



Curriculum & Syllabi Handbook

MBA International Management Part-Time



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www.esb-business-school.de



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Qualification Profile

Aims of the programme

This MBA in International Management (Part-Time) enables its graduates to assume managerial responsibilities, assess business processes, formulate strategic development objectives and make business decisions on the basis of scientific models and proven best practice in an international environment.

It builds on, and accounts for, previously gained knowledge and experience in various disciplines and industries in the context of case studies and related group discussions in many of its classes.

The MBA is primarily designed for non-business graduates but can also be attended by graduates with a business background.

Degree awarded

Master of Business Administration (MBA)

Duration of studies

5 semesters part-time – 90 ECTS

Competency goals (CGs) according to AACSB

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

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

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

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

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

Table 1: Competency goals and objectives MBA Part-Time

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM-SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5 DIGITAL SKILLS	COMPETENCY GOAL 6 DIGITAL SKILLS
<p>ESB MBA Part-Time graduates are proficient in at least one foreign language and communicate in spoken and written word at B2 proficiency level (admission requirements).</p>	<p>...are interculturally competent.</p>	<p>...are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.</p>	<p>...are experts at solving complex problems in the domain of International Management.</p>	<p>...are familiar with company value chains and are able to apply digital capabilities in supply chain support.</p>	<p>...have the ability to assess and develop digital business strategies.</p>
	<p>...reflect upon the cultural context and its complexities when making decisions in a global business environment.</p>	<p>...are reflexively aware of ethical and legal issues in their professional field. They are able to critically analyse these issues on the basis of normative theory or models.</p>	<p>...develop innovative solutions for entrepreneurial scenarios.</p>		<p>...demonstrate proficiency in the application of appropriate instruments/ frameworks for developing digital business strategies.</p>
<p>Measure embedded in admission requirements</p>	<p>Measure embedded in module M1 'Seminar Intercultural Cooperation' by way of self-reflective exercises and IES online test</p>	<p>Measure embedded in module M8.2 'Business Processes' by way of presentation</p>	<p>Measure embedded in module M14 'Master Thesis'</p>	<p>Measure embedded in module M13.2 'Logistics & Supply Chain Management' by way of class test and presentation</p>	<p>Measure embedded in module M13.1. 'Digital Business Strategies' by way of case study and presentation</p>

Qualification profile of graduates

Graduates of the MBA International Management Part-Time programme acquire comprehensive management skills; they are familiar with the entire economic spectrum from marketing to financing, from corporate strategies to process optimisation. They demonstrate entrepreneurial spirit and skills. They are able to see far into the future and are highly sensitive to different business cultures and international partners.

The MBA is not directed towards specific industries per se. Its focus is more on functions within an international environment. These include general management, human resources, strategic planning, finance, sales, and also entrepreneurship, which is gaining more and more importance for corporations.

Typical corporate areas:

- Corporate strategy
- Leading international teams
- Business management
- Consulting
- Self-employment ventures

1. Study Structure

Lectures and seminars

The MBA is a part-time programme. Classroom seminars are held on Fridays and Saturdays and supported by contact seminars during the week. These offer introduction and recapitulation of lecture content as well as guidance and supervision of project work where applicable. The contact seminars include live streaming opportunities to allow students that cannot join in person to participate. Lecture notes and material are offered via Relax, the university's online learning platform.

The weekend schedule is interrupted by four block weeks that are timetabled in the semesters 1, 2, 3 and 4. These block weeks allow lecturers a more continuous interaction and additionally offer the students the opportunity for compact and continuous exchange and integration.

Respective of Covid-19 Reutlingen University regulations, lectures may also be offered in online modus.

The modules are programme-specific and cannot be transferred to other degree programmes.

Table 2: Study structure

Course	Contact hours (à 45 min.)		Weekend lectures ¹	ECTS credits ²
	Lecture	CS		
1. Semester	Lecture	CS	WE	ECTS
Seminar Intercultural Cooperation	30	15	2	5
Economics of Firms & Markets	60	30	4,5	7
Managerial & Financial Accounting	60	30	4,5	7
Total	150	75	11	19
2. Semester	Lecture	CS	WE	ECTS
Marketing	45	15	3	6
Entrepreneurship & Finance	60	30	4	8
Entrepreneurship	(30)	(15)	(2)	(4)
Business Finance	(30)	(15)	(2)	(4)
Elective 1	30	15	2	3
Elective 2	30	15	2	3
Total	165	75	11	20
3. Semester	Lecture	CS	WE	ECTS
Leadership & Business Processes	60	30	4	6
Leadership & Managing People	(30)	(15)	(2)	(3)
Business Processes	(30)	(15)	(2)	(3)
Strategy & Organisation	60	30	4	8
Strategic Management	(30)	(15)	(2)	(4)
Organisational Behaviour	(30)	(15)	(2)	(4)
Elective 3	30	15	2	3
Elective 4	30	15	2	3
Total	180	90	12	20
4. Semester	Lecture	CS	WE	ECTS
Law & Business Development	60	30	4	8
International Business Law	(30)	(15)	(2)	(4)
Business Development	(30)	(15)	(2)	(4)
Digital Business & Supply	60	30	4	8
Digital Business Strategy	(30)	(15)	(2)	(4)
Logistics & Supply Chain Management	(30)	(15)	(2)	(4)
Total	120	60	8	16
5. Semester	Lecture	CS	WE	ECTS
Master Thesis	-	-	--	15
Total	-	-	--	15
For programme in total	615	300	42	90

¹ Weekend seminars: 15 teaching units per weekend including examinations

² 1 Credit is equivalent to 30h workload (contact hours and self-study)

2. Overview: Modules and Courses

Table 3: Modules and courses

Code	Modules and courses	ECTS per semester					Workload (hours)					Type of assessment	Language	Grade weighting
		1.	2.	3.	4.	5.	Lecture/ seminar	Contact seminar	Weekends	Self-study	Total workload			
M 1	Seminar Intercultural Cooperation	5					30	15	2	105	150	CA	Engl	5/90
M 2	Economics of Firms & Markets	7					60	30	4,5	120	210	KL(2h)	Dt	7/90
M 3	Managerial & Financial Accounting	7					60	30	4,5	120	210	KL(2h) / PA	Engl	7/90
M 4	Marketing		6				45	15	3	120	180	CA	Dt	6/90
M 5	Entrepreneurship & Finance		8				60	30	4	150	240	PA		8/90
M 5.1	Entrepreneurship		(4)				(30)	(15)	(2)	(75)	(120)		Engl	
M 5.2	Business Finance		(4)				(30)	(15)	(2)	(75)	(120)		Engl/Dt	
M 6	Module Elective 1			3			30	15	2	45	90	PA / CA	Engl/Dt	3/90
M 7	Module Elective 2			3			30	15	2	45	90	PA / CA	Engl/Dt	3/90
M 8	Leadership & Business Processes			6			60	30	4	90	180	PA / CA		6/90
M 8.1	Leadership & Managing People			(3)			(30)	(15)	(2)	(45)	(90)		Engl/Dt	
M 8.2	Business Processes			(3)			(30)	(15)	(2)	(45)	(90)		Engl/Dt	
M 9	Strategy & Organisation			8			60	30	4	150	240	PA / CA		8/90
M 9.1	Strategic Management			(4)			(30)	(15)	(2)	(75)	(120)		Dt	
M 9.2	Organisational Behaviour			(4)			(30)	(15)	(2)	(75)	(120)		Engl/Dt	
M 10	Module Elective 3			3			30	15	2	45	90	PA / CA	Engl/Dt	3/90
M 11	Module Elective 4			3			30	15	2	45	90	PA / CA	Engl/Dt	3/90
M 12	Law & Business Development				8		60	30	4	150	240	KL(2h) / PA		8/90
M 12.1	International Business Law				(4)		(30)	(15)	(2)	(75)	(120)		Dt	
M 12.2	Business Development				(4)		(30)	(15)	(2)	(75)	(120)		Engl/Dt	
M 13	Digital Business & Supply				8		60	30	4	150	240	PA / CA		8/90
M 13.1	Digital Business Strategy				(4)		(30)	(15)	(2)	(75)	(120)		Engl/Dt	
M 13.2	Logistics & Supply Chain Management				(4)		(30)	(15)	(2)	(75)	(120)		Engl/Dt	
M 14	Master Thesis					15				450	450	MT		15/90
	Total	19	20	20	16	15	615	300	42	1785	2700			90/90

Abbreviations:

CA Continuous assessment
MT Master-Thesis

KL Klausurarbeit / written exam
PA Projektarbeit / Project work (may include written paper and presentation)

**Table 4: Electives / Electives may vary through adjustments and updates (see §3 Abs. 2).
Students must take at least 4 electives.**

Code	Modules and courses	ECTS per semester					Workload (hours) Contact seminars à 45 min					Type of assess-ment	Language	Grade weighting
		1.	2.	3.	4.	5.	Lecture/seminar	Contact seminar	Weekends	Self-study	Total workload			
VM 1	International Trade (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 2	Innovation Management (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 3	Sustainability Management		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 4	International Business Organisation & Strategy (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 5	Marketing below the line – innova-tives Marketing (not offered this semester)		3				30	15	2	45	90	PA / CA	Dt	3/90
VM 6	Strategieimplementierung / Strategy Implementation		3				30	15	2	45	90	PA / CA	Dt	3/90
VM 7	Financial Analysis for Managers (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 8	Behavioural Finance		3				30	15	2	45	90	PA / CA	Engl/Dt	3/90
VM 9	Management Consulting (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 10	Strategic Simulations (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 11	Digital Business Models and Online Marketing (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 12	Strategische Management-Analyse Tools / Strategic Management & Analysis Tools (not offered this semester)		3				30	15	2	45	90	PA / CA	Dt	3/90
VM 13	Verträge verhandeln und gestalten / Negotiating and drafting legal contracts		3				30	15	2	45	90	PA / CA	Engl	3/90
VM 14	Sportmanagement mit Team Building / Sports Management with Team Building (not offered this semester)		3				30	15	2	45	90	PA / CA	Dt	3/90
VM 15	Business Digitisation (not offered this semester)		3				30	15	2	45	90	PA / CA	Engl	3/90
VM ff.	Electives supplemented by the Examinations Board		3				30	15	2	45	90	PA / CA		3/90
VM A	Elective 1 completed abroad		3								90	PA / CA	Engl	3/90
VM B	Elective 2 completed abroad		3								90	PA / CA	Engl	3/90
VM C	Elective 3 completed abroad		3								90	PA / CA	Engl	3/90
VM D	Elective 4 completed abroad		3								90	PA / CA	Engl	3/90

Weekend seminars: Fridays: 15:30-21:30 / Saturdays: 08:30-15:30 / Contact seminars: 17:00-21:00 / Block week: 08:30-15:30

Please note: due to Covid-19 regulations, deviations from listed teaching, examination and assessment formats are possible.

