)</b>	Admission capacity for this course is limited
<b>Course learning objectives:</b>	Why do so many business and/or sustainability strategies fail? Why do we see so few high sustainability impact actions that transform markets and organizations towards environmental and social sustainability, despite evidence of successful efforts? Why do so many actions fail to produce lasting results? Why do many businesses suffer from periodic crises, fluctuating sales, earnings, and morale? Why do some firms grow while others stagnate? How do once-dominant firms lose their competitive edge? How could companies avoid being accused of "greenwashing"? How can firms assess high-leverage policies against the climate crisis? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects?

Accelerating economic, technological, social, and environmental change challenge managers to learn at increasing rates (the “great acceleration”). And we must increasingly learn how to design and manage complex systems with multiple feedback effects, long time delays, and nonlinear responses to our decisions. Yet learning in such environments is difficult, precisely because we never confront many of the consequences of our most important decisions. Effective learning in such environments requires methods to develop systems thinking, to represent and assess such dynamic complexity – and tools managers can use to accelerate learning throughout an organization. Upon completion of this strategy course, participants will have developed the following competencies

**Professional competences:**

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

**Methodological competences:**

- Students will develop an understanding of dynamic complexity, inherent in most business situations of policy-design and decision-making.
- They will learn how to carefully analyze complex systems, understand over-time-behavior, and the impacts of time delays, non linear relationships, and feedbacks.
- Students will learn to recognize and deal with situations where policy interventions are likely to be delayed, diluted, or defeated by unanticipated reactions and side effects.
- Students get to work with role-playing games, simulation models, case studies, and management flight simulators to develop principles of policy design for successful management of complex strategies.

	<ul style="list-style-type: none"> <li>• They will have a chance to use state of the art software for computer simulation and gaming (no prior computer modeling experience is needed).</li> </ul> <p><b>Social competences:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their ability to work in teams in order to analyze complex business challenges.</li> <li>• They will also refine their oral and written communication skills because of the interactive nature of the course.</li> <li>• Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their analytical and problem-solving skills. Students will be better aware of dynamic complexity.</li> <li>• They will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.</li> </ul>
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Management Simulation Game: The Beer Distribution Game / FishBanks</li> <li>• The case for modelling and simulation: complex systems</li> <li>• Introduction to system dynamics &amp; getting to know Vensim</li> <li>• Simple dynamic models</li> <li>• Growth dynamics of organizations and managing social sustainability (with PEOPLExpress "management flight simulator")</li> <li>• Aspects of limits to growth (planetary boundaries, populations, economies; Limits to Growth study; Earth4All study)</li> <li>• Diffusion models (Dynamics of pandemics (such as SARS-Covid-19)</li> <li>• Sustainability dynamics (success of sustainability initiatives in companies and markets, transition of organizations and markets towards environmental sustainability, "greenwashing", rebound effects, climate change mitigation, food market transition)</li> <li>• Management Simulation Game: Climate Action Simulation</li> <li>• Tourism growth and waste management in Small Island States</li> </ul> <p>Examples of system dynamics-based research on sustainability issues</p>
<b>Assessment</b>	Graded: Presentation of project teamwork; individual in-class contribution to case discussion
<b>Indicative Reading List</b>	<ul style="list-style-type: none"> <li>• Required reading Sterman, J.D. (2000). Business Dynamics. Systems Thinking and Modeling for a Complex World. Irwin McGraHill.</li> </ul>

- Rahmandad H, JD Sterman. 2012. Reporting Guidelines for SimulationBased Research in Social Sciences. System Dynamics Review 28(4): 396- 411. DOI: 10.1002/sdr.1481.
- Schlesinger, Leonard, A. & Whitestone, D. (2000). People Express (A). Harvard Business Publishing, Case No. 9-483-103 Boston.

Further readings

- Booth Sweeney, L. & Sterman, J.D. (2000). Bathtub dynamics: initial results of a systems thinking inventory, System Dynamics Review, 16(4), 249-286.
- Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. Energy Research & Social Science, 70, 101779.
- Kapmeier, F., & Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. System Dynamics Review, 34(1-2), 172-221.
- Kapmeier, F., Greenspan, A. S., Jones, A. P., & Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the EnROADS climate policy simulation. System Dynamics Review, 37(4), 333- 352.
- Lyneis, J.M. (1999). System Dynamics for Business Strategy: A Phased Approach. System Dynamics Review, 15(1), 37-70.
- Lyneis J, J Sterman. 2016. How to Save a Leaky Ship: Capability Traps and the Failure of Win-Win Investments in Sustainability and Social Responsibility. Academy of Management Discoveries 2(1): 7-32
- Morecroft, J.D.W. (2015). Strategic Modelling and Business Dynamics: A Feedback Systems Approach. 2nd Ed. Wiley.

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