3. CORE MODULES AND COURSES

3.1. Seminar Intercultural Cooperation

Module	M 1
Semester	1
Duration of module	Block seminar plus contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Hazel Grünewald Building 17, Office 005, Tel.: 07121 271 3074 hazel.gruenewald@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Hazel Grünewald
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Contact hours	Block lectures and contact seminars; in total 45 hours.
Examination/ type of assessment	CA
Weighting of grade within programme	5/90
Learning outcomes	<ul style="list-style-type: none"> • Subject-specific competencies Students learn and practise methods and techniques that can be effectively used in negotiations. They become familiar with how to deal with the obstacles and complicating factors that might appear while

	<p>applying them. The course focuses on the practical aspects of negotiation but has solid foundations in negotiation research.</p> <ul style="list-style-type: none"> Professional and interdisciplinary competencies Students learn to determine if a negotiation is position-based or interest-based. They can differentiate between integrative and distributive bargaining and gain an understanding of which game to play depending on the situation. Students analyse the different stages of a negotiation and get acquainted with/ practise relevant strategies and tactics to successfully manage cross-cultural communications and business negotiations. Students perceive the impact of personality, management styles and culture on the international negotiation process. Students are confronted with ethical implications in negotiations. They are also made aware of some of the cognitive biases likely to confront negotiators. Social skills/ key competencies Students are able to reflect and discuss current topics connected to making deals in an international environment. They develop a sense of how to separate substantive issues (the deal) from broader relationship issues. Personal competencies Students can analyse and understand their own personalities and tendencies in bargaining situations. They learn how to move out of their comfort zone and adapt to situations.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2 assessed: Students reflect upon the cultural variables that impact decision making in a global business environment – embedded assessment in the context of group exercises, simulation and a self-reflective essay and by way of IES (Intercultural Efficiency Scale) online test.</p> <p>CG 3 reinforced: Students reflect upon the potential ethical consequences of management decisions from a cultural and personality perspective – reinforced in the context of group exercises, simulation and a self-reflective essay.</p> <p>CG 4 reinforced: The challenges in transformation, strategy implementation and change processes are manifold. In the course, students expand their problem-solving skills in this regard with the help of digital simulations.</p> <p>CG 5 reinforced: Students will consider aspects affecting the success of global supply chains such as ERP integration, collaborative planning and forecasting.</p> <p>CG 6 reinforced: Students have the opportunity to develop supply chain strategies and business models that incorporate digital aspects.</p>
<p>Content/ indicative syllabus</p>	<ol style="list-style-type: none"> Cross-cultural communication/ MBTI – negotiating with different styles Introduction to negotiations <ul style="list-style-type: none"> Distributive versus integrative negotiations The Harvard method: principled negotiations Dealing with obstacles and complicating factors

	<ul style="list-style-type: none"> • Different personalities and styles • Rationality and cognition • Cross-cultural negotiation • Multiparty negotiation
Teaching and learning methods	<ul style="list-style-type: none"> - Case study - Video - Interactive with continuous simulations - Quest 3C game - Exercises/ simulations in groups
Indicative reading list	<p>Students will receive handouts and additional materials provided on the RELAX platform.</p> <p>Recommended literature</p> <ul style="list-style-type: none"> – Adizes, Ichak. (2004) <i>Management/Mismanagement styles: How to identify a style and what to do about it</i>. Santa Barbara, CA: The Adizes Institute Publications. – Cialdini, Robert B. (2007): <i>Influence. The psychology of persuasion</i>. Rev. ed.; 1st Collins business essentials ed. New York: Collins. – Fisher, Roger; Shapiro, Daniel (2005): <i>Beyond reason. Using emotions as you negotiate</i>. New York: Viking. – Harvard business essentials. <i>Negotiation</i> (2003). Boston: Harvard Business School Press (The Harvard business essentials series). – Lewicki, Roy J.; Barry, Bruce; Saunders, David M. (2010): <i>Negotiation</i>. 6th ed. Boston: McGraw-Hill/Irwin. – Ury, William (2007): <i>Getting past no. Negotiating your way from confrontation to cooperation</i>. Rev. ed. New York: Bantam Books.

3.2. Economics of Firms & Markets

Module	M 2
Semester	1
Duration of module	4,5 weekends plus contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/ MBA

Module coordinator/ responsible professor	Prof. Dr. Jörg Naeve Building 5, Office 222A, Tel.: 07121 271 3071 joerg.naeve@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Jörg Naeve joerg.naeve@reutlingen-university.de Dr. Andreja Benkovic andreja.benkovic@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	7
Total workload and breakdown	210 hours
Contact hours	In total 90 hours, block lectures on weekends and contact seminars
Examination/ type of assessment	KL (2h)
Weighting of grade within programme	7/90
Learning outcomes	<ul style="list-style-type: none"> Subject-specific competencies Students know the principles of economics and understand the relationship between micro- and macroeconomics as well as the role of economic policy within a global economy. They are aware of the economic settings relevant for entrepreneurial decision making. They understand and reflect on the market mechanisms in different market forms. They know the determinants of demand and supply behaviour. Students can appreciate the role and interaction of different economic agents (households and firms) in (aggregated) markets, as well as the relevance of spill-over and feedback effects between the goods, money and labour markets. They are able to reflect the relevance of fiscal and monetary policy especially for employment and inflation in a European and global setting. They identify the implications of different types of market failure and are able to evaluate economic policy instruments to improve market outcomes. Furthermore, students are familiar with the basic explanation of international trade and currency markets as well as economic integration. Based on their knowledge they are able to describe, discuss and evaluate current economic developments. Students know and can reflect on the relevance of technological change and innovation for growth and employment in the domestic and global economy. Professional competencies Students know the key characteristics of relevant theoretical approaches in micro- and macroeconomics. They know graphical, mathematical and econometric methods and tools to analyse and

	<p>reflect market situations. They can describe and evaluate the implications of economic policy for individual and aggregate variables. Students have the theoretical and empirical tools and knowledge to analyse the problems and particularities related to individual behaviour and economic choices that cannot be explained by the standard economic rational agent-based theory.</p> <p>They are able to reflect on scientific contributions to economic topics by applying their knowledge of economic approaches.</p> <p>Students are able to identify the relations between strategic entrepreneurial goals and the economic environment. They can derive and explain the consequences of economic developments and policy for firms and are able to develop adequate solutions as a response to changes in the economic environment. Students are familiar with and can apply research in economics to demonstrate an understanding of rational economic behaviour as well as departures from rationality in economic decision-making and theory.</p> <ul style="list-style-type: none"> Social skills/ key competencies Students reflect and challenge economic problems and current challenges within a global economy. They deepen their knowledge of economic variables and settings and develop the ability to think as an economist. They apply their knowledge and expertise in business and develop economic questions on their own. They are able to analyse an economic problem or issue using an appropriate theoretical framework, recognize its limitations and appreciate uncertainties around such analyses. They reflect the ethical dimensions of economic decisions. Personal competencies Students know how to handle and apply complex economic approaches and are able to argue in a logically consistent way and draw conclusions. They develop a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigor needed to work with (economic) theory. They are able to use the power of abstractness to focus upon the essential features of an economic problem and to provide a systematic framework for the coherent and critical evaluation of the effects of policy or other exogenous events. They also understand the relevance of assumptions for the outcome of economic models. They appreciate thereby the relevance of different cultural settings for economic behaviour.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2 reinforced: Students reflect upon the cultural context and its complexities when making decisions in a global business environment. They are introduced to economic concepts that are applied in a national and international setting.</p> <p>CG 3 reinforced: Students reflect upon the potential ethical consequences of management decisions. Based on their economic knowledge, they reflect, in class discussions, on the ethical implications of their managerial decisions such as wage setting and the laying-off of workers.</p>

	<p>CG 4 reinforced: Students develop innovative solutions for entrepreneurial scenarios. Students learn to apply their economic knowledge in case studies developing sound managerial decisions.</p> <p>CG 6 introduced: Students have knowledge of and reflect on the implications of digital business models for the concentration process within markets.</p>
<p>Content/ indicative syllabus</p>	<p>The lecture starts with an analysis of the monopolistic structures in information technology markets. Here the cases of Microsoft, Google and others are discussed and reflected on. Based on these first insights into the relevance of market power, the lecture will deal with the standard approaches in microeconomics to provide students with the knowledge of market processes and relevant variables. Here the distinction between perfect and imperfect markets and the modifications based on behavioural economics will be stressed in particular.</p> <p>The Euro crisis and its implications build the starting point for the discussion of key macroeconomic approaches. The relevant relations in the aggregate goods market, the money and the labour market are analysed from a Keynesian and a neo-classical perspective which enables students to understand the importance of the (in)stability of markets for economic policy and its implications for companies in closed and open economies. Furthermore, the long run development of economies based on technological change and innovation is analysed.</p> <ol style="list-style-type: none"> 1. Case 1: The Success of Google, Apple and Microsoft 2. The Determinants of Demand and Supply 3. The Economics of Perfect Markets 4. The Economics of Imperfect Markets 5. Introduction to Behavioural Economics 6. Case 2: The Euro Crisis 7. Aggregate Demand and Aggregate Supply 8. The Economics of the Labour Market 9. Money and Inflation 10. Economic Fluctuations and Economic Policy 11. International Trade and Currency Markets 12. The Determinants of Innovation and Growth
<p>Teaching and learning methods</p>	<p>Seminar-based approach</p>
<p>Indicative reading list</p>	<p>Basic:</p> <ul style="list-style-type: none"> – Mankiw, N. Gregory / Taylor, Mark P. / Ashwin, A. (2019): Business Economics, 3rd ed., Andover: Cengage Learning EMEA. – Mankiw, N. Gregory / Taylor, Mark P. (2020): Economics, 5th ed., Andover: Cengage Learning EMEA. <p>Further readings:</p>

	<ul style="list-style-type: none"> – Aghion, P./ Howitt, P. (2009), Economics of Growth, Cambridge (Mass.): MIT Press. – Blanchard, O. (2020), Macroeconomics: Global Edition, 8th. ed., London/New York: Pearson. – De Grauwe, Paul (2018), Economics of Monetary Union, 12th ed., Oxford: OUP. – Fagerberg, J., Mowery, D.C., Nelson, R.R. (2013/2005), The Oxford Handbook of Innovation (reprint), Oxford: OUP. – Krugman, P., Obstfeld, M., Melitz, M. (2018), International Economics - Theory and Policy, 11th ed., Boston: Pearson Addison-Wesley. – Varian, Hal R. (2014): Intermediate Microeconomics. A Modern Approach, 9th ed., New York: W.W. Norton. <p>Additional reading will be made available in class.</p>
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3.3. Managerial & Financial Accounting

Module	M 3
Semester	1
Duration of module	4,5 weekends plus contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	None
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Robert LoBue Building 17, Office 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Robert LoBue
Language of instruction	English
Credits (ECTS)	7
Total workload and breakdown	210 hours

Contact hours	In total 90 hours, block lectures on weekends and contact seminars
Examination/ type of assessment	KL (2h) / PA
Weighting of grade within programme	7/90
Learning outcomes	<ul style="list-style-type: none"> • Subject-specific competencies <ul style="list-style-type: none"> - Key methods, formulas, and calculations for values in the financial statements - Application of accounting standards, processes, and documentation - Financial input for planning and forecasting - Accounting systems for measurement and analysis of business functional areas including revenues, costs and margins - Management accounting models and techniques • Professional competencies <ul style="list-style-type: none"> - Accounting for decision making - Financial literacy and applications - Recognising financial impacts of operational transactions and decisions on financial results - Critical management expectations and governance requirements of the accounting function • Social skills, key competencies <ul style="list-style-type: none"> - Integrative relationship of accounting process, reports, and values to business operations transactions, decisions, and obligations for team programs and projects - Connecting accounting to market economics and business law to contribute to higher operational and strategic goals of the enterprise • Personal competencies <ul style="list-style-type: none"> - Identifying relevant factors in decision-making - Anticipating financial impacts of plans and activities at all management levels of the organization.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2 introduced: Students learn to compare and to apply the international principles of accounting and reflect upon similarities and differences of accounting standards in a variety of countries.</p> <p>CG 3 introduced: Corporate governance, transparency, and fairness are presented and reflected upon as critical underlying principles for social responsibility and sustainable management practices.</p> <p>CG 4 introduced: Students analyse basic methods of financial management of companies by comparative analysis and learn to assess the financial impact of management decisions.</p>

	CG 5 introduced: The financial accounting system forms the core of any organizational information technology database connected to new digital apps and services. The cost management system proactively participates in innovations, processes, methods, resources, and activities of digitalization.
Content/ indicative syllabus	<ul style="list-style-type: none"> - Accounting standards and processes - Financial statement preparation and understanding - Cost behaviour and revenue relationships - Management accounting for decision-making for pricing and operational decision-making and forecasting - Financial analysis and planning
Teaching and learning methods	Seminar-based approach, tutorials, cases & exercises
Indicative reading list	<ul style="list-style-type: none"> – Harrison W. T., Horngren C. T., et al (2019), Financial Accounting, 11th global edition, Pearson. – Bhimani, A., Horngren, C.T., Datar, S.M. & Rajan, M.V. (2019). Management and Cost Accounting (7th ed.). Pearson Prentice Hall. – Horngren, C. T., Sundem, G. L., et al (2014), Introduction to Management Accounting, 16th global edition, Pearson. – Exercises and explanations posted online in the RELAX course page – Other commonly-used financial and managerial textbook resources, preferably in English

3.4. Marketing

Module	M 4
Semester	2
Duration of module	3 weekends plus contact seminars
Type of module	Core
How frequently is the module offered	1x per semester
Admission requirements	Completion of first semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de

Name(s) of lecturer(s)	Prof. Dr. Gerd Nufer
Language of instruction	German
Credits (ECTS)	6
Total workload and breakdown	180 hours
Contact hours	Block lectures on weekends and contact seminar; in total 60 hours.
Examination/ type of assessment	CA
Weighting of grade within programme	6/90
Learning outcomes	<p>The aim of the course is to acquire basic knowledge concerning theories and tools for marketing and the prevailing market mechanisms. The hands-on work in practical case studies enables the application and embedding of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> • Subject-specific competencies <ul style="list-style-type: none"> – The students learn market-focused thinking and responsiveness in order to be able to develop markets. They learn to create/devise a marketing strategy and to implement it by using marketing tools. • Professional competencies <ul style="list-style-type: none"> – The students are capable of establishing correlations and cross-links between individual marketing tools and to classify these within the overall context of market-oriented corporate management. • Social skills, key competencies <ul style="list-style-type: none"> – Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personality development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team. • Personal competencies <ul style="list-style-type: none"> – Students recognize the importance and necessity of marketing, are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. They become competent dialog partners to specialists in national and international marketing and are capable of professional communication with marketing managers and officers and of developing solutions for marketing issues or problems.
Course-specific contributions to AoL	CG 4 reinforced: Students evaluate and summarize the key concepts of marketing. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems. Moreover,

competency goals (CG 1 - 6)	<p>students are able to apply theoretical concepts to specific practical situations. Students work in groups on case studies and present their results.</p> <p>CG 6 reinforced: Students understand digital marketing strategies. They are able to identify and analyse challenges and perspectives regarding digital marketing.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> • Strategic Marketing • Product Policy • Price Policy • Communications Policy • Customer Relationship Marketing • Case Studies
Teaching and learning methods	<p>Mixture of different teaching methods that alternate and address different learning types:</p> <ul style="list-style-type: none"> ▪ Course delivered with seminar-based approach ▪ Preparation of concepts in small groups with final presentation of results and discussion
Miscellaneous	If applicable, guest lecturer
Indicative reading list	<ul style="list-style-type: none"> – Homburg, Christian: Marketingmanagement. Strategie – Instrumente – Umsetzung – Unternehmensführung, 7. Aufl., Wiesbaden 2020 – Kotler, Philip / Keller, Kevin Lane / Opresnik, Marc Oliver: Marketing-Management. Konzepte – Instrumente – Unternehmensfallstudien, 15. Aufl., München 2017 – Meffert, Heribert / Burmann, Christoph / Kirchgeorg, Manfred / Eisenbeiß, Maik: Marketing. Grundlagen marktorientierter Unternehmensführung. Konzepte – Instrumente - Praxisbeispiele, 13. Aufl., Wiesbaden 2019 – Nufer, Gerd / Bühler, André (Hrsg.): Marketing im Sport. Grundlagen und Trends des modernen Sportmarketing, 3. Aufl., Berlin 2013 – Sander, Matthias: Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 3. Aufl., München 2019

3.5. Entrepreneurship & Finance

Module	M 5
Semester	2
Duration of module	2 weekends plus 4 weekdays block seminar plus contact seminars
Type of module	Core
Courses included in the module	Entrepreneurship Business Finance
How frequently is the module offered	1x per semester
Admission requirements	Completion of first semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Maud Schmiedeknecht Building 17, Office 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de
Name(s) of lecturer(s)	Dominik Maier Prof. Dr. Rolf Daxhammer Prof. Dr. Fabian Diefenbach
Credits (ECTS)	8
Total workload and breakdown	240 h
Examination/ type of assessment	PA/ CA
Weighting of grade within programme	8/90

3.5.1. Entrepreneurship

Course number/ code	M 5.1
Type of course	Core
Name(s) of lecturer(s)	Dominik Maier dominik.maier@reutlingen-university.de

Language of instruction	English
Credits (ECTS)	4
Contact hours	45 hours, block lectures and contact seminars
Learning outcomes of the course	<ul style="list-style-type: none"> • Subject-specific competencies Students learn about entrepreneurial thinking and acting; understand (digital) business models and innovation, learn about agile innovation management approaches, etc.; business design • Professional and interdisciplinary competencies Start-up-methods like design thinking, lean start-up development, customer-centralized development, problem-solving and decision-making competencies, lean prototyping, project agility, early customer- and market centric validation of hypothesis • Social skills/ key competencies New forms of cooperation (working in start-up mode, working in sprints), training of team and communication skills when developing a business idea • Personal competencies Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of (new) solutions to problems
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3 reinforced: Students reflect upon the social responsibility of business development projects. Their business models are challenged with regards to economic, ecological and social dimensions.</p> <p>CG 4 assessed: Students generate business ideas in teams, develop business models and write a first business blueprint. By presenting their ideas in a pitch event, they learn to convince the audience how their product or service solves a specific problem.</p> <p>CG 6 reinforced: Students understand digital business models and innovation, learn about agile innovation management approaches, etc.; business design</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> - Kickstart - Entrepreneurial Mindset and Skills - Business Model (Innovation) - Ideation - Business Design - Validation - Innovation Management - Wrap-up
Teaching and learning methods	Lectures, discussions, workshops, literature studies, group work, real-life project with interviews, customer interactions and presentations

Indicative reading list	<ul style="list-style-type: none"> – Blank & Dorf (2012): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. K & S Ranch. – Gassmann, Frankenberger & Csik (2014): The Business Model Navigator: 55 Models That Will Revolutionise Your Business. Pearson. – Humble, Molesky & O'Reilly (2015): Lean Enterprise: How High Performance Organizations Innovate at Scale – Kawasaki (2015): The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything. – Lewrick, Link & Leifer (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses. John Wiley & Sons. – Maurya (2012): Running Lean: Iterate from Plan A to a Plan That Works – Newport (2016): Deep Work: Rules for Focused Success in a Distracted World – Osterwalder & Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons. – Plattner (2010): Design Thinking: Understand – Improve – Apply. Springer. – Ries (2011): The Lean Startup. How today's entrepreneurs use continuous innovation to create radically successful businesses. Currency. – Roam (2012): Blah Blah Blah: What To Do When Words Don't Work – Schrage (1999): Serious Play: How the World's Best Companies Simulate to Innovate – Schrage (2014): The Innovator's Hypothesis (The MIT Press)
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3.5.2. Business Finance

Course number/ code	M 5.2
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Rolf Daxhammer rolf.daxhammer@reutlingen-university.de Prof. Dr. Fabian Diefenbach fabian_elias.diefenbach@reutlingen-university.de
Language of instruction	German and English
Credits (ECTS)	4

Contact hours	45 hours; block lectures on weekends and contact seminars
Learning outcomes of the course	<ul style="list-style-type: none"> ● Subject-specific competencies <ul style="list-style-type: none"> – understand and use the terminology for key finance instruments, ratios and concepts – evaluate the access to different financing instruments for different types of companies – calculate pre-emptive rights for capital increases – calculate a company’s cost of capital and critically reflect on its limitations – compare different capital structure theories – apply different valuation methods and understand their real-life limitations – use derivative instruments for FX hedging purposes ● Professional and interdisciplinary competencies <ul style="list-style-type: none"> – Students will transfer basic principles of mathematics to the field of corporate finance. – Students will learn how managerial decisions are reflected in cash-flow requirements and how a company’s financial flexibility is limited by macroeconomic conditions. ● Social skills/ key competencies <ul style="list-style-type: none"> – Students should gain a clear understanding of how neoclassical models use assumptions, which may not mirror real life investors’ attitudes to ethics, risk or personal gain. ● Personal and practical competencies: <ul style="list-style-type: none"> – During the lecture, students will learn how to develop complex analytical and mathematical issues in a seminar-based interactive environment.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4 reinforced: Different sources of financing are compared based on the perspective of buyers and sellers of securities. In written individual presentations students demonstrate that they can identify problems for companies which use financial markets as a source of financing; offering strategies on how to solve these problems.</p> <p>CG 6 reinforced: Students will learn how the forecasting process in capital budgeting can be augmented using AI-approaches on comprehensive data sets.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> ● Finance and financial markets ● Internal and external sources of finance ● Equity

	<ul style="list-style-type: none"> • Debt • Derivatives • Capital Budgeting
Teaching and learning methods	Lectures (seminar-style), student tutorials, guest speakers, workshops
Indicative reading list	<p>Compulsory reading:</p> <ul style="list-style-type: none"> – Zutter, C.J./Smart, S.B (2018): Principles of Managerial Finance; Reading, MA – Gräfer, H./Schiller, B./Rösner, S. (2014): Finanzierung, Berlin <p>Further reading:</p> <ul style="list-style-type: none"> – Brealey, R., Myers, S., Allen, F., (2017): Principles of Corporate Finance, Columbus – Eun, C., Resnick, B. (2012) International Financial Management, New York – Perridon, L./Steiner, M./Rathgeber, A.W. (2017): Finanzwirtschaft der Unternehmung; München

3.6. Leadership & Business Processes

Module	M 8
Semester	3
Duration of module	2 weekends plus 4 weekdays block seminar plus contact seminars
Type of module	Core
Courses included in the module	Leadership & Managing People Business Processes
How frequently is the module offered	1x per semester
Admission requirements	Completion of first and second semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Julia Hormuth Building 5, Office 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Name(s) of lecturer(s)	Dr. Roy Mouawad Prof. Dr. Johanna Bath

	Carolin Schwarz
Credits (ECTS)	6
Total workload and breakdown	180 h
Learning outcomes of the module	<p>Students will gain an understanding of organizational management in terms of leading people and managing processes, as well as their interplay.</p> <p>Students will become familiar with leadership theories, models, issues and challenges. They will be able to apply different approaches and develop their own leadership skills.</p> <p>Students will acquire an enhanced understanding of the theoretical and practical aspects of business process management. They will be able to apply methods to identify and analyse challenges and perspectives regarding sustainability issues in the supply chain.</p>
Examination/ type of assessment	CA (25% written exercise, 25% presentation, Dr. Roy Mouawad) PA (50%, Prof. Dr. Johanna Bath)
Weighting of grade within programme	8/90

3.6.1. Leadership & Managing People

Course number/ code	M 8.1
Type of course	Core
Name(s) of lecturer(s)	Dr. Roy Mouawad roy.mouawad@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Contact hours	30 hours in block seminars + 15 hours online tutoring
Learning outcomes of the course	<p>This course examines theories and models of leadership and issues and challenges of people management in organizations. Environmental factors, organizational objectives, company culture, and individual and group ethical standards are examined to incorporate situational determinants of leadership effectiveness. The course provides a framework on what “leadership” entails, along with developing an understanding for the skills and knowledge to address leadership opportunities and challenges. Students’ ability to understand and apply diverse approaches to leadership in organizations is emphasized by readings, case analyses, role-plays, and in-class exercises. Emphasis is on building a sound grasp of good</p>

	<p>practice, and on developing the ability to apply such knowledge to actual business problems. After the course, students will have:</p> <ul style="list-style-type: none"> • gained in-depth knowledge on the topic of leadership • learned practical tools and methods of leadership that will apply to a variety of organizational structures • become aware of how leadership topics apply to work settings • gained insight on their own personality, skills, values, beliefs, and ethics as they relate to leading others • acquired an understanding of power, influence, change, culture, emotions, and team contexts as related to leadership • developed experience in discussion and debate on leadership topics • developed a personal philosophy of leadership and people management
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<ul style="list-style-type: none"> • CG 1 reinforced: As the course is conducted in English, students improve their command of the English language through readings, discussions, presentations, and debates on leadership theories and issues. • CG 2 reinforced: Students work on cases that focus on international/intercultural issues, which require them to reflect upon the culture dependence of leaders' and followers' positions and expectations. • CG 3 reinforced: Students explore ethics in a global context by looking at contemporary issues, concept definitions, approaches to business ethics and causes of unethical behavior in a business context. Students will discuss the social and ethical consequences of leadership. They will explore, through exercises and case studies, cross-cultural issues related to leadership ethics. • CG 5 reinforced: Students understand the impact of leadership on various functional areas of organizations, mainly strategy and human resource management. Students will examine the role of leaders and managers in setting a clear vision and designing strategies to achieve it. • CG 6 reinforced: Students discuss leadership schools and theories. Through exercises and class discussions, they will evaluate and critically analyze complex leadership situations. They will use tools and techniques to solve leadership problems.
<p>Content/ indicative syllabus</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Introduction to leadership & people management: leadership described 2. Leadership vision, purpose <p>Leadership theories</p> <ol style="list-style-type: none"> 3. Trait and skill-based approaches to leadership

	<ol style="list-style-type: none"> 4. Behavioural leadership theories 5. Situational leadership theories 6. Transactional and transformational leadership <p>Values and authenticity:</p> <ol style="list-style-type: none"> 7. Leadership styles, needs, and motivation 8. Leadership and ethics <p>Teams, emotions, and culture:</p> <ol style="list-style-type: none"> 9. Team leadership and shared vision 10. Emotional intelligence: Competencies for leaders in the 21st century 11. Culture and leadership (cultural intelligence) <p>Strategy, performance, and learning:</p> <ol style="list-style-type: none"> 12. Strategic people management 13. Leadership and learning organizations
<p>Teaching and learning methods</p>	<p>Primarily case study-based teaching with input presentations by the lecturer. Cases need to be prepared before, during, and after class.</p> <p>Debates, discussions, role plays, and in-class exercises.</p> <p>For examination, students will have to develop a final report on their own on an issue of leadership and/or people management taken out of their personal experience/context.</p>
<p>Miscellaneous</p>	<p>Cases, presentations as well as additional reading material will be provided on the course's RELAX website.</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> – Bass, B. M. (1999). Two decades of research and development in transformational leadership. <i>European journal of work and organizational psychology</i>, 8(1), 9-32. – Boyatzis, R. E. (2008). Competencies in the 21st century. <i>Journal of management development</i>, 27(1), 5-12. – Brown, M. E., Treviño, L. K. (2006). Ethical leadership: A review and future directions. <i>Leadership Quarterly</i>, 17, 595-616. – Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. <i>Journal of management</i>, 38(6), 1715-1759. – Earley, P. C., & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i>, 82(10), 139-146. – Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. <i>The Leadership Quarterly</i>, 22(6), 1120-1145. – Goleman, D. (2004). What makes a leader? <i>Harvard Business Review</i>, 82(1), 82-91.

- Goleman, D., & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard business review*, 86(9), 74-81.
- Hofstede, G. (2003). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage publications.
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of applied psychology*, 89(5), 755.
- Nahavandi, A. (2012). *The Art and Science of Leadership* (6th edition). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Northouse, P. G. (2016). *Leadership: Theory and Practice* (7th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Parris, D. L., & Peachey, J. W. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of business ethics*, 113(3), 377-393.
- Thomas, D. C., Elron, E., Stahl, G., Ekelund, B. Z., Ravlin, E. C., Cerdin, J. L., & Maznevski, M. (2008). Cultural intelligence: Domain and assessment. *International Journal of Cross Cultural Management*, 8(2), 123-143.
- Wang, G., Oh, I. S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management*, 36(2), 223-270.
- Yukl, G. (2012). *Leadership in Organizations* (8th edition). Pearson.
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *The Academy of Management Perspectives*, 26(4), 66-85.

3.6.2. Business Processes

Course number/ code	M 8.2
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Johanna Bath johanna.bath@reutlingen-university.de Carolin Schwarz carolin.schwarz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Contact hours	Block lectures on weekends and contact seminars: in total 45 hours

<p>Learning outcomes of the course</p>	<ul style="list-style-type: none"> • Social skills/ key competencies Through the interactive nature of the course, students will apply their oral and written communication skills. Furthermore, they will apply their team skills by developing results in discussions in various team set-ups. Students will be able to analyse and critically reflect on their own learning process during the course. • Personal competencies Students will gain knowledge and competencies in analysing and assessing sustainable business processes and thereby grow into responsible decision makers.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2 reinforced: Students reflect upon the cultural context and its complexities when considering ethical, social and environmental aspects in establishing sustainable supply chains and business.</p> <p>CG 3 assessed: The course includes aspects of ethical management.</p> <p>Students reflect upon the complexities of international corporations e.g. social and ecological challenges of setting up sustainable supply chains and business models. Students analyse and assess sustainable business process issues e.g. strategies and implementation of management systems as well as stakeholder management.</p> <p>In their case study work, they reflect upon ethical dilemmas of management decisions and make decisions considering economic, social and environmental aspects. Students will also work on sustainable business models, with the aim of addressing societal and ecological issues with profitable business models.</p> <p>CG 4 reinforced: Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills.</p> <p>CG 5 reinforced: Students are able to assess the relevance of digitalization for sustainable supply chains.</p> <p>CG 6 reinforced: Students will develop an enhanced understanding of theoretical and practical aspects of business processes. They will be able to apply methods to identify and analyse challenges and perspectives regarding sustainability issues in the entire supply and value chain.</p>
<p>Content/ indicative syllabus</p>	<ul style="list-style-type: none"> ▪ Business ethics ▪ Basics of business processes: topics, models, strategies ▪ Implementation of sustainable business processes: structures, stakeholder management, instruments and standards ▪ Selected functional areas of sustainable business processes: supply chain, reporting ▪ Sustainable business models: case studies ▪ Social innovation and social design ▪ Innovation management: from idea to product
<p>Teaching and learning methods</p>	<p>Seminar style lecture including case studies, discussions, coaching by instructor and presentations by students</p>

Indicative reading list	Lecture handouts with list of references Case study material
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3.7. Strategy & Organisation

Module	M 9
Semester	3
Duration of module	4 weekends plus contact seminars
Type of module	Core
Courses included in the module	Strategic Management Organisational Behaviour
How frequently is the module offered	1x per semester
Admission requirements	Completion of first and second semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Carmen A. Finckh Building 17, Office 130, Tel.: 0175 20 60 333 carmen.finckh@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Carmen Finckh Prof. Dr. Hazel Grünewald
Credits (ECTS)	8
Total workload and breakdown	240 h
Learning outcomes of the module	Students will gain a deep understanding of strategic management and organisational behaviour concepts and processes in national and international companies. They will gain insights into real-world case studies from these fields and deepen their strategic analysis, problem-solving, motivational, leadership, team-working and coaching competencies.
Examination/ type of assessment	PA (50%, Prof. Dr. Carmen Finckh) / CA (50%, Prof. Dr. Hazel Grünewald)
Weighting of grade within programme	8/90

3.7.1. Strategic Management

Course number/ code	M 9.1
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Carmen A. Finckh carmen.finckh@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	4
Contact hours	Block lectures on weekends and contact seminars; in total 45 hours.
Learning outcomes of the course	<p>Various competencies are improved:</p> <ul style="list-style-type: none"> • Subject-specific competencies <ul style="list-style-type: none"> - Knowledge of contemporary strategy theory - Understanding of the functions and the limitations of the so-called main stream strategic management for the challenges of the future - Digital and sustainable business models • Professional competencies <ul style="list-style-type: none"> - Distinguish between strategic and non-strategic problem tasks - Problem-solving capabilities - Strategic thinking skills - Practical execution of strategy tools • Social and key competencies <ul style="list-style-type: none"> - Ability to solve problems under uncertainty <p>Ability to communicate analyses and recommendations</p>
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2 reinforced: Students reflect upon the cultural context and its complexities when making decisions in a global business environment.</p> <p>CG3 reinforced: Students reflect upon the potential ethical consequences of management decisions</p> <p>CG4 reinforced: Students develop solutions for strategic issues</p> <p>CG 5 reinforced: Students reflect on the connection between strategy, sustainability and the relevance of digitalization in supply chains.</p> <p>CG 6 reinforced: Students have the ability to assess and develop digital business strategies as part of the broader set of strategic choice.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"> 1. Fundamentals of Strategy Management and Strategic Thinking <ol style="list-style-type: none"> 1.1. Strategic development and evaluation (process, tools) 1.2. Business Models

	<ol style="list-style-type: none"> 1.3. Strategy implementation at a glance 2. Rethinking Strategic Management <ol style="list-style-type: none"> 2.1. Foundations of sustainable strategic management 2.2. Sustainable Strategizing 3. Business Concepts for Sustainable Strategizing <ol style="list-style-type: none"> 3.1. Sustainable business models 3.2. Flourishing enterprise strategy design method 4. Value-based stakeholder Management
Teaching and learning methods	Lectures, case-based learning, HBS Simulations
Indicative reading list	<p>References</p> <ul style="list-style-type: none"> – Lynch, Richard L. (2015): Strategic management / Richard Lynch. 7. ed.: Pearson. – Wunder, Thomas (2016): Essentials of Strategic Management. Effective Formulation and Execution of Strategy: Schäffer-Poeschel Verlag für Wirtschaft Steuern Recht GmbH. – Wunder, Thomas (Hg.) (2017): CSR und Strategisches Management: Wie man mit Nachhaltigkeit langfristig im Wettbewerb gewinnt. Berlin, Heidelberg: Springer Berlin Heidelberg. – Wunder, Thomas (Hg.) (2019): Rethinking Strategic Management. 1st ed. Cham: Springer International Publishing.

3.7.2. Organisational Behaviour

Course number/ code	M 9.2
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Hazel Grünewald hazel.gruenewald@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and contact seminars; in total 45 hours.
Learning outcomes of the course	<p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies

	<p>Understanding of key concepts, models and practices within the field of organisational behaviour such as personality, motivation, team dynamics and effectiveness, decision-making, organisational design, culture and change; appreciation of how theories can be translated into practical applications.</p> <ul style="list-style-type: none"> • 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 be able to stand back and view complex situations in perspective and to think critically about organisations and what happens in them. • Social competencies Presentation and teamwork skills (through group work and group presentations). • Personal competencies Awareness of their own skills in realising an academic project; competence to evaluate other students' academic projects and presentations.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 1 reinforced: During the course students work in culturally diverse student groups on several business cases and develop presentations and/or short written reports in English.</p> <p>CG 2 reinforced: Students work in culturally diverse teams. They focus on challenges of managing organisational behaviours in an international context. Additionally, students learn how to assess (national or organisational) culture as well as the challenges culture poses.</p> <p>CG 3 reinforced: Ethical aspects of several OB topics will be discussed, e.g. ethical aspects when motivating or leading people, ethical aspects of diversity management. Students will learn to identify ethical problems in business cases and will determine appropriate theories/approaches to tackle a specific challenge. Students will reflect and become aware of the positive and negative consequences of their decisions.</p> <p>CG 4 reinforced: Students will have tools to develop innovative solutions for entrepreneurial scenarios. Finally, students will be aware of the legal, economic and ethical consequences of their decisions.</p>
<p>Content/ indicative syllabus</p>	<p>PART I: The world of organisational behaviour Foundations of organisational behaviour</p> <p>PART II: Individual process/ group and social processes Understanding people at work</p> <ul style="list-style-type: none"> • Personality dynamics • Values • Perception and learning • Emotions, attitudes and stress

	<p>Motivation and job satisfaction</p> <ul style="list-style-type: none"> • Content and process theories • Reinforcement theories • Designing a motivating work environment <p>Change management</p> <ul style="list-style-type: none"> • Application of change management to practice
Teaching and learning methods	Lectures with discussions, case studies, videos, research, group discussions, self-inventories, simulations.
Indicative reading list	<ul style="list-style-type: none"> – Buelens, Marc.; Sinding, Knud; Waldstrøm, Christian et al. (2011): Organisational Behaviour. 4th Edition. Berkshire: McGraw-Hill Higher Education. – Gerrig, Richard J., Zimbardo, Philip, Svartol, Frode et al. (2012): Psychology & Life. 18th Edition. European Adaptation Edition. Harlow: Pearson – Kotter, John P. (2010). Leading change. Boston, Mass: Harvard Business University Press – Lauer, Thomas. (2021). Change management: fundamentals and success factors. Berlin: Springer – Robbins, Stephen P.; Campbell, Timothy; Judge, Timothy A. (2019): Organizational Behavior. 18th edition, global edition. Harlow & Munich: Pearson

3.8. Law & Business Development

Module	M 12
Semester	4
Duration of module	2 weekends plus 4 weekdays block seminar plus contact seminars
Type of module	Core
Courses included in the module	International Business Law Business Development
How frequently is the module offered	1x per semester
Admission requirements	Completion of first, second and third semester modules
Level	Master/ MBA

Module coordinator/ responsible professor	Prof. Dr. Markus Conrads Building 17, Office 013, Tel.: 07121 271 3080 markus.conrads@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Markus Conrads Prof. Dr. Konstantin Kostin
Credits (ECTS)	8
Total workload and breakdown	240 h
Learning outcomes of the module	Students learn about the legal framework of business development and are able to make decisions to promote continuous innovation in a global business environment.
Examination/ type of assessment	KL(2h) / PA
Weighting of grade within overall programme	8/90

3.8.1. International Business Law

Course number/ code	M 12.1
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Markus Conrads markus.conrads@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	4
Contact hours	Block lectures on weekends, 45 hours
Learning outcomes of the course	The students should <ul style="list-style-type: none"> - know the most important rules of commercial law and learn how to apply them in their professional practice - get a feeling for the cases in which it is advisable to involve legal experts
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3 reinforced: Students will reflect upon the potential ethical consequences of management decisions. Ethical awareness is reinforced by solving a case study dealing with general questions of compensation. The students reflect on whether the traditional ways of compensating

	<p>damages are sufficient and how they can make sure that their contract partners perform their contractual obligations ethically.</p> <p>CG 5 reinforced: Students will learn the basics on contracts regarding digital content. They will learn which statutory provisions will apply and they will also be informed about European initiatives to strengthen consumer protection in this field.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> - Basics of German commercial law - Contract law (domestic) - Labour law and employment contracts - Basics of international business law - Distribution Law - Exercises and overviews
Teaching and learning methods	Seminar-based approach
Indicative reading list	<ul style="list-style-type: none"> – Conrads: Internationales Kaufrecht, Verlag, 2017 – NWB-Textausgabe: „Wichtige Gesetze des Wirtschaftsprivatrechts“

3.8.2. Business Development

Course number/ code	M 12.2
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Konstantin Kostin konstantin.kostin@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4
Contact hours	45 hours, block lectures and contact seminars
Learning outcomes of the course	<p>In today's highly competitive world there is a limit to the opportunities that companies can take on. Modern companies can't solve problems by using the same kind of thinking they initially used when problems were created. There is no clear pathway to building a successful enterprise, no cookbook of guaranteed success. But learning the guiding principles makes the success much more likely. Principles of success and causes of failure when starting and developing a company will be addressed and evaluated. Business model development according to lean start-up will be discussed. Participants learn to differentiate between the challenges corporate development poses on the organisation's ability to optimise efficiency and outcome on the one hand and its ability to react to change in a flexible manner on the other. The new framework based on the human psychology</p>

for understanding and predicting economic outcomes will be presented and discussed.

The course focuses on strategies and methods for companies to develop successfully and earn the returns above the opportunity cost of capital for the shareholders. This represents the primary measurable outcome for an organization which is achieved via training the functional competencies of the future business leaders, among others. Functional competencies can offer significant insights into productivity and provide for more accurate measurements for what makes someone competent in a particular role. Their development helps with things such as productivity, compliance, and safety. These things translate directly into success in terms of profitability for a company. This is especially important in modern changing environment of rapid digitalization, especially given the COVID-19 pandemic. There is a dramatic shift towards digitalization and building up digital competencies, which for many business areas became crucial for survival, not to mention prosperity. Methodical approaches to formation of digital competencies include: structuring of educational material in the form of structural modules with certain content lines and didactic goals; the relationship between basic methods, forms and means of learning for students at different levels of education using ICT and the content of learning; organizing ICT-based learning practices and self-reliance and integrating creative, educational, research and development components into the education process adequately to the development of ICT science and technology.

Participants will be able to judge the effect of change and especially disruptive technologies and scenarios on the organisational structure of corporations and the interaction of their employees. By the end of the course students will learn how to build and sustain a thriving organization.

After the successful completion of the course, students should have developed the following competencies

- **Professional competencies:** ability to identify and differentiate efficiency and outcome related success factors for internationally active companies
 - **Methodological competencies:** ability to evaluate operational and motivational effects of organisational structures and business models
 - **Social competencies:** improve awareness of social responsibility towards customers and employees, improve the ability to communicate and lead small disparate teams they work in
 - **Personal competencies:** improve the ability to reflect on oneself, develop the ability to lead and motivate teams, develop the ability to think and act proactively as well as customer oriented
 - **Functional competencies:** developing the functional skills relevant and transferable to many different work settings with the ultimate goal of providing the returns above the opportunity cost of capital to the shareholders
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<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>Contribution to AoL competency goals CG 3 reinforced, CG 4 introduced, CG 5 introduced and CG 6 introduced by solving real cases and by developing future-oriented solutions.</p> <p>CG 5 & 6 introduced: Familiarity with digital competencies and strategies, crucial for successful operation and development of modern enterprises. The course also addresses digital competencies, which consist of technical skills to use digital technologies, abilities to use and apply digital technologies in a meaningful way for increasing business efficiency, abilities to critically evaluate the digital technologies, and motivation to participate in the digital culture.</p>
<p>Content/ indicative syllabus</p>	<p>Disruptive developments</p> <p>Objectives of business development</p> <p>Internal and external reach of business development</p> <p>Changing the mindset: introducing the '4 whales of success'</p> <p>Business model development according to lean start-up</p> <p>The new framework based on the human psychology for understanding and predicting economic outcomes</p> <p>Organisational structures of product, process and service-oriented business models</p> <p>Digital competencies and strategies, crucial for successful operation and development of modern enterprises</p> <p>The multidimensional nature of demand: a conceptual framework for companies to exploit it efficiently</p> <p>Methods, barriers and implementation of business development</p>
<p>Teaching and learning methods</p>	<p>Seminar-based approach</p>
<p>Miscellaneous</p>	<p>Vignettes/short case studies as well as a number of examples of real companies making decisions which draw on the models, concepts and ideas of successful business development are incorporated into the study process, i.e. individual activity, team work and working on solving the cases is expected from the students.</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> – The definitive management ideas of the year from Harvard Business Review (2019). Harvard Business School Publishing Corporation. – Galbraith, J.R, (2014): Designing Organisations: Strategy, Structure and Process at the Business Unit and Enterprise Levels, Jossey-Bass – Ries, E. (2011): The Lean Start-up: How Constant Innovation Creates Radically Successful Businesses, Portfolio Penguin – More literature recommendations are to be addressed in class

3.9. Digital Business & Supply

Module	M 13
Semester	4
Duration of module	4 weekends plus contact seminars
Type of module	Core
Courses included in the module	Digital Business Strategy Logistics & Supply Chain Management
How frequently is the module offered	1x per semester
Admission requirements	Completion of first, second and third semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Rainer Kämpf Building 5, Office 207, Tel.: 07121 271 3004 rainer.kaempf@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Martin Mocker Daniel Jentzsch, PhD
Credits (ECTS)	8
Total workload and breakdown	240 hours
Learning outcomes of the module	<p>Students are expected to understand the ambiguity and complexity of defining and executing strategy in an increasingly digitizing world. They will be able to identify the key decisions driving long-term firm performance in a digital economy and understand how these decisions influence why some firms are more successful than others while still others fail.</p> <p>Students are introduced to key concepts, methods and processes in Logistics and International Supply Chain Management and will learn the impact of digitization to design, planning and operation of logistical systems and networks.</p>
Examination/ type of assessment	PA/ CA
Weighting of grade within programme	8/90

3.9.1. Digital Business Strategy

Course number/ code	M 13.1
Type of course	Core
Name(s) of lecturer(s)	Prof. Dr. Martin Mocker martin.mocker@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends and contact seminars; 45 hours
Learning outcomes of the course	<p>Upon completion of this course, participants will have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional/ subject-specific competencies Students are expected to understand the ambiguity and complexity of defining and executing strategy in an increasingly digitizing world. They will be able to identify the key decisions driving long-term firm performance in a digital economy and understand how these decisions influence why some firms are more successful than others, while others still fail. Specifically, this course will help students to <ul style="list-style-type: none"> – Understand the sources of competitive advantage in a digital world – Understand business model choices in a digital world, especially with regard to multi-sided platforms (such as Amazon Marketplace, LinkedIn, Airbnb, etc.) – Understand the organizational capabilities needed to execute a digital business strategy – Understand how large, established companies transform to deliver on their digital strategy • Methodological competencies The capability to deal with complex, ambiguous situations by breaking problems down into parts, analysing the parts critically, weighing opposing arguments, presenting a synthesis and debating a decision in class as well as staying open to enhancing or changing decisions. • Social competencies Building on feedback to improve their written and oral communication skills, their ability to work in teams, as well as defend their arguments in a discussion. • Personal competencies Deal with ambiguous situations that do not have a definite 'right or wrong' answer.

<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 1 reinforced: English as course language</p> <p>CG 2 introduced: In a selected case, students are required to discuss cultural aspects of global standardization.</p> <p>CG 3 introduced: In specific cases, students will discuss the ethical implications of automation.</p> <p>CG 4 reinforced: As part of their project work, students are required to analyse strategic business challenges faced by actual companies in the digital age and formulate how these can be solved with digital management tools and frameworks.</p> <p>CG 5 reinforced: As part of several cases, students discuss the impact of current digital technologies on processes that form part of a company's supply chain.</p> <p>CG 6 assessed: As part of the evaluated project work, students are required to assess the current situation of their company with regards to digital strategy as well as prioritizing challenges and developing a plan of action.</p>
<p>Content/ indicative syllabus</p>	<ol style="list-style-type: none"> 1. Motivation: why 'digital' matters for MBAs? 2. Digital Business Strategy: sources of competitive advantage 3. Digital Business Models: how to make money in the digital age 4. Digital Innovation: what digital strategy is built of 5. Digital Transformation: architecting for execution of the digital strategy
<p>Teaching and learning methods</p>	<p>Discussion of cases (i.e. the narrative of a business manager facing a difficult problem that will be discussed in class); lectures; students also work in groups and are assigned projects.</p>
<p>Miscellaneous</p>	<p>Examination type is CA for this course.</p>
<p>Indicative reading list</p>	<p>References and access to supplementary readings, videos, cases are provided during lectures. Key readings include:</p> <ul style="list-style-type: none"> – Fonstad, N.O.; Mocker, M.: Munich Re: Building a Foundation for Innovating Digital Offerings, MIT Sloan Center for Information Systems Research, Working Paper No. 445, August 2020. – Hagiu, A., 2014. Strategic decisions for multisided platforms. MIT Sloan Management Review, 55(2) – Mocker, M. and Ross, J.W., 2017. The Problem with Product Proliferation. Harvard Business Review, 95 (3). – Mocker, M., Weill, P. and Woerner, S.L., 2014. Revisiting Complexity in the Digital Age. MIT Sloan Management Review, 55(4) – Mocker, M.; Ross, J., Hopkins, C.: How USAA Architected its Business for Life Event Integration. MIS Quarterly Executive, 14 (2015) 4, pp. 137-150. – Mocker, M.; Ross, J.W.: Transforming Royal Philips to Reinvent Healthcare in the Digital Age. MIT Sloan Center for Information Systems Research, Working Paper No. 425, December 2017

	<ul style="list-style-type: none"> – Mocker, M.; Fonstad, N.O.: How AUDI AG Is Driving Toward the Sharing Economy. MIS Quarterly Executive, 16 (2017) 4, pp. 279-293. – Mocker, M; Beath, C.M.: The First Year of Digital Transformation at Principal International Chile. MIT Sloan Center for Information Systems Research, Working Paper No. 432, December 2018. – Mocker, M; Novales, A.: Connected Cleaning at Kärcher. MIT Sloan Center for Information Systems Research, Working Paper No. 441, January 2020. – Ross, J. W.; Beath, C. M.; Mocker, M.: Designed for Digital: How to Architect Your Business for Sustained Success. MIT Press (2019, forthcoming). – Van Alstyne, M.W., Parker, G.G. and Choudary, S.P., 2016. Pipelines, Platforms, and the New Rules of Strategy. Harvard Business Review, 94(4) – Weill, P. and Woerner, S.L., 2013. Optimizing your digital business model. MIT Sloan Management Review, 54(3)
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3.9.2. Logistics & Supply Chain Management

Course number/ code	M 13.2
Type of course	Core
Name(s) of lecturer(s)	Daniel Jentzsch, PhD daniel.jentzsch@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4
Contact hours	Block lectures on weekends plus contact seminars
Learning outcomes of the course	<p>Students are introduced to key concepts, methods and processes in Logistics and international Supply Chain Management (SCM) in an increasingly digitizing world. The course further develops supply chain theories and strategies. In particular, after having studied supply chain at a strategic level, students will cover common operational practices in managing the key processes of the supply chain. The course will focus on decision making drivers in outsourcing, purchasing organization and centralization, partnership management in the supply chain, basic operations management practices, inventory management and logistics, forecasting, planning and control principles.</p> <p>This course prepares for managing advanced SCM issues in globally acting companies, including the following key topics:</p> <ul style="list-style-type: none"> • Professional/ subject-specific competencies

	<p>Students are expected to understand the ambiguity and complexity of logistics and SCM. They will know concepts and methods to design, analyse and plan supply chain networks and be able to identify main issues, requirements and dependencies concerning processes, organization and information flow in international logistics.</p> <ul style="list-style-type: none"> Methodological competencies The capability to deal with complex, ambiguous situations by breaking problems down into parts, analysing the parts critically, weighing opposing arguments, presenting a synthesis and debating a decision in class as well as staying open to enhancing or changing decisions already made. Social competencies Students are expected to use feedback to improve their written and oral communication skills, their ability to work in teams, as well as defend their arguments in a discussion or in presentations.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2 reinforced: The course relies on intercultural teams to work collectively on a team presentation, hence fostering the awareness for intercultural challenges and opportunities and allowing students to apply previous learned techniques on intercultural issues.</p> <p>CG 3 reinforced: Students analyse cases in the area of logistics and SCM under the backdrop of sustainability and environmental/ ecological responsibility.</p> <p>CG 4 reinforced: Students solve logistical problems by calculating cases for entrepreneurial decisions such as location planning or selecting the appropriate transport carrier as well as their ideal routes.</p> <p>CG 5 assessed: Students learn the basics of digital SCM and gain insight into at least one specific tool applicable to supply chain support.</p> <p>Through exercises, students learn how to use such digital capabilities. In the lecture, these skills are tested through transfer tasks and/ or through applying the learned principles in specific environments and presenting the subsequent results.</p> <p>CG 6 reinforced: Students learn how to optimise classical logistical approaches with digital solutions. They are able to apply these in order to develop new solutions for digital business strategies in the areas of, for example, digital marketing and logistics.</p>
<p>Content/ indicative syllabus</p>	<p>Logistics:</p> <p>Logistics deals with the distribution and delivery of products to the right customers at the right time in the right place and at the right cost. This is a crucial element of Supply Chain Management in order to meet customer requirements. In order to deliver products to the customers it is necessary to design the distribution network, to assess the transportation modes, and to manage all the distribution flows. Designing the distribution network means deciding the number of distribution levels, the number of warehouses for each level and their positioning, according to demand patterns and geographical constraints.</p>

	<p>Transportation might be either by road, rail, water, or air: every mode has different costs and performance levels. Finally, once designed, the overall logistics infrastructure, managing the distribution flows means running monthly, weekly and daily the goods flows and the inventories along the distribution network in order to match customers demand and expectations.</p> <p>Supply Chain Management:</p> <p>Companies and their supply chains are operating in a global and complex environment. This means procuring, producing, selling and distributing worldwide. For this reason, companies need to develop the right capabilities in order to select and manage the right sources from all over the world, taking into consideration cost opportunities, exclusiveness, local and country-specific factors, innovation etc.</p> <p>Moreover, companies must design their production network in order to increase their own competitiveness. Finally, selling and distributing products worldwide requires great market knowledge; different markets and cultural environments need to be addressed with different strategies and products needing to be delivered accordingly. All these elements should be carefully considered within a global company that procures, produces, and distributes all over the world.</p> <p>Syllabus:</p> <p>Basic elements, processes and organizational aspects of Logistics Design, planning and implementation of Supply Chains Concepts and methods of Supply Chain Management (SCM)</p>
Teaching and learning methods	Online lectures, discussion of cases, presentations, student work in teams
Miscellaneous	Examination type is CA for this course.
Indicative reading list	<p>References and access to supplementary readings, videos, and cases are provided during lectures. Key readings include:</p> <ul style="list-style-type: none"> – Arnold, D.; Isermann, H.; Kuhn A.; Tempelmeier, H.; Furmanns, K. (2008): Handbuch Logistik, Springer, Berlin. – Bousonville, T. (2017): Logistik 4.0 – Die digitale Transformation der Wertschöpfungskette, Springer Fachmedien, Wiesbaden. – Chopra, S.; Meindl, P. (2007): Supply Chain Management – Strategy, Planning and Operation, Prentice Hall, Upper Saddle River. – Kummer, S.; Grün, O.; Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson Deutschland, München. – Pawar, S.; Rogers, H.; Potter, A.; Naim, M. (2016): Developments in Logistics and Supply Chain Management. – Tempelmeier, H.; Günther, H.-O. (2016): Produktion und Logistik – Supply Chain und Operations Management. – Zijm, H.; Klumpp, M.; Regattieri, A.; Heragu, S. (2019): Operations, Logistics and Supply Chain Management.

3.10. Master Thesis

Module	M 14
Semester	5
Duration of module	Maximum 5 months
Type of module	Core
How frequently is the module offered	Continually
Admission requirements	Successful completion of 45 ECTS credits acquired in semester 1, 2 and 3
Level	Master/ MBA
Module coordinator/responsible professor	First supervisor: a professor at Reutlingen University, preferably a professor from ESB Business School Second supervisor: a professor at Reutlingen University or a company representative who must be approved by the MBA examination board
Name of contact person	Depending on the topic (central contact person possible)
Language	Thesis can be written in German or English
Credits (ECTS)	15
Total workload and breakdown	450 hours
Examination/assessment conditions	Independent grading by two supervisors. Minimum grade is 4.0. The thesis is written in German or English and is to be written in semester 5. The scope corresponds to 15 ECTS credit points and has to be submitted within 5 months.
Weighting of grade within programme	15/90
Learning outcomes	As part of the preparation for their master's thesis, the candidate should demonstrate the ability to produce academic/ scientific work at MBA level. The subject of the thesis is the independent analysis of a subject-immanent question with the help of scientific methods within a given period of time, as well as the elaboration of proposed solutions and suggestions for further scientific investigations of related questions. At the same time, the candidate should be able to assess the scientific and practical relevance of the topic and to select and apply the relevant methods of analysis.
Course-specific contributions to AoL	CG 2 reinforced if subject-applicable: Students include the international dimensions of the analysed research question and research field.

competency goals (CG 1 - 6)	<p>CG 3 reinforced if subject-applicable: Students check and reflect the ethical dimensions of their research topic. They also choose their research method according to accepted ethical standards and rules.</p> <p>CG 4 embedded assessment: Students develop solutions for business related issues and show how business objectives can be achieved in a practical nature. The thesis demonstrates the student's problem-solving skills. The process of writing and development of argumentation, as well as the drawing of conclusions, is done independently.</p> <p>CG 5 reinforced if subject-applicable: The contribution to this CG depends on the research field of the master's thesis.</p> <p>CG 6 reinforced if subject-applicable: Students analyse the relevance of digital tools and frameworks for their research topic.</p>
Content/ indicative syllabus	<p>Structured, scientific elaboration of a subject-defined topic in the field of general management based on the knowledge and competences acquired in the study programme. This includes the development of a practice-oriented research question and academic treatment of the topic in coordination with the supervisors.</p> <p>Content and methods vary depending on the task. The choice of methods must be undergirded.</p> <p>As a rule, the thesis is written in cooperation with a company. Exceptions to this are to be discussed with the responsible professor.</p>
Teaching and learning methods	<p>As far as content and methods of the master's thesis are concerned, the students are supervised by a professor and, if applicable, by a company representative. The supervision includes, in particular, the reflection of the structure and the methods used.</p> <p>The thesis demonstrates the student's problem-solving skills. The process of writing and development of argumentation as well as the drawing of conclusions is done independently.</p>
Indicative reading list	Depending on individual topic

4. ELECTIVES

4.1. Sustainability Management

Elective	VM 3
Semester	2/3
Duration of module	2 weekends plus contact seminars
Type of module	Elective
Admission requirements	Completion of first semester modules
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Maud Schmiedeknecht maud.schmiedeknecht@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Total workload and breakdown	90
Contact hours	Block lectures on weekends (45 hours)
Examination/ type of assessment	Presentation
Weighting of grade within overall programme	3/90
Learning outcomes of the course	<ul style="list-style-type: none"> Professional Competencies: Students will develop an enhanced understanding of theoretical and practical aspects of sustainability management. They discuss the relevance of sustainability in society and business and the limitations of our “industrial way of life” in the context of the natural environment and globalization (awareness). They will be able to apply methods to identify and analyze challenges and perspectives regarding sustainability issues (analysis). Furthermore, students will be familiar with strategies and instruments to apply sustainability management in business and to transform business models (implementation).

	<ul style="list-style-type: none"> • Methodological Competencies: Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills particularly in the field of sustainability management. Furthermore, they will be able to create a presentation deck considering the requirements of a management consultancy. • Social Competencies: Through the interactive nature of the course, students will apply their oral and written communication skills. Furthermore, they will apply their team skills by developing results in discussions in various team set-ups. Students will be able to analyze and critically reflect on their own learning process during the course. • Personal Competencies: Students will gain knowledge and competencies in analyzing and assessing sustainability management issues and thereby reflect how to grow into responsible decision makers. They will discuss personal consequences, e.g. to take the initiative for a responsible and future oriented behaviour in society and business.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2 reinforced: Students reflect upon the complexities of international corporations regarding sustainability topics e.g. social and ecological challenges of setting up sustainable supply chains.</p> <p>CG3 reinforced: Students reflect upon the potential ethical consequences of management decisions. Ethical awareness is reinforced by solving case studies.</p> <p>CG 4 reinforced: Students analyse and assess sustainability management systems, e.g. by evaluating sustainability reports regarding strategy, implementation measurements, and KPIs.</p> <p>CG 5 introduced: Students learn which digital capabilities companies have to build up to increase the transparency in their supply chains (e.g. with big data, blockchain technology).</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> - Introduction to sustainability management: Topics, principles and standards - Climate solution simulation - Implementation of sustainability management: Strategies, structures and processes - Sustainable business models and business model innovations: Patterns and transformation - Selected functional areas of sustainability management: Supply chain and reporting
Teaching and learning methods	Seminar style lecture including case studies, discussions, simulation, coaching by instructor and presentations by students
Indicative reading list	Lecture handout with list of references, case studies, current sustainability reports and articles, amongst others:

	<ul style="list-style-type: none"> – Aargaard, A. (ed.) (2019): Sustainable Business Models. Innovation, Implementation and Success. Palgrave – Bocken, N.M.P., Short, S.W., Evans, S. (2014): A literature and practice review to develop sustainable business model archetypes. Journal of Cleaner Production (65), pp. 42-56 – Crane, A., Matten, D. (2016): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th edition, Oxford University Press, Oxford – Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. Journal of Cleaner Production (198), pp. 401-416 – Lüdeke-Freund, Carroux, S., Joyce, A., Massa, L., Breuer, H. (2018): The Sustainable Business Model Pattern Taxonomy – 45 Patterns to Support Sustainability-Oriented Business Model Innovation. Sustainable Production and Consumption (15), pp. 145-162 – Schaltegger, S., & Burritt, R. (2018). Business cases and corporate engagement with sustainability: Differentiating ethical motivations. Journal of Business Ethics, 147(2), 241-259. – World Economic Forum (2021): The Global Risks Report 2021
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4.2. Strategieimplementierung/ Strategy Implementation

Module	VM 6
Semester	2/3
Duration of module	4-day block seminar plus contact seminar
Type of module	Elective
Admission requirements	Completion of first and second semester modules
Level	Master/ MBA
Module coordinator/ responsible profes- sor	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name(s) of lec- turer(s)	Prof. Dr. Carmen A. Finckh carmen.finckh@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	3

Total workload and breakdown	90
Contact hours	Block lecture and contact seminar, in total 45 hours.
Examination/ type of assessment	CA (consisting of active participation in class, teamwork and individual presentations – a split will be provided at the beginning of the course)
Weighting of grade within overall programme	3/90
Learning outcomes	<ul style="list-style-type: none"> • Subject-specific competencies Students will gain a complete overview of the strategy process, be able to design or review an implementation process and optimise it if necessary. Students will identify challenges in strategy implementation and change management and extend methodological and process competence in change processes. Students will learn about testing and critically reflecting on different approaches to strategy implementation (e.g. Systemic Constellation, Hoshin Kanri). • Professional and interdisciplinary competencies Change skills are required in every management function. Students will be able to deepen systemic understanding of organisations and reflect on system principles. • Social skills, key competencies Students will be able to recognising resistance to change and learn to deal with it competently as well as learn self-management, organisation and cooperation in different project teams. • Personal competencies Students will reflect on their own learning and change processes and test, reflect and change their behaviour as a manager within the change process.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2 reinforced: Students work in intercultural groups and deal with different international business contexts.</p> <p>CG 3 reinforced: In change management, the psychological effects and the situation-appropriate adaptation of leadership behaviour are focused on in particular.</p> <p>CG 4 reinforced: The challenges in transformation, strategy implementation and change processes are manifold. In the course, students expand their problem-solving skills in this regard with the help of digital simulations.</p> <p>CG 5 reinforced: Students will be able to apply the methods to the implementation of digital or other supply chain strategies or in the context of change management.</p>

	<p>CG 6 reinforced: Students have the opportunity to analyse and optimize the further development and also the implementation of digital business strategies and digital business models.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> - Strategic management processes at a glance - Challenges in strategy implementation - Concepts for strategy implementation - Strategy Mapping, BSC and Strategic Action Planning - Strategy-focused organisation - Change management in different contexts - Testing innovative approaches (Hoshin Kanri, Systemic Constellation)
Teaching and learning methods	<p>Computer-aided simulations</p> <ol style="list-style-type: none"> 1. Harvard Business School Delta/ Signal Corp. 2. Harvard Business School Simulation Power and Influence <p>Experiments/ case studies; lectures, review of technical literature</p>
Miscellaneous	<p>On a case-by-case basis, industry representatives are invited to present and discuss selected topics.</p>
Indicative reading list	<ul style="list-style-type: none"> – Becker, Wolfgang; Schuhknecht, Felix; Botzkowski, Tim (2019): Die Balanced Scorecard als Instrument zur Entwicklung und Implementierung von Digitalisierungsstrategien. In: Wolfgang Becker, Brigitte Eierle, Alexander Fliaster, Björn Ivens, Alexander Leischnig, Alexander Pflaum und Eric Sucky (Hg.): Geschäftsmodelle in der digitalen Welt: Strategien, Prozesse und Praxiserfahrungen. Wiesbaden: Springer Fachmedien Wiesbaden, S. 37–56. – Doerr, John (2018): Measure what matters: How Google, Bono, and the Gates Foundation rock the world with OKRs: Penguin. – Ferrari, Elisabeth; Sparrer, Insa; Kibed, Matthias Varga von (2016): Simply More Complex: A SySt® Approach to VUCA. In: Oliver Mack, Anshuman Khare, Andreas Krämer und Thomas Burgartz (Hg.): Managing in a VUCA World. Cham: Springer International Publishing, S. 21–38. – Helpap, Sevda; Bekmeier-Feuerhahn, Sigrid; Pinkernelle, Luisa (2018): Ambivalenzen in organisationalen Veränderungen. In: Schmalenbachs Zeitschrift für betriebswirtschaftliche Forschung 70 (3), S. 209–241. – Kaplan, R.S., Norton, D. P., The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment, Boston: Harvard Business School Press, United States of America 2001. – Kaplan, R.S., Norton D.P., Strategy Map, Boston (Mass.), Boston: Harvard Business School Press, United States of America 2004.

	<ul style="list-style-type: none"> – Kaplan, R.S., Norton D.P., Alignment. Using the Balanced Scorecard to create corporate synergies, Boston (Mass.), Boston: Harvard Business School Press, United States of America 2006. – Kaplan, R.S., Norton D.P., The Execution Premium. Linking Strategy to Operations for Competitive Advantage, Harvard Business School Press, United States of America 2008. – Kolks, Uwe (1990): Strategieimplementierung. Ein anwenderorientiertes Konzept. Wiesbaden: Dt. Univ.-Verl. (DUV). – Kotter, John P. (2010): Leading change: Boston, Mass.: Harvard Business School Press, 2010. – Kudernatsch, Daniela; Liker, Jeffrey K. (2019): Hoshin Kanri. Policy Deployment durch agile Strategieumsetzung. 2., aktualisierte und überarbeitete Auflage: Schäffer-Poeschel. – Lauer, Thomas (2014): Change Management. Grundlagen und Erfolgsfaktoren. 2. Aufl. 2014. Berlin, Heidelberg. – Raps, Andreas (2008): Erfolgsfaktoren der Strategieimplementierung. Konzeption, Instrumente und Fallbeispiele. 3rd ed. – Scharmer, Otto; Kaufer, Katrin (2013): Leading from the emerging future. From ego-system to eco-system economies. 1st ed. San Francisco. – Stolzenberg, Kerstin; Heberle, Krischan (2013): Change Management. Veränderungsprozesse erfolgreich gestalten - Mitarbeiter mobilisieren: Vision, Kommunikation, Beteiligung, Qualifizierung. 3., überarb. Aufl. 2013. Berlin, Heidelberg.
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4.3. Behavioural Finance

Elective	VM 8
Semester	2/3
Duration of module	2 weekends plus contact seminar
Type of module	Elective
Admission requirements	Completion of first semester modules and a significant part of Business Finance (second)
Level	Master/ MBA
Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Rolf Daxhammer rolf.daxhammer@reutlingen-university.de

Language of instruction	German
Credits (ECTS)	3
Total workload and breakdown	90
Contact hours	Block lectures/Inverted classroom and contact seminar; in total 45 hours.
Examination/ type of assessment	PA/ CA
Weighting of grade within programme	3/90
Learning outcomes	<ul style="list-style-type: none"> ● Subject-specific competencies Students will learn why the concept of economic rationality has its limitations in financial markets. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a Behavioural Prospect Theory approach. Students will be able explain phases of financial bubbles and list the most important ones. ● Professional competencies Students will learn how to give finance-based presentations in a professional environment and, at the end of the course, they will be able to understand the complex environment of financial decision-making from a behavioural perspective. ● Social competencies Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback from fellow students in a structured manner. ● Personal and practical competencies Students will be involved in ongoing research projects such as experiments and simulations. They will learn about research methodologies with a 'hands on' approach.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3 reinforced: Especially in the topics Investment Advice and Financial Nudging, students will learn to appreciate the fine line between reacting to behavioural biases and exploiting behavioural biases.</p> <p>CG 4 reinforced: In pairs, students will prepare research agendas which address the implications of introducing behavioural concepts into standard neoclassical financial theory. Thus, they will grasp a solid understanding for the limitations of some of the standard problem-solving tools in investment management.</p>
Content/ indicative syllabus	<ul style="list-style-type: none"> ● Basics and Limits of rational behaviour in Financial Markets ● Phases of and Examples for Speculative Bubbles

	<ul style="list-style-type: none"> • Information Processing and Decision Making from a behavioural perspective • Applications of Behavioural Finance • Limitations of and Challenges for Behavioural Finance
Teaching and learning methods	<p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/exercises will make sure that students get ample exposure to application of knowledge, making judgements and developing learning skills. The class will draw extensively on real life and near real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.</p>
Miscellaneous	Online discussions 15-30%, external presentations/field trips 15-30%
Indicative reading list	<p>Basic reading:</p> <ul style="list-style-type: none"> – Acker, L.F., Deaves, R. (2010): Behavioral Finance, Cengage, Mason – Daxhammer, R.J., Facsar, M. (2017): Behavioral Finance, 2nd edition, UVK/Lucius, Konstanz <p>Further reading:</p> <ul style="list-style-type: none"> – Daxhammer, R.J., Facsar, M. (2017): Spekulationsblasen – Den Turbulenzen am Finanzmarkt auf der Spur, 2nd edition, UVK/Lucius, Konstanz – Nofsinger, J.R. (2017): The Psychology of Investing, 6th edition, Routledge, London

4.4. Verträge verhandeln und gestalten/ Negotiating and drafting legal contracts

Elective	VM 13
Semester	2/3
Duration of course	2 weekends plus contact seminars
Type of course	Elective
Admission requirements	Completion of first semester modules
Level	Master/ MBA

Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Building 17, Office 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Markus Conrads markus.conrads@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Total workload and breakdown	90
Contact hours	Block lectures on weekends (45 hours)
Examination/ type of assessment	CA
Weighting of grade within programme	3/90
Learning outcomes of the course	The students should <ul style="list-style-type: none"> - be able to identify the relevant statutory provisions for preparing a contract draft - analyse the challenges of a project and transfer them into legal categories - negotiate the relevant issues of a contract effectively
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG3 reinforced: Students reflect upon the potential ethical consequences of management decisions. Ethical awareness is reinforced by solving a case study dealing with general questions of compensation. The students reflect whether the traditional ways of compensating for damages are sufficient and how they can make sure that their contract partners perform their contractual obligations ethically.
Content/ indicative syllabus	<ul style="list-style-type: none"> - Legal background - Applying conflict of law rules - BGB: Law relating to service contracts (work contracts) - FIDIC conditions: Contractual terms and conditions for plant construction projects - Drafting of contracts - Identifying potential obstacles in plant construction projects - Creating terms and conditions - Negotiating contracts - Enforcement of own terms and conditions in contract negotiations - Strategies for successful negotiating

Teaching and learning methods	Seminar-based approach
Indicative reading list	<ul style="list-style-type: none">– Conrads/Schade, Internationales Wirtschaftsprivatrecht, 2. Auflage 2012– Conrads, Internationales Kaufrecht, 2017